The next open meeting of the Senate of the University of Victoria is scheduled for Friday, October 7, 2016 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

The Annual Senate Photograph will be taken immediately following the Senate meeting.

AGENDA as reviewed by the Senate Committee on Agenda and Governance.

1. APPROVAL OF THE AGENDA  ACTION

2. REMARKS FROM THE CHAIR
   a. President’s Report  INFORMATION
   b. United Way Presentation  INFORMATION
      Dr. Cedric Littlewood, UVic United Way Campaign Co-chair, has been invited to attend

3. MINUTES
   a. May 6, 2016 [SEN-OCT 7/16-1]  ACTION

      Motion: That the minutes of the open session of the meeting of the Senate held on May 6, 2016 be approved and that the approved minutes be circulated in the usual way.

4. BUSINESS ARISING FROM THE MINUTES

5. ELECTION OF STUDENTS TO THE SENATE
   a. Faculties of Education, Graduate Studies, and Human and Social Development [SEN-OCT 7/16-2]  ACTION
6. **CORRESPONDENCE**

a. University of Victoria Financial Statements as at March 31, 2016

(Note: the Schedule of Employees’ Remuneration and Expenses is available for viewing by clicking here.)

Advance notice of questions is appreciated. The Vice-President Finance and Operations will be pleased to answer any questions received prior to noon on the day of the Senate meeting. Please email questions to Kathy MacDonald in the Office of the University Secretary at usec2@uvic.ca.

7. **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

a. Senate Committee on Academic Standards - Dr. Rosaline Canessa, Acting Chair

   i. Proposal to add Term GPA information to the academic calendar and administrative transcript

Motion: That Senate approve the addition of Term GPA information to the academic calendar and administrative transcript effective immediately for Winter Session 2016-2017.

b. Senate Committee on Agenda and Governance – Prof. Jamie Cassels, Chair

   i. Update on the Proposal to Extend Fall Reading Break

   ii. Appointments to the 2016/2017 Senate Standing Committees

Motion: That Senate approve the appointments to the 2016/2017 Senate standing committees for the terms indicated in the attached document.

c. Senate Committee on Awards – Dr. John Walsh, Chair

   i. New and Revised Awards

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

   • May Yuen Memorial Scholarship (revised)*
   • Roger Odlum Scholarship in Law (new)
• Innis Christie Entrance Scholarship (new)*
• Dairyland Vikes Athletic Award (new)
• Kutzschan Graduate Scholarship in Philosophy (new)*
• Robert J Murphy Travel Award in Greek and Roman Studies (new)*
• Anne and Ivor Williams Spain and Latin America Scholarship (new)*
• Canadian History Scholarship (new)*
• Maurice William Summerhayes Memorial Fund (revised)
• 50th Anniversary Humanities Entrance Scholarship (revised)*
• 50th Anniversary Social Sciences Entrance Scholarship (revised)*
• 50th Anniversary Vikes Entrance Scholarship (revised)*
• Artes Y Letras Scholarship (revised)*
• David Harris Flaherty Scholarship (revised)*
• Dax Gibson Memorial Award in Gender Studies (revised)*
• Dr. Ken and Barbara Thornton Award (revised)*
• Edward Philip Oscapella Scholarship in Music (revised)*
• Jesse Short-Gershman Memorial Scholarship (new)*
• Michael Miller Scholarship (revised)*
• Riley Jane Elhom Memorial Scholarship in Civil Engineering (new)*
• Sherry Lovine Sagris Memorial Bursary in Art Education (new)
• Simba Technologies Inc. Scholarship (revised)*
• Urbanecology.ca Scholarship (revised)
• William Petrie Scholarship (revised)*
• Henry & Marian Thiel International Business Bursary (revised)*
• Maureen McLeod Scholarship in Geography (revised)
• Joan Watson Memorial Scholarship (new)
• The Leeder Family Memorial Bursary in Economics (new)*
• The Leeder Family Memorial Bursary in Education – Elementary (new)*
• The Leeder Family Memorial Bursary in Education – Secondary (new)*
• The Leeder Family Memorial Bursary in Mathematics (new)*
• Coast Capital Savings Entrepreneurship Scholarship (new)
• E&S Theatre Scholarship (new)
• MBA Pay It Forward Award (revised)*
• British Columbia Provincial Court Judges Association Bursary (new)
• Chair in Transgender Studies Undergraduate Research Scholarship (new)
• Eli Pasquale Basketball Award (new)
• Gwyn Morgan “Be An Engineer” Bursary (new)
• Union Club Scholarship (new)
• Maureen De Burgh Memorial Scholarship (revised)
• Humanities Graduate Entrance Scholarship (new)

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d. Senate Committee on Continuing Studies – Dr. Maureen MacDonald, Chair
   
   i. 2015/2106 Annual Report [SEN-OCT 7/16-8] INFORMATION

e. Senate Committee on Curriculum – Dr. Tim Haskett, Chair
   
   i. 2015/2016 Annual Report [SEN-OCT 7/16-9] INFORMATION

   ii. 2016/2017 Cycle 3 Curriculum Submissions [SEN-OCT 7/16-9] ACTION

   Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2016-2017 academic calendars, effective January 1, 2017.

   Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

   Note: The summaries of the curriculum changes from the faculties have been included in the docket. The complete curriculum submissions can be reviewed in the Office of the University Secretary starting on September 30, 2016.

f. Senate Committee on Learning and Teaching – Dr. Janni Aragon, Chair


g. Senate Committee on Planning - Dr. Nancy Wright, Chair


   ii. Graduate Certificate in Indigenous Nationhood [SEN-OCT 7/16-12] ACTION

   Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, as described in the document “Proposal for Graduate Certificate in Indigenous Nationhood (IN)” dated July 5, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.
iii. Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream  

**ACTION**

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, as described in the document “Proposal for M.A. in Germanic and Slavic Studies - Holocaust Studies Stream”, dated June 30, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

iv. Master of Arts Stream in Public History  

**ACTION**

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Arts Stream in Public History, as described in the document “Proposal for M.A. Stream in Public History”, dated May 1, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

v. Renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC)  

**ACTION**

**Motion:** That Senate approve the renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC) for the five year period 1 October, 2016 through 30 June, 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources which are advice to the Vice-President Research.

8. **PROPOSALS AND REPORTS FROM FACULTIES**

a. Peter B. Gustavson School of Business

i. Bylaw Revisions  

**ACTION**

**Motion:** That Senate approve the revised bylaws for the Peter B. Gustavson School of Business.

9. **PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST**
10. OTHER BUSINESS

a. Academic Year Important Dates [SEN-OCT 7/16-17] ACTION

Motion: That Senate approve the Academic Year Important Dates for the period September 2017 through April 2018 for submission to the online academic calendar and for the academic calendar January 2017 publication.

b. Proposed Revision to the Admission Declaration at Convocation [SEN-OCT 7/16-18] ACTION

Motion: That Senate approve the proposed revision to the Admission delivered by the Chancellor at Convocation.

c. Election of Vice-Chair of Senate ACTION

d. Notification of expiry of Chancellor’s first term INFORMATION

e. Joint Senate Board Retreat INFORMATION

11. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on May 6, 2016 at 3:33 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

   Motion: (J. Crocker/K. Erickson)
   That the agenda be approved as circulated.

      CARRIED

2. MINUTES

   a. April 1, 2016

      Motion: (B. Peterson/J. Crocker)
      That the minutes of the open session of the meeting of the Senate held on April 1, 2016 be approved and that the approved minutes be circulated in the usual way.

      CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   a. Update on the program approval process

Dr. Mateer reminded members of Senate that the provincial criteria for approval of academic programs had changed. She reported on a UVic program submitted under the old criteria that was now subject to the new criteria and said a decision had been made to withdraw this program from the approval process. An alternative for offering the program was being considered.

4. REMARKS FROM THE CHAIR

   a. President’s Report

Prof. Cassels thanked members of Senate for their contributions this year. In particular, he acknowledged Dr. Mateer, whose term as Associate Vice-President Academic Planning was coming to an end.

Prof. Cassels reported on progress made on goals outlined in the Strategic Plan. He discussed initiatives underway and outlined current reporting mechanisms. Prof. Cassels also commented on plans for more detailed reporting in the coming year.
Prof. Cassels reported that the terms of reference and committee structures for the policy review of sexualized violence prevention and response had been finalized. He provided an update on the process that was underway.

With respect to funding available from the federal government for infrastructure projects, Prof. Cassels provided information regarding the university’s submissions to the Strategic Investment Fund.

5. **CORRESPONDENCE**

   **a. Office of the Ombudsperson**

      **i. 2015 Annual Report**

      Ms. Martine Conway, Ombudsperson provided an overview of her annual report. Prof. Cassels thanked Ms. Conway for the report and her work on campus.

   **b. Campus Planning Committee**

      **i. Semi-annual report**

      Dr. Kuehne presented the report.

6. **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

   **a. Senate Committee on Admission, Re-registration and Transfer**

      **i. Math Grade for Admission to BSc Computer Science Programs**

      Dr. Ken Stewart, Chair, Senate Committee on Admission, Re-registration and Transfer introduced the proposal.

      **Motion:** (J. Crocker/K. Erickson)
      That Senate approve that the minimum grade in Pre-calculus 12 required for admission to BSc Computer Science programs be changed to 73%, effective September 1, 2016.

      **CARRIED**

      **ii. Pathway for admission to graduate school for students with a three-year baccalaureate**

      Dr. Capson introduced the proposal.

      A comment was made that use of the word “pathway” might be confusing given the use of this term to describe a different program at the university. It was noted that the calendar wording should be reviewed in light of this comment.
Motion: (D. Capson/B. Peterson)
That Senate approve the Proposal to Create a Pathway for Admission to Graduate School at the University of Victoria with a Three-Year Baccalaureate.

CARRIED

iii. Admission requirements for the Combined Major Program in Computer Science and Health Information Science and revision to the Health Information Science program

Dr. Stewart introduced the proposal.

In response to a question about admission under the current model, Dr. Kushniruk said the new model would be less confusing for students and might increase the number of students who enrol in the combined program.

Motion: (B. Peterson/K. Erickson)
That Senate approve that admission requirements be created that would allow students to enter directly in first year the Combined Major Program in Computer Science and Health Information Science, and that current admission requirements to the Health Information Science program be revised to include a list of required grade 11 courses.

CARRIED

b. Senate Committee on Agenda and Governance

i. Rules to Govern Elections to the Board of Governors and the Senate

Ms. Andersen introduced the proposal.

Members of Senate expressed support for the proposal.

Motion: (C. Shankman/J. Crocker)
That Senate approve the attached revisions to the Rules to Govern Elections to the Board of Governors and the Senate.

CARRIED

ii. Revised Terms of Reference for the Senate Committee on Libraries

Dr. Dale Ganley, Chair, Senate Committee on Libraries introduced the proposal.

Motion: (B. Peterson/J. Crocker)
That Senate approve the revised terms of reference for the Senate Committee on Libraries.

CARRIED
iii. Appointments to the 2016/2017 Senate Standing Committees

Dr. Lepp presented the nominations. Prof. Cassels invited additional nominations to the Senate standing committees. There were no nominations.

Motion: (A. Lepp/J. Crocker)
That Senate approve the appointments to the 2016/2017 Senate standing committees for the terms indicated in the attached document.

CARRIED

iv. Re-appointments to the Joint Senate Board Retreat Committee

Dr. Lepp presented the nominations.

Motion: (A. Lepp/C. Shankman)
That Senate approve the re-appointments of Dr. Robin Hicks, Dr. Charlotte Schallie and Mr. Cory Shankman to the Joint Senate Board Committee for a term from July 1, 2016 to December 31, 2016.

CARRIED

v. Update on examination of fall reading break

Ms. Andersen reported on the work being undertaken by a sub-committee of the Senate Committee on Agenda and Governance to consider a request from the student societies to extend fall reading break. She said the sub-committee had undertaken some initial research and consultations and would present a more fulsome report to Senate in October. In response to a question, Ms. Andersen said that further consultations would be undertaken before any recommendations to Senate were finalized.

c. Senate Committee on Appeals

i. 2015/2016 Annual Report

Prof. Gillen introduced the report and provided an overview of the recommendations presented by the hearing panel that considered an appeal this year. He noted that one of the recommendations related to an instructor’s authority to waive pre-requisites and the other was regarding the criteria for academic concessions.

Members of Senate expressed support for following up on the recommendations. Dr. Kuehne said she would ask her office to look into the policies and practices at the university related to these issues. She added that if the inquiry determined that there were issues or questions requiring Senate consideration, she would bring these forward for referral to the appropriate committee.

A member of Senate commented that guidance and support for new faculty members should be robust. It was noted that teaching assistants could also benefit from guidance and education, and that the university as a whole would benefit from a consistent approach to academic concessions.
d. Senate Committee on Awards

i. New and Revised Awards

Dr. Walsh introduced the proposal.

In response to a question regarding why the Cuchulain Vikes Rugby Award was no longer available to women, Ms. Lori Nolt, Director of Student Awards and Financial Aid said this change was made at the donor’s request.

A question was asked about whether the Innis Christie Entrance Scholarship was intended to be available to students from Newfoundland. Following a brief discussion, a decision was made to hold off on considering approval of this award until the answer was confirmed.

Motion: (J. Walsh/J. Crocker)
That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document, as amended:

- Brian Jackson and Denys Mailholt Scholarship (new)*
- L.E. Frances Druce Bursary in Law (new)*
- L.E. Frances Druce Bursary in Science (new)*
- Cuchulain Vikes Rugby Award (revised)*
- Leonard and Eileen Hamilton Scholarship in Spanish & Italian Studies (new)
- Alumni Association Bursary for Active, Healthy Living (new)*
- Beulah Daniels Memorial Scholarship in Music (revised)*
- Claire Watson Fellowship (new)
- Commander Peter Chance Masc Graduate Fellowship (revised)*
- Dr. James B. Haddow Scholarship (new)
- Dr. Jean Downie Dey Memorial Award (new)*
- Dr. Jean Downie Dey Centennial Scholarship (new)*
- Dr. Jean Downie Dey Student Mobility Award (new)*
- Elias Mandel Prize for Study Abroad in Humanities (revised)*
- Fasken Martineau Dumoulin LLP Entrance Scholarship (new)
- Fasken Martineau Dumoulin LLP First Year Law Scholarship (new)*
- Fasken Martineau Dumoulin LLP Indigenous Entrance Scholarship (new)
- Germanic Studies Graduate Scholarship (revised)*
- Ian Cameron Scholarship in Educational Measurement & Evaluation (new)*
- Kutzschchan Graduate Scholarship in Forest Biology (new)*
- Kutzschchan Graduate Scholarship in Music (new)*
- Lorna Crozier Scholarship (new)*
- Marilyn McCall Bursary in Psychology (new)*
- Mary Marjorie Horan Scholarship (new)*
- Nicholas Thomas Mathers Memorial Bursary (new)*
- Phoenix Bursary (new)
- Richard and Margaret Beck Student Research Travel Award (revised)*
- Roger Odlum Bursary in Business and Dispute Resolution (new)
- School of Music Women’s Choral Scholarship (revised)
- Sinclair Farris Award (revised)*
- Sophia M. Terhart Vittali Scholarship (new)
- Theatre Retirees Scholarship (new)
- Victoria Chinatown Lioness Club Graduate Bursary (revised)*
- VNHS Dennis and Lyndis Davis Scholarship (new)*

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CARRIED
Mr. Crocker abstained.

e. Senate Committee on Curriculum

i. 2016/2017 Curriculum Changes

Dr. Haskett introduced the proposal and noted an amendment to the motion to remove reference to “major” curriculum changes only.

Motion: (T. Haskett/J. Crocker)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2016-17 academic calendar, effective September 1, 2016.

and

That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

CARRIED

f. Senate Committee on Learning and Teaching

i. 2015/2016 Annual Report

Dr. Lepp presented the annual report.
g. Senate Committee on Libraries
   i. 2015/2016 Annual Report

Dr. Ganley presented the annual report.

h. Senate Committee on Planning
   i. 2015/2016 Annual Report

Dr. Mateer presented the annual report.

   ii. Minor in Digital and Interactive Media in the Arts

Dr. Mateer introduced the proposal.

   Motion: (B. Peterson/K. Erickson)
   That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Digital and Interactive Media in the Arts (DIMA), as described in the document “Proposal for a Minor in Digital and Interactive Media in the Arts (DIMA), dated February 10, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

   CARRIED

   iii. Interdisciplinary Undergraduate Certificate Program in the Human Dimensions of Climate Change

Dr. Mateer introduced the proposal.

In response to a question, information was provided about the types of courses offered in the program. Information was also provided about consultation and, in particular, it was noted that robust consultation took place when the minor program in this area was proposed.

   Motion: (J. Crocker/B. Peterson)
   That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Interdisciplinary Undergraduate Certificate Program in the Human Dimensions of Climate Change, as described in the document “Proposal to Create an Interdisciplinary Undergraduate Certificate Program in the Human Dimensions of Climate Change”, dated March 10, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

   CARRIED
iv. Renewal of Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI)

Dr. Castle introduced the proposal.

**Motion: (J. Crocker/J. Erickson)**
That Senate approve the renewal of Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for the five year period 1 July 2016 through 30 June 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

CARRIED

i. Senate Committee on University Budget

i. 2015/2016 Annual Report

Dr. Sangster-Gormley presented the report. She reviewed the work of the committee over the course of year and discussed the confidentiality protocol approved by the committee following discussion of the confidential nature of materials reviewed by the committee.

A question was raised about the necessity of making all materials and discussions confidential. Committee members provided information about the discussions undertaken in development of the confidentiality protocol and about the benefits of a closed and confidential environment given the nature of the material and discussions. It was noted that regular review of the protocol would be valuable in the event the committee’s mandate changed.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

a. Advisory Committee on Academic Accommodation and Access for Students with Disabilities

i. 2015-2016 Annual Report

Mr. Dunsdon introduced the report. He reviewed the report highlights and the work of the advisory committee over the course of the year.

A comment was made that, given the increasing number of students requiring support, it would be beneficial to provide additional resources and support to instructors. Mr. Dunsdon confirmed that the committee had been discussing this suggestion and provided some information about current resources.
9. OTHER BUSINESS

a. Annual Report to Senate on UVic-approved research centre approvals, renewals and closures

Dr. Castle introduced the report.

b. Appointment of Orator

Prof. Cassels introduced the proposal.

Motion: (J. Crocker/K. Erickson)
That the Senate appoint Dr. Geraldine Van Gyn as Orator for a term from July 1, 2016 until June 30, 2019.

CARRIED

c. Update on Convocation Activities

Ms. Andersen reviewed the report and summarized some of the changes being introduced to the Convocation ceremonies.

There being no other business the meeting was adjourned at 4:41 p.m.
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<td></td>
<td>Vice-President, Academic and Provost</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Kushner, Andrew</td>
<td></td>
<td>Faculty of Human and Social Development</td>
<td>Elected by the Faculty</td>
</tr>
<tr>
<td>Lemieux, Andrew</td>
<td></td>
<td>Student Senator</td>
<td>Elected by the students</td>
</tr>
<tr>
<td>Lepp, Annal dise</td>
<td></td>
<td>Faculty of Humanities</td>
<td>Elected by the Faculty</td>
</tr>
<tr>
<td>Lewis, Susan</td>
<td></td>
<td>Acting Dean, Faculty of Fine Arts</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Littlewood, Cedric</td>
<td></td>
<td>Convocation Senator</td>
<td>Elected by the convocation</td>
</tr>
<tr>
<td>MacDonald, Maureen</td>
<td></td>
<td>Dean, Division of Continuing Studies</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Marck, Patricia</td>
<td></td>
<td>Dean, Faculty of Human and Social Development</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Mateer, Catherine</td>
<td></td>
<td>Associate Vice-President Academic Planning</td>
<td>By Invitation</td>
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<tr>
<td>Matheson, Judith</td>
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<td>Elected by the students</td>
</tr>
<tr>
<td>Neiman, Alex</td>
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<td>Elected by the students</td>
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<tr>
<td>Peterson, Bernadette</td>
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<tr>
<td>Popova, Diana</td>
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<tr>
<td>Rogers, Sheila</td>
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<td>Ex officio</td>
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<tr>
<td>Ryan, Tristan</td>
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<td>Sangster-Gormley, Esther</td>
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<tr>
<td>Schallie, Charlotte</td>
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<td>Faculty of Graduate Studies</td>
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<td>Schroed, Phillip</td>
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<td>Student Senator</td>
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<tr>
<td>Shankman, Cory</td>
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<td>Student Senator</td>
<td>Elected by the students</td>
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<tr>
<td>Smith, Brock</td>
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<td>Peter B. Gustavson School of Business</td>
<td>Elected by the Faculty</td>
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<tr>
<td>St. Clair, Ralf</td>
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<td>Dean, Faculty of Education</td>
<td>Ex officio</td>
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<tr>
<td>Stah, Ann</td>
<td></td>
<td>Faculty of Social Sciences</td>
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</tr>
<tr>
<td>Tiedje, Thomas</td>
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<td>Dean, Faculty of Engineering</td>
<td>Ex officio</td>
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<tr>
<td>Ulysses, Alicia</td>
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<td>Faculty of Humanities</td>
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<tr>
<td>Varela, Dalia</td>
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<td>Faculty of Science</td>
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<td>von Adorakis, Patrick</td>
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<td>Faculty of Science</td>
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<td>Walsh, John</td>
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<td>Elected by the Faculty</td>
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<tr>
<td>Webber, Jeremy</td>
<td></td>
<td>Dean, Faculty of Law</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Wright, Bruce</td>
<td></td>
<td>Head, Division of Medical Sciences</td>
<td>Ex officio</td>
</tr>
<tr>
<td>Wyatt, Victoria</td>
<td></td>
<td>Faculty of Fine Arts</td>
<td>Elected by the faculty members</td>
</tr>
</tbody>
</table>
MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective January 1, 2016

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Shelagh Rogers (31/12/17)
President and Vice-Chancellor: Jamie Cassels, Chair
V.P. Academic & Provost: Valerie Kuehne
V.P. Research: David Castle
Dean, Peter B. Gustavson School of Business: Saul Klein
Dean of Education: Ralf St. Clair
Dean of Engineering: Thomas Tiedje
Dean of Continuing Studies: Maureen MacDonald
Acting Dean of Fine Arts: Susan Lewis
Dean of Graduate Studies: David Capson
Acting Dean of Humanities: Cedric Littlewood
Dean of HSD: Patricia Marck
Dean of Law: Jeremy Webber
Acting Dean of Science: Kathryn Gillis
Dean of Social Sciences: Catherine Krull
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES
- Section 35 (2) (g)
BUSI: Rebecca Grant (30/6/16)
      Brock Smith (30/6/18)
EDUC: Carolyn Crippen (30/6/16)
      John Walsh (30/6/17)
ENGR: Peter Driessen (30/6/16)
       Nikolai Dechev (30/6/17)
FINE: Carolyn Butler-Palmer (30/6/16)
       Patricia Kostek (30/6/18)
GRAD: Sara Beam (30/6/16)
       Charlotte Schallie (30/6/17)
HSD: Andre Kushmiruk (30/6/18)
     Esther Sangster-Gormley (30/6/16)
HUMS: Jason Colby (30/6/18)
      Annalee Lepp (30/6/16)
LAWF: Gillian Calder (30/6/17)
      Mark Gillen (30/6/16)
SCIE: Florin Diacu (30/6/16)
     Diana Varela (30/6/17)
SOSC: Janni Aragon (30/6/18)
     Doug Baer (30/6/17)

MEMBERS ELECTED BY THE FACULTY MEMBERS
- Sections 35 (2) (g)
Sikata Banerjee - HUMS (30/6/16)
Deborah Begoray - EDUC (30/6/18)
Alexandra Branzan Albu – ENGR (30/6/17)
Penny Bryden – HUMS (30/6/16)
Aaron Devor – SOSC (30/6/17)
Tim Haskett – HUMS (30/6/17)
Robin Hicks – SCIE (30/6/18)
Helga Hallgrimsdottir – SOSC (30/6/18)

SECRETARY OF SENATE - Section 64 (2)
University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights
Assoc. V.P. Student Affairs: Jim Dunsdon
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: TBA
Associate University Secretary: Carrie Andersen

MEMBERS ELECTED BY THE FACULTY
MEMBERS (continued)
Leslee Francis Pelton – EDUC (30/6/17)
Ann Stahl - SOSC (30/6/16)
Patrick von Aderkas - SCIE (30/6/16)
Victoria Wyatt – FINE (30/6/16)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES – Section 35 (2) (h)
Wesley-Ryan Boyd (SOSC) (30/6/16)
Lee Brekstad (HUMS) “
Jordan Crocker (HUMA) “
Julia Denley (SCIE) “
Blupinder Dulku (BUS) “
Kayleigh Erickson (SOSC) “
Ivelina Ivanova (LAW) “
Andrew Lemieux (GRAD) “
Dakota Mellin (EDUC) “
Alex Neiman (ENGR) “
Bernadette Peterson (SCIE) “
Diana Popova (GRAD) “
Tristan Ryan (SOSC) “
Phillip Schro (SOSC) “
Cory Shankman (GRAD) “
vacancy (FINE) “

MEMBERS ELECTED BY THE CONVOCATION
– Section 35 (2) (i)
Rizwan Bashir (30/06/18)
Chandra Beaveridge (30/06/18)
Lauren Charlton (30/06/18)
Peter Liddell (30/06/18)

ADDITIONAL MEMBERS - Section 35 (2) (k)
Head, Division of Medical Sciences: Bruce Wright
Member elected by the Professional Librarians: John Durno (30/06/18)
Continuing Sessional: Alicia Ulysses (30/06/17)

Last updated: 12/7/2015
MEMO

Date: September 21, 2016
To: Members of Senate
From: Julia Eastman
University Secretary
Re: Election of Student Representatives to Senate from the Faculties of Education, Graduate Studies, and Human and Social Development

Members of Senate may recall that after the election of student representatives to Senate held in March 2016, vacancies remained for one student representative from each of the Faculties of Education, Graduate Studies, and Human and Social Development. A second call for nominations was issued on September 6, 2016, and closed on September 21, 2016.

There were no nominations received from the Faculties of Education and Human and Social Development.

Five nominations were received from students in the Faculty of Graduate Studies. Pursuant to the Rules to Govern the Conduct of Senate Procedures, an election will be held at the October 7, 2016 Senate meeting to elect a student representative from that faculty. The election will be held on the floor of Senate at the beginning of the meeting. The students who have been nominated are: Keith Cherry, Bhupinder Singh Dulk, Jamie Knight, Diana Popova and Marie Vance.

Please review the candidates’ biographies in preparation to elect one representative at the meeting on October 7, 2016.

Keith Cherry

Keith Cherry has a B.A. and an M.A. in Political Science from the University of Ottawa and is currently a PhD. candidate in Law and Society, drawing on economic, political, legal and civic literatures to compare pluralism in Canada’s Indigenous relations and in the European Union.

Keith has a long history of involvement in his academic community. While at UOttawa, he served as representative to the Graduate Student’s Association, sat on their “Bylaws and Constitution” Committee, and chaired their “Elections, Referendums, and Appeals” committee. Since coming to Uvic, Keith has acted as representative to the Graduate Student’s Society, a representative to the Law faculty’s “Appointments Advisory Committee”, and a Union Steward with CUPE 4163. Keith has also served as a peer tutor, a student mentor, a graduate student mentor, a writing adviser, an orientation buddy, and a peer reviewer for our campus journal The Arbutus Review. Keith currently works as a T.A., an R.A. and a Sessional Instructor in the European Studies department.

Outside of the University, Keith has interned on Parliament Hill, worked for numerous political campaigns at the federal, provincial and municipal levels,
volunteered with ACORN Community Organizers in Ottawa, Victoria’s Social Environmental Alliance, LEAP Victoria and Divest Victoria. As these experiences attest, Keith is a committed and active member of his community, an experienced member of committees and governing bodies, and a passionate advocate for social justice and progressive education. Together, these traits make Keith a well-qualified candidate to represent the Faculty of Graduate Studies at the University Senate.

In particular, the inter-disciplinary and cross-cultural nature of Keith’s work and the breadth of his on-campus experiences allow him to connect to the variety of constituents this position serves, while his particular focus on law and politics help facilitate effective advocacy on their behalf.

Bhupinder Singh Dulku

Born and raised in Victoria, B.C., I graduated from St. Michaels University School (SMUS ’09) before going onto completing a Bachelor of Arts (BA ‘14) in Economics at the University of Western Ontario. Currently, I am pursuing my Masters in Business Administration (MBA ‘17) at the Gustavson School of Business. I am an entrepreneur and a community-centric individual that values the power of initiative, teamwork, and commitment.

January 2016, I and a team of three others travelled to Davos, Switzerland and participate in the World Economic Forum. We presented a Sustainable Investment Strategy to the Norwegian Pension Fund that placed 1st overall internationally and received a written accolade from Prime Minister Justin Trudeau.

I strongly believe that “success is not the position in which you stand but is the direction in which you look”. In February 2014 I co-founded TravelMetrics.co, a web-based data analytics tool that helps users travel smarter. This website beta-launched in April 2015 and found initial success with UVIC’s Pitch-It and Plan-It Competitions put on by the Innovation Centre for Entrepreneurs (ICE) now known as the Coast Capital Savings Innovation Centre. TravelMetrics.co is currently an ICE client and is steadily growing, refining, and transforming everyday.

I am running for re-election on Senate because of my great experience last year, my previous experience in university governance at Western University and various elected roles with community organizations such as Neighborhood Legal Services. Currently, I’m also involved with United Way: UnitedNOW! Youth Council and Together Against Poverty Society.

I believe the strengths I would bring would include advocacy, communication, and a pragmatic approach to challenges. I plan to be a reliable liaison in representing my respective constituent base. The Senate’s responsibilities effectively recognize that “as individuals we have cause but it is as a community that we create effect”.

Jamie Knight

Jamie Knight is in her 2nd year of the Master of Science program in Psychology. Having also earned her undergraduate degree at UVic, Jamie would like to continue to contribute to the welfare and success of the university by representing students’ interests at the governance committee meetings. The Senate governs academic
matters at the university, this means that student involvement and representation is vital because the decisions made affect the learning environment and the UVic student experience.

At UVic, Jamie is a research assistant at the Integrative Lifespan Lab and a student affiliate of the Institute of Aging & Lifelong Health. She is currently completing her thesis is on the relationship between olfactory decline and cognitive decline in neurodegenerative disease with a focus on using smell as a biomarker for detecting Alzheimer’s. Jamie is interested in how health habits throughout life affect health outcomes in late life, and she will keep students’ mind and body health at the forefront of priorities. Along with affordability and accessibility, health and sustainability are main areas of focus.

Diana Popova

Diana was born and raised in Soviet Union, where she got the degree of M.Sc. in Engineering from Moscow Technical University. After graduation, Diana worked in different companies of Soviet Union and Russian Federation as an electronics engineer.

23 years ago, Diana migrated to Canada, where she worked in IT for MCI and EDS Canada as computer analyst and database developer. Diana entered the graduate studies in UVic’s Computer Science Department of Engineering faculty, but did not complete the studies: she received an employment offer from Oracle Corp. and moved to U.S.A.

In America, Diana worked for Oracle (principal consultant) and Citigroup (vice-president level), but always wanted to come back to Canada and UVic and complete her degree in Computer Science. Diana never really lost touch with UVic: Diana’s children both entered UVic after high school, and both successfully graduated from Computer Science Department (son) and from Department of Chemistry (daughter).

After putting aside enough money to pursue her dream, Diana moved back to Canada and got re-instated as a graduate student in Computer Science Department of UVic, starting in the winter session, January 2015.

For the Senate year of July 2015 - June 2016, Diana was a senator in UVic Senate representing the Faculty of Graduate Studies. Diana participated in the works of Committee on Honorary Degrees. When this term was over, Diana got a ‘thank you’ letters from both Senate and the Committee expressing the satisfaction with her performance.

Diana’s working experience will allow her to become a valuable member of UVic Senate as a student representative for the Faculty of Graduate Studies in the July 2016 - June 2017 Senate year.

Marie Vance

I would be honored to have the opportunity to represent the UVic graduate student community as a Senate grad rep.

I’m currently very active in the university community. Last year I co-chaired the Biology Annual Graduate Student Symposium and served as the grad rep at the Biology Department meetings. I also served as the Biology grad rep on the Graduate Students Society (GSS) Grad Council, on the GSS Student Affairs Committee, and on the UVic Sustainability Committee.
Committee and on a Faculty of Graduate Studies’ sub-committee working to revise the student supervisory relationship policy. This year I will once again be representing Biology at the GSS.

Outside of the university, I cook once a month for Victoria’s seasonal youth shelter, Out of the Rain. I also volunteer regularly with Power to Be, an organization that seeks to empower people with physical and mental disabilities by providing them with opportunities to participate in adventure-based outdoor activities.

Academically, I earned an Honours BSc in Biology at UVic, graduating with distinction in 2009. I went on to do my MSc in Plant Ecology and Physiology at the University of Neuchatel, Switzerland, graduating summa cum laude. I’m now a fourth-year PhD Candidate in the Department of Biology, co-supervised by Dr. Patrick von Aderkas and Dr. Barbara Hawkins in the Center for Forest Biology. My research is focused on a population genomics study of a high-elevation deciduous conifer species, subalpine larch.

I’m currently balancing my studies with a part-time Co-op position at the Tree Improvement Branch in the BC Ministry of Forests, Lands and Natural Resource Operations. I’m also an Allied Scientist Forester in Training with the Association of BC Forest Professionals.

Thank you for considering my application. I would be delighted to have the opportunity to engage with the larger University community and represent graduate student interests.
UNIVERSITY OF VICTORIA

2015 - 2016 Management Discussion and Analysis (Unaudited)

2015 – 2016 Audited Financial Statements
Introduction to Management Discussion and Analysis

The attached financial statements present the financial results of the University for the year ended March 31, 2016 in accordance with Public Sector Accounting Standards consistent with Section 23.1 of the Budget Transparency and Accountability Act (BTAA) of the Province of British Columbia supplemented by directives set out by the Province of British Columbia. The objective of this Management Discussion and Analysis (MD&A) document is to assist readers of the university’s financial statements better understand the financial position and operating activities of the university for fiscal year March 31, 2016, as presented in accordance with the above reporting framework. This discussion should be read in conjunction with the annual audited financial statements and accompanying notes.

The University of Victoria’s 2012 Strategic Plan, “A Vision for the Future – Building on Excellence,” reaffirms the vision, mission and goals of our university and our commitment to the highest standards of excellence. Its vision of being “a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world” remains the hallmark of our institution. The strategic plan reasserts its commitment to: “providing a high quality learning and research environment;” “integrating teaching, learning, research and civic engagement across the disciplines;” “employing our core strengths to benefit our external communities;” providing “environments for work and study that are safe, supportive, inclusive and healthy;” and ensuring “public and internal accountability.” To achieve our vision and mission, the Plan focuses on four key areas of “People”, “Quality”, “Community” and “Resources”. The goals of the strategic plan are reflected in the UVic Edge through the powerful fusion of three ingredients: Dynamic Learning, Vital Impact and Extraordinary Environment.

Flowing from the Strategic Plan, and with the increased focus as contained in the report from the President of the University in his “Report to the university community on campus conversations” (https://www.uvic.ca/president/activities/talks/ConversationsReport2014.pdf), the University develops an institutional budget to ensure that financial resources are aligned with the institution’s priorities and areas of strategic focus. Commencing with 2006/07, the university has developed its annual budget framework, financial models and plans within the context of a three-year planning cycle. A three-year planning horizon provides a more realistic time-frame for the development of university initiatives and provides greater flexibility than permitted within an annual process.

The MD&A provides an overview of the University’s

- Financial Highlights
- Financial Information
- Operating environment
- Financial Reporting Environment
- Risks and Uncertainties
- Related Entities
Financial Highlights

Financial Statement Summary
The university ended the year with total assets of $1.3 billion and consolidated revenue of $557 million. The operating surplus prior to inclusion of donations to the university’s endowment fund was $18.9M or 3.4% of total revenues ($16.4M or 3.0% for the prior year). Growth in the operating surplus resulted from a 3.0% increase in revenues less a 2.6% increase in expenses. The operating surplus exceeded budget by $12.3M, ($15.7M for the prior year), due to larger than budgeted international enrolments and other favorable variances including unanticipated actuarial gains on the Staff Pension Plan.

Government Grants
Revenue from the Provincial Government in the form of grants increased by 0.2% over the previous year. Funds received for sponsored research funding (British Columbia Knowledge Development Fund “BCKDF”) decreased $4.1M due to completion of large research projects. Annual grants received from the Province for capital purposes were $9.4M, up from $2.1M received last year, related to routine maintenance and specific project funding.

Tuition and Enrolment
Credit course tuition increased by $12.2M, or 10.3%, to $130.9M due to a 2% increase in fees (domestic tuition fees can increase by no more than inflation according to provincial government policy) and continued growth in international student enrolment. Non-credit tuition decreased by $3.5M due to reduced enrolments in international programs in Continuing Studies and change in classification of Executive Programs in the Gustavson School of Business.

Investments
Investment income is comprised of both returns on endowments and returns on short term investments. The university’s endowment investments are held in the University of Victoria Foundation and have a fair value of $393M. The endowments experienced a modest return of 0.5% for the year across its six investment mandates. Short term investments held within the University returned 1.6% for the year.

Capital Activity
During the year, construction commenced on the $4.7M Phase 2 development of the Enterprise Data Centre and construction continued on the $13.7M addition to the Continuing Studies Building which was opened in April of 2016.
Financial Information

Financial Assets

Financial assets are defined as assets available to discharge existing liabilities or finance future operations. During the year they decreased 7.6% to $301M.

Cash and cash equivalents decreased by $13.3M reflecting the funding of the Continuing Studies building addition project. Accounts receivable increased by $6M and Due from governments decreased by $6.8, reflecting timing and year end funding. Portfolio investments which include the university’s long term working capital, investments underlying endowment expendable funds, investments related to sinking funds held for provincial debt and long term disability plan and supplemental pension obligations decreased by $10.1M due primarily to lower investment returns on the UVic Foundation’s endowment funds. Investments in government business enterprises represent the equity held in controlled business operations of Heritage Realty Properties Ltd. and the Vancouver Island Technology Park Trust.

<table>
<thead>
<tr>
<th>In thousands of dollars</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>87,422</td>
<td>100,725</td>
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<tr>
<td>Accounts Receivable</td>
<td>15,740</td>
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<td>Due from governments</td>
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<td>Inventories for resale</td>
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<td>1,488</td>
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<td>Portfolio investments</td>
<td>160,771</td>
<td>170,902</td>
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<td>Loans receivable</td>
<td>27,793</td>
<td>28,576</td>
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<td>Investments in government business enterprises</td>
<td>6,536</td>
<td>6,290</td>
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<tr>
<td><strong>Total Financial Assets</strong></td>
<td><strong>301,126</strong></td>
<td><strong>325,955</strong></td>
</tr>
</tbody>
</table>

Liabilities

Liabilities decreased by 5.4% to $621M.

<table>
<thead>
<tr>
<th>In thousands of dollars</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>28,860</td>
<td>34,347</td>
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<tr>
<td>Derivatives</td>
<td>2,444</td>
<td>2,410</td>
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<td>Due to governments</td>
<td>4,566</td>
<td>4,321</td>
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<tr>
<td>Employee future benefits</td>
<td>18,431</td>
<td>20,246</td>
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<tr>
<td>Deferred revenue</td>
<td>13,351</td>
<td>14,878</td>
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<tr>
<td>Deferred contributions</td>
<td>129,100</td>
<td>146,162</td>
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<tr>
<td>Deferred capital contributions</td>
<td>371,232</td>
<td>379,426</td>
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<tr>
<td>Long term debt</td>
<td>52,829</td>
<td>54,739</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>620,813</strong></td>
<td><strong>656,529</strong></td>
</tr>
</tbody>
</table>

Employee future benefits represent liabilities for employee benefit plans including the Staff Pension Plan, supplemental pension obligations, vested sick leave entitlements, long term disability and group life insurance plans. Deferred contributions are externally restricted revenue that is not recognized until related expenses are incurred. Deferred contributions decreased $17.1M due to spending of endowment income and sponsored research in excess of current year funding. Deferred capital contributions are externally restricted capital contributions to be amortized over the life of related tangible capital assets. During the year deferred capital contributions decreased by a net $8.2M resulting from contributions of $22.8M less amortization of $31M. Long term debt decreased by $1.9M resulting from scheduled debt repayments.
Non-financial Assets

Non-financial assets increased by 1.5% to $1,036M.

<table>
<thead>
<tr>
<th>In thousands of dollars</th>
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<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangible capital assets</td>
<td>700,295</td>
<td>694,679</td>
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<tr>
<td>Restricted endowment investments</td>
<td>319,353</td>
<td>308,531</td>
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<tr>
<td>Inventories held for use</td>
<td>1,078</td>
<td>1,694</td>
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<tr>
<td>Prepaid expense</td>
<td>15,325</td>
<td>15,372</td>
</tr>
<tr>
<td>Total Non-Financial Assets</td>
<td>1,036,051</td>
<td>1,020,276</td>
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</tbody>
</table>

Tangible capital assets include land, buildings, site improvements, library holdings, computers, equipment and furnishings but do not include $10.5M of artwork and collections as these are expensed under PSAS accounting. The net increase in tangible capital assets of $5.6M is due to additions of $57M less amortization of $51.4M. The largest single capital asset addition was related to the Continuing Studies building addition. Restricted endowment investments represent the portion of endowment investments related to the restricted principal funds. During the year they increased $10.8M due to donations of $6.7M and capitalized investment income of $4.1M. Restricted endowment assets are considered “non-financial” as the funds principal have a restricted purpose and cannot be used to meet the liabilities of the University as they become due.

Accumulated surplus

Accumulated surplus increased by 3.9% to $716M.

<table>
<thead>
<tr>
<th>In thousands of dollars</th>
<th>2016</th>
<th>2015</th>
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<tr>
<td>Endowment</td>
<td>306,472</td>
<td>295,532</td>
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<td>Invested in capital assets</td>
<td>293,119</td>
<td>277,306</td>
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<td>Internally restricted</td>
<td>81,984</td>
<td>80,470</td>
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<td>Unrestricted</td>
<td>20,627</td>
<td>19,069</td>
</tr>
<tr>
<td>Remeasurement gains</td>
<td>14,162</td>
<td>17,324</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>716,364</td>
<td>689,701</td>
</tr>
</tbody>
</table>

Accumulated surplus represents the university’s residual interest in its assets after deducting liabilities (net assets). Most of this balance is unavailable to fund operations as it is either restricted or has already been used to invest in buildings, equipment and other capital assets. Endowment, Invested in capital assets, and Internally Restricted are described in the following sections. Unrestricted surplus consists primarily of balances arising from ancillary operations such as residences and food services, and other entities that are consolidated in the Financial Statements. Remeasurement gains represent unrealized gains on university endowment funds and working capital arising after April 1, 2012, the effective date of the new Public Sector Accounting Standard financial instrument standard.
Accumulated Surplus – Endowment

Endowments increased by 3.7% to $306M.

The university’s endowments are held by the UVic Foundation. Accumulated surplus-endowment consists of restricted donations and capitalized investment income which is required to be maintained intact in perpetuity in order to support donor specified activities. The investment income generated from endowments must be used in accordance with the various purposes stipulated by the donors. At March 31, 2016 there were 1,241 individual endowment funds providing $13.7M (2015:$12.1M) in annual funding support.

Donors, as well as UVic Foundation policy, stipulate that the economic value of the endowments must be protected by restricting the amounts that can be expended and capitalizing a portion of investment income in order to maintain purchasing power against inflation.

Each endowment has an income stabilization account which is recorded as deferred contributions in order to provide a cushion against market fluctuations.

Accumulated Surplus – Invested in Capital Assets

Accumulated surplus invested in capital assets increased by 5.7% to $293M.

Accumulated surplus invested in capital assets is the amount of internal university funds used for the acquisition of capital assets less amortization of internally financed capital assets. The following comprises the balance of accumulated surplus invested in capital assets:

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>23,133</td>
<td>23,133</td>
</tr>
<tr>
<td>Site development</td>
<td>9,474</td>
<td>9,668</td>
</tr>
<tr>
<td>Buildings</td>
<td>254,847</td>
<td>240,324</td>
</tr>
<tr>
<td>Equipment</td>
<td>25,168</td>
<td>23,332</td>
</tr>
<tr>
<td>Library acquisitions</td>
<td>16,171</td>
<td>16,513</td>
</tr>
<tr>
<td>Software</td>
<td>273</td>
<td>2,285</td>
</tr>
<tr>
<td>Sinking funds</td>
<td>5,496</td>
<td>4,867</td>
</tr>
<tr>
<td>Less debt repayments</td>
<td>(41,443)</td>
<td>(42,816)</td>
</tr>
<tr>
<td>Invested in capital assets</td>
<td>293,119</td>
<td>277,306</td>
</tr>
</tbody>
</table>

Accumulated Surplus – Internally Restricted

Accumulated surplus internally restricted increased by 1.9% to $82M.
Accumulated surplus - internally restricted consists of balances appropriated by the university Board of Governors for employee commitments, equipment replacement, capital improvements, program development, research support and other non-recurring expenditures. Due to Provincial Government restrictions on the ability of the University to borrow externally, these funds are used on a temporary basis to fund capital projects that will generate future revenues. The reserves are also offset by future liabilities for certain employee benefits.

Balances are made up as follows:

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>General operating</td>
<td>128,088</td>
<td>128,802</td>
</tr>
<tr>
<td>Ancillary enterprises</td>
<td>9,789</td>
<td>10,368</td>
</tr>
<tr>
<td>Less Capital</td>
<td>(54,135)</td>
<td>(54,491)</td>
</tr>
<tr>
<td>Less vacation pay, LTD and staff pension</td>
<td>(1,758)</td>
<td>(4,209)</td>
</tr>
<tr>
<td>Total internally restricted</td>
<td>81,984</td>
<td>80,470</td>
</tr>
</tbody>
</table>

General operating reserves consist of:

Revenue

Revenue increased 3.0% to $557M.

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government grants and contracts</td>
<td>264,624</td>
<td>259,342</td>
</tr>
<tr>
<td>Tuition &amp; student fees</td>
<td>150,756</td>
<td>141,600</td>
</tr>
<tr>
<td>Donations, non-government grants &amp; contracts</td>
<td>15,371</td>
<td>18,389</td>
</tr>
<tr>
<td>Sales of services and products</td>
<td>66,661</td>
<td>61,988</td>
</tr>
<tr>
<td>Investment income</td>
<td>21,717</td>
<td>21,980</td>
</tr>
<tr>
<td>Income from business enterprises</td>
<td>958</td>
<td>1,352</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>31,299</td>
<td>30,941</td>
</tr>
<tr>
<td>Other revenue</td>
<td>5,917</td>
<td>5,374</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>557,303</td>
<td>540,966</td>
</tr>
</tbody>
</table>

Government grants and contracts revenue is received from the Province of B.C. (70%), the Government of Canada (23%), and other governments (7%). Revenue recorded from the Province increased by $0.4M overall due to research grant funding while the university’s operating grant increased by 0.2%. Tuition and student fees increased by $9.2M, or 6.5%, as a result of a 2% increase in domestic fees, $7.4M increase in international fees less a $3.5M decrease in non-credit tuition and fees due to reduced enrolments in international programs in Continuing Studies and change in classification of Executive Programs in the Gustavson School of Business. Investment income does not include unrealized gains which have been recorded through the Statement of Remeasurement. When remeasurement losses of $3.2M are included, overall investment income decreased by $3.4M compared to 2015 results.
Expenses

Expenses increased by 2.6% to $538M. Expenses reported by object were as follows:

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td>331,946</td>
<td>322,601</td>
</tr>
<tr>
<td>Travel</td>
<td>14,396</td>
<td>13,557</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>78,431</td>
<td>75,753</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,905</td>
<td>8,680</td>
</tr>
<tr>
<td>Scholarships and bursaries</td>
<td>37,157</td>
<td>37,440</td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td>13,938</td>
<td>14,094</td>
</tr>
<tr>
<td>Interest on long term debt</td>
<td>2,267</td>
<td>2,552</td>
</tr>
<tr>
<td>Depreciation</td>
<td>51,378</td>
<td>49,861</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>538,418</strong></td>
<td><strong>524,538</strong></td>
</tr>
</tbody>
</table>

Salaries and benefits represent 61.7% of total expenses. Compensation increased by $6.7M, due to progression through the ranks and negotiated settlements with university’s faculty, professional and support staff. Benefits increased by $2.6M due to higher salaries and costs offset by actuarial gains on the staff pension plan. Expenses reported by function were as follows:

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and non-spons. research</td>
<td>212,017</td>
<td>209,547</td>
</tr>
<tr>
<td>Academic and student support</td>
<td>134,219</td>
<td>131,304</td>
</tr>
<tr>
<td>Administrative support</td>
<td>18,064</td>
<td>18,787</td>
</tr>
<tr>
<td>Facilities operations and maintenance</td>
<td>50,230</td>
<td>44,682</td>
</tr>
<tr>
<td>Sponsored Research</td>
<td>112,938</td>
<td>108,295</td>
</tr>
<tr>
<td>External engagement</td>
<td>10,950</td>
<td>11,923</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>538,418</strong></td>
<td><strong>524,538</strong></td>
</tr>
</tbody>
</table>

Changes in functional expenses included instruction (+1.2%) and Academic and Student Support (+2.2%) Administration (-3.8%), Facilities (+12.4%), Sponsored research (+4.3%) and External engagement (-8.2%). One of the main contributors to facilities expense is incremental expenses related to CARSA including the parkade.

Sponsored Research Contributions

Sponsored research revenue increased by 5.6% to $107.6M.

<table>
<thead>
<tr>
<th>(in thousands of dollars)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province of B.C.</td>
<td>4,669</td>
<td>8,774</td>
</tr>
<tr>
<td>Federal government</td>
<td>62,895</td>
<td>64,794</td>
</tr>
<tr>
<td>Other governments</td>
<td>10,150</td>
<td>9,473</td>
</tr>
<tr>
<td>Gifts, grants &amp; bequests</td>
<td>10,751</td>
<td>9,914</td>
</tr>
<tr>
<td>Sales of services</td>
<td>3,746</td>
<td>2,420</td>
</tr>
<tr>
<td>Other revenue</td>
<td>87</td>
<td>487</td>
</tr>
<tr>
<td><strong>Total contributions</strong></td>
<td><strong>92,298</strong></td>
<td><strong>95,862</strong></td>
</tr>
<tr>
<td>Transfer to/from deferred contributions</td>
<td>15,282</td>
<td>5,973</td>
</tr>
</tbody>
</table>

Sponsored research revenue 107,580 101,835

In addition to the above, the university also received $6.4M from the Tri-council for the indirect costs of research which is recorded in the general operating fund.

Federal government grants are comprised of the following:

In 2015, the university ranked third amongst Canadian comprehensive research intensive universities in total research funding, first in NSERC/CIHR grants and sixth in SSHRC grants.
Operating Environment

While asserting our commitment to the highest standards of excellence and reaffirming our vision to be a university of choice, the Strategic Plan recognizes that the environment for post-secondary education has entered a period of dramatic economic, demographic and social changes at home and around the world. The external conditions under which universities find themselves operating reflect the impact of a variety of factors such as: the growing importance of post-secondary education internationally, the increased globalization and mobility of the student population, and altered demographic and labour market trends in Canada and British Columbia. These factors exist within an overall environment of continued global economic uncertainty resulting in fiscal constraint internationally, nationally and provincially. Provincial operating grants for post-secondary institutions have decreased again this year, the final year of three years of reductions. Tuition fee increases cannot exceed inflation limiting UVic’s ability to increase tuition revenues. Rising costs associated with utilities and library acquisitions are examples of pressures that will further constrain financial planning.

Within BC, a fifteen year demographic trough is beginning that forecasts decreasing numbers of 18-24 year olds, the traditional age group associated with undergraduate enrolments and, historically, UVic’s largest demographic segment. Competition will intensify for new students and UVic will need to respond by maintaining its focus on recruiting high quality students and enhancing its unique, high quality student experience. Retention and engagement of existing students will continue to receive attention. The “UVic Edge” shapes how communications and outreach activities will help reinforce the message that UVic is a university of choice. UVic is a place for dynamic learning and research devoted to nourishing and enriching the quality of people, community, and resources. Our extraordinary academic environment inspires and nurtures discovery, creativity, and innovation, and fuels our commitment to sustainability, health, and well-being. The campus supports UVic in making a vital impact on people, places, and the planet.

As part of the Campus Conversations, there was also agreement that the university is about the right size and indeed that size is a relative strength – UVic is large enough to offer programs of teaching and research in all fields but small enough to enable personal connections for students, faculty and staff. While the overall size of the university is expected to stay about the same, there will be realignments in the program mix to match student demand and the research foci of faculty. There will also be some strategic growth in areas of high demand and where incremental revenue is received to offset the costs of growth. Graduate enrolment remains robust and will grow incrementally in areas of research strengths.

Last year, the provincial government launched its Jobs Blueprint which called for an eventual targeting of approximately 25% of the university’s operating grant towards programs that support a priority set of occupations. Of the “Top 60” jobs that are projected to have the highest number of openings by 2022, one-third requires a university degree (the remainder requires certificates, diplomas, or a trade accreditation). Student demand for those degree programs will naturally increase and so UVic must be positioned to meet that demand.

International student demand continues to be very strong (58% enrolment increase over three years) and while it would not be prudent to predict that such growth continues, it is expected that a higher than historical average of international students will continue to enroll. This enrolment, however, is not distributed uniformly across the university –
programs that have felt and will continue to feel the strongest pressure from rising international numbers are Engineering, Business, and Economics. Incremental investment, therefore, will be directed to those areas to support students and faculty, and augment student support services.

At just over fifty years since its establishment as a degree granting university, UVic's physical infrastructure is showing signs of requiring further renewal and enhancement. There is an identified need to invest in capital to support strategic priorities including renewal of existing spaces and increasing space for both teaching and research as well as student residences. Much like the operating grant reductions from government, there has been reduced government funding for capital projects although there was an increase in the prior year. There is an expectation that the Provincial Government will continue to be the primary funder to address deferred maintenance of academic buildings. While this is the case, fundraising as well as increased university resources will continue to be important funding sources for infrastructure priorities. During the year UVic updated its Campus Plan to guide future decisions on the physical development of the campus and this provides an important decision-making framework for these infrastructure priorities. This is particularly true of large scale research infrastructure, which is increasingly common, but poses new and significant challenges for its sustainability and maintaining university competitiveness. These challenges are also occasioned by much more focused research competitions, for example the explicit linkage of the Canada First Research Excellence Fund to the renewed federal Science and Technology Strategy.

In a post-secondary environment where enhancing the quality of academic programs is critical, it is more important than ever to align the university’s resources with its priorities. In the Campus Conversations, faculty and staff expressed a desire for a more transparent, data-informed process to provide them with the tools to facilitate planning and better align resources with university priorities. During the year enhanced planning tools, including criteria and an institutional dataset, have been created to assist administrators in their ongoing annual planning and decision making processes.

Diversifying funding sources will be needed to allow us greater flexibility: in the recruitment of outstanding faculty; in the pursuit of innovative cutting-edge research; in the deployment of innovative teaching and research programs; in setting up scholarships and incentive programs to attract top students; and in procuring world-class research equipment. Funding is essential in order to maintain our national and international reputation for the quality of our academic programs and research.

While UVic has had positive revenue growth from international undergraduate students, revenue growth from student enrolment will be constrained as there have been no government-funded growth programs since 2011 and tuition increases are limited to inflation. For 2015/16, the provincial government implemented the third of a three year, total sector, grant reduction of $5M, $20M and $25M for 2013/14, 2014/15 and 2015/16. Our share of the reduction in 2015/16 is $2.4M.

The Provincial Government had previously indicated that the grant reductions would be achieved through shared services and administrative savings. While there has been some success it will be difficult to continue to absorb both the previous provincial grant reductions and other cost pressures. The largest cost pressure is related to salaries. Recent settlements in the public sector have been funded by the provincial government and this is the case for UVic. With the slightly improved financial position that has resulted from the greater than expected growth in
international students and the provincial funding of negotiated salary settlements, the University is not implementing budget reductions for 2016/17. This follows reductions of across-the-board budget reductions in four of the past seven years (2.0% for 2009-10, 1.5% in each of 2011-12, 2012-13 and 4% in 2013/14). Increased international student enrolment will continue to offset what would have otherwise been budget shortfalls for the next two years and we will be looking to use enhanced planning tools and information to most effectively invest our resources.

Financial Reporting Environment

Accounting standards in Canada have undergone substantial change in recent years which impacted the university’s consolidated financial statements commencing in 2012/13. Accounting standards are anticipated to continue evolving as gaps in the conceptual framework are addressed.

The university is part of the Government Reporting Entity (GRE) of the Province of B.C. and, as such, is required to present its financial statements in accordance with Section 23.1 of the Budget Transparency and Accountability Act supplemented by directives set out by the Province of British Columbia. The Province has directed that PSAS be adopted without the PS4200 not-for-profit elections and that all restricted contributions received for acquiring tangible capital assets be deferred as Deferred Capital Contributions and recognized in revenue at the same rate that the amortization of the related tangible capital asset is recorded. This approach is consistent with the university’s previous reporting framework related to deferred contributions. As this Provincial directive supplements the requirements of PSAS, the Office of the Auditor General has, starting this year, provided a qualified audit opinion on a fair presentation basis, even though financial reporting has remained unchanged from previous years.

PSAS adopted a financial instruments standard which was implemented prospectively as of April 1, 2012. This standard allows financial instruments to be recorded at fair value and creates the Statement of Remeasurement Gains and Losses to report.

Some of the notable differences in the reporting framework presentations are as follows:

The Statement of Financial Position reflects a “Net Debt model” and presents Net Debt as the difference between liabilities and financial assets and is intended to measure the university’s future revenue requirements or its ability to finance its activities. Net debt at March 31, 2016 is $(320M) but includes $371M of Deferred Capital Contribution liabilities that would likely never be repaid, thus bringing into question its relevance. The Statement of Financial Position also presents an Accumulated Operating Surplus of $716M representing the university’s net assets. A breakdown of this balance is disclosed on the Statement of Financial Position, and in the notes, to communicate to readers of the financial statements that this figure mostly represents restricted, spent or committed funds.

The Statement of Operations reports revenues, functional expenses and budget figures for the university’s consolidated operations. Endowment donations and investment income capitalized to endowment principal, that used to be recorded as direct increases in net assets, are recorded on the Statement of Operations as Restricted Endowment Contributions and included in Annual Operating Surplus, even though they are not available to fund operational expenses.

Remeasurement gains and losses, representing unrealized gains and losses on investments, derivatives and foreign currency, are reported on a separate statement and as a separate category of Accumulated Surplus rather than being included
with the other components of investment income on the Statement of Operations. This effectively limits the ability to fund expenses from unrealized gains. Accumulated remeasurement gains commenced as of April 1, 2012 onward, reflecting the prospective implementation of the PSAS financial instrument standard which has created a requirement to track unrealized gains and losses in investment portfolios pre and post April 1, 2012.

A Statement of Changes in Net Debt summarizes the key changes in Net Debt and provides information on how net debt is impacted by expenditures for, and amortization of, capital assets, changes in other non-financial assets, net remeasurement gains/losses and the annual surplus.

Risks and Uncertainties

The University operates in an increasingly more complex environment with many factors that are outside of the control of the University. The University uses an Enterprise Risk Management approach and develops risk mitigation strategies to reduce the impact where possible. The major risks that can affect the University from a financial perspective are as shown below.

Provincial funding
The Province has instituted grant reductions to the sector of $5M in 2013/14, $20M in 2014/15 and $25M in 2015/16. While originally intended by the Province to be offset by administrative savings, these savings have been far less than the amount of the reductions. While there has been no indication of future grant reductions, the risk remains that there will be future reductions. Provincial funding to offset the financial implications of recent collective agreements has been confirmed.

In addition to the reduction in grant funding, the University is also facing risks because of the moratorium placed on new external borrowing even where the repayment of borrowing will be with incremental funds that do not rely on student tuition or government funding. Addressing deferred maintenance as well as adding additional student residence capacity are imperative if we are to remain a destination university of choice. Our ability to do this will be severely impaired without the ability to borrow or otherwise secure funding.

Recruitment and retention
Enrolment levels can be affected by the economy, competition and the world economic environment. Changes in these conditions can affect enrolment revenues should, for example, international students choose to stay in their home country for post-secondary education. International enrolment has increased and UVic has a greater reliance on international students in order to achieve expected tuition revenues.

Negotiations with Faculty & Staff
The University successfully concluded bargaining with all of its employees groups over the last year, including the first collective agreement with faculty. Having collective agreements in place for the next three years significantly reduces risk as there is certainty of future salary increases and no possibility of labour disruption.

Pensions and Employee Future Benefits
The University has two pension plans for its faculty, Professional Employee Association members, management exempt and executive (Combination Plan and Money Purchase Plan) and one plan for members of CUPE and exempt clerical staff (Staff Plan). The previous actuarial valuation of the Combination Plan, with an effective date of December 31, 2012, shows that the Plan is fully funded. At the last valuation effective December 31, 2009, there was a need to increase pension contribution rates resulting in an increase of $3M in the University’s pension expense. The next valuation date is December 31, 2015. The last valuation for the Staff Pension Plan was December 31, 2013. As at the valuation date, there was a going concern surplus but a solvency
deficiency. While many other post-secondary institutions in BC and in other provinces are not required to meet a solvency test, this requirement for the University resulted in a cost of $248,000 for 2015/16.

Funding to support Research
Funding has been secured for operating costs for the NEPTUNE and VENUS projects for 5 years ending March 31, 2017. Work is underway to identify funding sources for the period after March 31, 2017.

Deferred Maintenance
While the Knowledge Infrastructure Program project, funded jointly several years ago by the Federal and the Provincial government, addressed some of the aging infrastructure on campus, overall building conditions remain an issue. The 2016 federal budget recently established the Strategic Infrastructure Fund to accelerate construction activities that enhance research and innovation infrastructure. The program provides up to 50% of the eligible costs on projects that are expected to be substantially completed by April 2018. The university is submitting its application to this fund.

Related Entities
The university’s consolidated financial statements include the following related entities:

University Foundations
The University of Victoria Foundation, Foundation for the University of Victoria and U.S. Foundation for the University of Victoria receive and manage the university’s endowment funds. The Foundations are tax exempt as a registered charity, agent of the Crown or charitable organization, respectively. They are consolidated in the university’s financial statements.

TRIUMF and WCUMSS
The university participates in two non-profit research joint ventures with other universities. TRIUMF is Canada’s national laboratory for particle and nuclear physics. The university is one of twelve members. The Western Canadian Universities Marine Sciences Society (WCUMSS) operates a marine research facility located at Bamfield, B.C. The university is one of five members. The university’s interest in these two government partnerships is proportionately consolidated in the university’s financial statements.

Heritage Realty Properties and VITP Trust
The university controls two taxable business enterprises. Heritage Realty Properties Ltd. manages the rental properties, hotel and brew-pub operation donated by the late Michael C. Williams. The Vancouver Island Technology Park Trust (VITP) provides leased space to high-technology companies on Vancouver Island. Both enterprises are accounted for in the university’s financial statements on the modified equity basis.

UVic Properties Investments Inc.
University of Victoria Properties Investments Inc. manages the university’s real estate holdings including the Marine Technology Centre and acts as trustee for the Vancouver Island Technology Park Trust. UVic Properties is consolidated in the university’s financial statements.

UVic Industry Partnerships
UVic Industry Partnerships is a taxable corporation that facilitates research partnerships between the private sector and the university by assisting with intellectual property management and commercialization of research discoveries. It is consolidated in the university’s financial statements.

Oceans Network Canada Society
Oceans Network Canada Society is a non-profit society that manages the university’s two ocean observatories VENUS and NEPTUNE. It is
consolidated in the university’s financial statements.

**Pacific Climate Impacts Consortium**
The Pacific Climate Impacts Consortium is a non-profit organization that furthers the understanding of the climate system, its variability and potential for change and the application of that understanding to decision making in both the public and private sectors. It is consolidated in the university’s financial statements.

**UVic Long Term Disability Trust**
The LTD Trust administers a self-funded long term disability plan for faculty, administrative and academic professional staff at the university. It is consolidated in the university’s financial statements.

**GSB Executive Education Inc.**
This taxable business enterprise was created to deliver executive education services by the UVic Gustavson School of Business. It is consolidated in the university’s financial statements.

**Byron Price & Associates Ltd.**
Byron Price and Associates Ltd. is a taxable business enterprise donated to the university, which holds land located in North Saanich. It is consolidated in the university’s financial statements.
Consolidated Financial Statements of

UNIVERSITY OF VICTORIA

Year ended March 31, 2016
STATEMENT OF ADMINISTRATIVE RESPONSIBILITY FOR FINANCIAL STATEMENTS

The University is responsible for the preparation and presentation of the accompanying consolidated financial statements, including responsibility for significant accounting judgments and estimates in accordance with Canadian public sector accounting standards and Treasury Board direction outlined in note 2 (a). This responsibility includes selecting appropriate accounting principles and methods and making decisions affecting measurement of transactions in which objective judgment is required. In fulfilling its responsibilities and recognizing the limits inherent in all systems, the University's management has developed and maintains a system of internal controls designed to provide reasonable assurance that the University assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements. The system of internal controls is monitored by the University's management.

The Board of Governors carries out its responsibility for review of the financial statements principally through its audit committee. The members of the Audit Committee are not officers or employees of the University. The Audit Committee meets with management and with the internal and external auditors to discuss the results of audit examinations and financial reporting matters. The auditors have full access to the Audit Committee, with and without the presence of management.

The consolidated financial statements have been examined by the Office of the Auditor General of British Columbia. The Independent Auditors’ Report outlines the nature of the examination and the opinion on the consolidated financial statements of the University for the year ended March 31, 2016.

On behalf of the University:

_____________________________  Chair, Board of Governors

_____________________________  Vice-President Finance and Operations
INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of the University of Victoria, and
To the Minister of Advanced Education, Province of British Columbia

I have audited the accompanying consolidated financial statements of the University of Victoria, which comprise the consolidated statement of financial position as at March 31, 2016, and the consolidated statements of operations and accumulated surplus, changes in net debt, remeasurement gains and losses, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these consolidated financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

In my view, the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified audit opinion.

Basis for Qualified Opinion

As described in Note 23 to the consolidated financial statements, the entity’s accounting treatment for contributions received from governments and for externally restricted contributions
received from non-government sources is to initially record them as deferred contributions (a liability) and then recognize revenue in the statement of operations either on the same basis as the related expenditures occur or, in the case of funds for the purchase or construction of capital assets, to recognize revenue on the same basis as the related assets are amortized. The entity was required to adopt this accounting policy as prescribed by Province of British Columbia Treasury Board Regulation 198/2011.

Under Canadian Public Sector Accounting Standards, the entity’s method of accounting for contributions is only appropriate in circumstances where the funding meets the definition of a liability. Otherwise, the appropriate accounting treatment is to record contributions as revenue when they are received or receivable. In our opinion certain contributions of the entity do not meet the definition of a liability, and as such the entity’s method of accounting for those contributions represents a departure from Canadian Public Sector Accounting Standards.

This departure has existed since the inception of the standard, which applies to periods beginning on or after April 1, 2012. When the cumulative effects of this departure to date are adjusted through opening accumulated surplus, the entity’s records indicate that the effects of this departure on the current year consolidated financial statements is an overstatement of the liability for deferred contributions of $371 million, an understatement of opening accumulated surplus of $379 million, and a current year overstatement of revenue of $8 million. Accordingly, the current year surplus is overstated by $8 million and net debt is overstated by $371 million.

Qualified Opinion

In my opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the consolidated financial statements present fairly, in all material respects, the financial position of the University of Victoria as at March 31, 2016, and the results of its operations, changes in its net debt, remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian Public Sector Accounting Standards.

Other Matters

Without modifying my opinion, I advise that I issued an unmodified audit opinion dated June 16, 2015 on the consolidated financial statements of the University of Victoria as at March 31, 2015, in which I reported on compliance with Section 23.1 of the Budget Transparency and Accountability Act. As such, the comparative financial information was not audited for fair presentation in accordance with Canadian Public Sector Accounting Standards.

Victoria, British Columbia
July 5, 2016

Russ Jones, FCPA, FCA
Deputy Auditor General
UNIVERSITY OF VICTORIA
Consolidated Statement of Financial Position
As at March 31, 2016
(in thousands of dollars)

<table>
<thead>
<tr>
<th>Financial Assets</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents (Note 3)</td>
<td>$87,422</td>
<td>$100,725</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>15,740</td>
<td>9,712</td>
</tr>
<tr>
<td>Due from governments (Note 4)</td>
<td>1,420</td>
<td>8,262</td>
</tr>
<tr>
<td>Inventories for resale</td>
<td>1,444</td>
<td>1,488</td>
</tr>
<tr>
<td>Portfolio investments (Note 6)</td>
<td>160,771</td>
<td>170,902</td>
</tr>
<tr>
<td>Loans receivable (Note 5)</td>
<td>27,793</td>
<td>28,576</td>
</tr>
<tr>
<td>Investments in government business enterprises (Note 7)</td>
<td>6,536</td>
<td>6,290</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>301,126</strong></td>
<td><strong>325,955</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities (Note 9)</td>
<td>28,860</td>
<td>34,347</td>
</tr>
<tr>
<td>Derivatives (Note 6)</td>
<td>2,444</td>
<td>2,410</td>
</tr>
<tr>
<td>Due to governments</td>
<td>4,566</td>
<td>4,321</td>
</tr>
<tr>
<td>Employee future benefits (Note 10)</td>
<td>18,431</td>
<td>20,246</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>13,351</td>
<td>14,878</td>
</tr>
<tr>
<td>Deferred contributions (Note 11)</td>
<td>129,100</td>
<td>146,162</td>
</tr>
<tr>
<td>Deferred capital contributions (Note 12)</td>
<td>371,232</td>
<td>379,426</td>
</tr>
<tr>
<td>Long-term debt (Note 13)</td>
<td>52,829</td>
<td>54,739</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>620,813</strong></td>
<td><strong>656,529</strong></td>
</tr>
</tbody>
</table>

| Net debt | (319,687) | (330,574) |

<table>
<thead>
<tr>
<th>Non-financial Assets</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangible capital assets (Note 14)</td>
<td>700,295</td>
<td>694,679</td>
</tr>
<tr>
<td>Restricted endowment investments (Note 6)</td>
<td>319,353</td>
<td>308,531</td>
</tr>
<tr>
<td>Inventories held for use</td>
<td>1,078</td>
<td>1,694</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>15,325</td>
<td>15,371</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,036,051</strong></td>
<td><strong>1,020,276</strong></td>
</tr>
</tbody>
</table>

| Accumulated surplus (Note 16) | $716,364 | $689,701 |

<table>
<thead>
<tr>
<th>Accumulated surplus is comprised of:</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowments (Note 17)</td>
<td>$306,472</td>
<td>$295,532</td>
</tr>
<tr>
<td>Invested in capital assets</td>
<td>293,119</td>
<td>277,306</td>
</tr>
<tr>
<td>Internally restricted</td>
<td>81,984</td>
<td>80,470</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>20,627</td>
<td>19,069</td>
</tr>
<tr>
<td>Accumulated operating surplus</td>
<td>702,202</td>
<td>672,377</td>
</tr>
<tr>
<td>Accumulated remeasurement gains</td>
<td>14,162</td>
<td>17,324</td>
</tr>
<tr>
<td><strong>Accumulated surplus</strong></td>
<td><strong>$716,364</strong></td>
<td><strong>$689,701</strong></td>
</tr>
</tbody>
</table>

Contractual Obligations (Note 18)
Contingent Liabilities (Note 19)

On behalf of the Board:

The accompanying notes are an integral part of these financial statements.
## UNIVERSITY OF VICTORIA
### Consolidated Statement of Operations and Accumulated Surplus
#### Year ended March 31, 2016
*(in thousands of dollars)*

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Province of British Columbia grants</td>
<td>$191,300</td>
<td>$184,604</td>
<td>$184,180</td>
</tr>
<tr>
<td>Government of Canada grants</td>
<td>53,861</td>
<td>61,606</td>
<td>61,064</td>
</tr>
<tr>
<td>Other government grants</td>
<td>16,658</td>
<td>18,414</td>
<td>14,098</td>
</tr>
<tr>
<td>Student tuition - credit courses</td>
<td>123,000</td>
<td>130,935</td>
<td>118,740</td>
</tr>
<tr>
<td>Student tuition - non-credit courses</td>
<td>24,000</td>
<td>19,821</td>
<td>22,860</td>
</tr>
<tr>
<td>Donations, non-government grants and contracts</td>
<td>16,658</td>
<td>15,371</td>
<td>18,389</td>
</tr>
<tr>
<td>Sales of services and products</td>
<td>63,338</td>
<td>66,661</td>
<td>61,988</td>
</tr>
<tr>
<td>Investment income</td>
<td>11,050</td>
<td>21,717</td>
<td>21,980</td>
</tr>
<tr>
<td>Income from business enterprises</td>
<td>600</td>
<td>958</td>
<td>1,352</td>
</tr>
<tr>
<td>Other revenue</td>
<td>8,000</td>
<td>5,917</td>
<td>5,374</td>
</tr>
<tr>
<td>Revenue recognized from deferred capital contributions</td>
<td>29,975</td>
<td>31,299</td>
<td>30,941</td>
</tr>
<tr>
<td><strong>Total Revenue:</strong></td>
<td>538,440</td>
<td>557,303</td>
<td>540,966</td>
</tr>
<tr>
<td><strong>Expenses:</strong> (Note 20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction and non-sponsored research</td>
<td>210,872</td>
<td>212,017</td>
<td>209,547</td>
</tr>
<tr>
<td>Academic and student support</td>
<td>127,372</td>
<td>134,219</td>
<td>131,304</td>
</tr>
<tr>
<td>Administrative support</td>
<td>19,074</td>
<td>18,064</td>
<td>18,787</td>
</tr>
<tr>
<td>Facility operations and maintenance</td>
<td>49,536</td>
<td>50,230</td>
<td>44,682</td>
</tr>
<tr>
<td>Sponsored research</td>
<td>112,932</td>
<td>112,938</td>
<td>108,295</td>
</tr>
<tr>
<td>External engagement</td>
<td>12,044</td>
<td>10,950</td>
<td>11,923</td>
</tr>
<tr>
<td><strong>Total Expenses:</strong></td>
<td>531,830</td>
<td>538,418</td>
<td>524,538</td>
</tr>
<tr>
<td>Operating surplus before restricted funding</td>
<td>6,610</td>
<td>18,885</td>
<td>16,428</td>
</tr>
<tr>
<td>Restricted endowment contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment principal donations</td>
<td>3,000</td>
<td>6,708</td>
<td>4,268</td>
</tr>
<tr>
<td>Net investment income &amp; donations capitalized</td>
<td>4,232</td>
<td>1,294</td>
<td></td>
</tr>
<tr>
<td><strong>Net restricted endowment contributions:</strong></td>
<td>3,000</td>
<td>10,940</td>
<td>5,562</td>
</tr>
<tr>
<td>Annual operating surplus</td>
<td>9,610</td>
<td>29,825</td>
<td>21,990</td>
</tr>
<tr>
<td>Accumulated operating surplus, beginning of year</td>
<td>672,377</td>
<td>672,377</td>
<td>650,387</td>
</tr>
<tr>
<td><strong>Accumulated operating surplus, end of year:</strong></td>
<td>$681,987</td>
<td>$702,202</td>
<td>$672,377</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
UNIVERSITY OF VICTORIA  
Consolidated Statement of Changes in Net Debt  
Year ended March 31, 2016  
*(in thousands of dollars)*

<table>
<thead>
<tr>
<th></th>
<th>Budget (Note 2(m))</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual surplus</strong></td>
<td>$9,610</td>
<td>$29,825</td>
<td>$21,990</td>
</tr>
<tr>
<td>Acquisition of tangible capital assets</td>
<td>(36,065)</td>
<td>(56,994)</td>
<td>(69,977)</td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>48,943</td>
<td>51,378</td>
<td>49,861</td>
</tr>
<tr>
<td></td>
<td>12,878</td>
<td>(5,616)</td>
<td>(20,116)</td>
</tr>
<tr>
<td>Restricted endowment investments</td>
<td>(10,822)</td>
<td>(10,457)</td>
<td></td>
</tr>
<tr>
<td>Acquisition of inventories held for use</td>
<td>(2,528)</td>
<td>(1,769)</td>
<td></td>
</tr>
<tr>
<td>Acquisition of prepaid expense</td>
<td>(11,568)</td>
<td>(5,630)</td>
<td></td>
</tr>
<tr>
<td>Consumption of inventories held for use</td>
<td>3,144</td>
<td>1,769</td>
<td></td>
</tr>
<tr>
<td>Use of prepaid expense</td>
<td>11,614</td>
<td>7,127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(10,160)</td>
<td>(8,960)</td>
<td></td>
</tr>
<tr>
<td>Net remeasurement gains (losses)</td>
<td>(3,162)</td>
<td>5,128</td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in net debt</td>
<td>22,488</td>
<td>10,887</td>
<td>(1,958)</td>
</tr>
<tr>
<td>Net debt, beginning of year</td>
<td>(330,574)</td>
<td>(330,574)</td>
<td>(328,616)</td>
</tr>
<tr>
<td>Net debt, end of year</td>
<td>$ (308,086)</td>
<td>$ (319,687)</td>
<td>$ (330,574)</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
# UNIVERSITY OF VICTORIA

Consolidated Statement of Remeasurement Gains and Losses

**Year ended March 31, 2016**

*(in thousands of dollars)*

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated remeasurement gains, beginning</td>
<td>$17,324</td>
<td>$12,196</td>
</tr>
<tr>
<td>Unrealized gains (losses) attributed to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio investments</td>
<td>(3,332)</td>
<td>6,005</td>
</tr>
<tr>
<td>Derivatives</td>
<td>(34)</td>
<td>(1,079)</td>
</tr>
<tr>
<td>Foreign currency translation</td>
<td>204</td>
<td>202</td>
</tr>
<tr>
<td>Net remeasurement gains (losses) for the year</td>
<td>(3,162)</td>
<td>5,128</td>
</tr>
<tr>
<td>Accumulated remeasurement gains, end of year</td>
<td>$14,162</td>
<td>$17,324</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
# UNIVERSITY OF VICTORIA

## Consolidated Statement of Cash Flows

**Year ended March 31, 2016**

*(in thousands of dollars)*

<table>
<thead>
<tr>
<th>Cash provided by (used in):</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual surplus</td>
<td>$29,825</td>
<td>$21,990</td>
</tr>
<tr>
<td>Items not involving cash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>51,378</td>
<td>49,861</td>
</tr>
<tr>
<td>Revenue recognized from deferred capital contributions</td>
<td>(31,299)</td>
<td>(30,941)</td>
</tr>
<tr>
<td>Change in deferred contributions</td>
<td>(17,062)</td>
<td>32,538</td>
</tr>
<tr>
<td>Change in employee future benefits</td>
<td>(1,815)</td>
<td>(1,479)</td>
</tr>
<tr>
<td>Equity in (income) losses of government business enterprises</td>
<td>(246)</td>
<td>466</td>
</tr>
<tr>
<td>Unrealized foreign exchange gain</td>
<td>204</td>
<td>202</td>
</tr>
<tr>
<td><strong>Changes in non-cash operating working capital:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in accounts receivable</td>
<td>(6,028)</td>
<td>5,645</td>
</tr>
<tr>
<td>Decrease in loans receivable</td>
<td>783</td>
<td>1,095</td>
</tr>
<tr>
<td>Decrease in inventories</td>
<td>660</td>
<td>256</td>
</tr>
<tr>
<td>Decrease in prepaid expenses</td>
<td>47</td>
<td>1,497</td>
</tr>
<tr>
<td>Decrease in accounts payable and accrued liabilities</td>
<td>(5,487)</td>
<td>(2,160)</td>
</tr>
<tr>
<td>Decrease in due to/from government organizations</td>
<td>7,087</td>
<td>3,744</td>
</tr>
<tr>
<td>Decrease in deferred revenue</td>
<td>(1,527)</td>
<td>(1,393)</td>
</tr>
<tr>
<td><strong>Net change from operating activities</strong></td>
<td>26,520</td>
<td>81,321</td>
</tr>
<tr>
<td><strong>Capital activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash used to acquire tangible capital assets</td>
<td>(56,995)</td>
<td>(69,977)</td>
</tr>
<tr>
<td><strong>Investing activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of portfolio investments</td>
<td>(5,223)</td>
<td>(4,993)</td>
</tr>
<tr>
<td>Disposal (acquisition) of endowment investments</td>
<td>1,200</td>
<td>(36,352)</td>
</tr>
<tr>
<td><strong>Net change from investing activities</strong></td>
<td>(4,023)</td>
<td>(41,345)</td>
</tr>
<tr>
<td><strong>Financing activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repayment of long-term debt</td>
<td>(1,910)</td>
<td>(1,835)</td>
</tr>
<tr>
<td>Cash proceeds from deferred capital contributions</td>
<td>23,105</td>
<td>15,434</td>
</tr>
<tr>
<td><strong>Net change from financing activities</strong></td>
<td>21,195</td>
<td>13,599</td>
</tr>
<tr>
<td><strong>Net change in cash and cash equivalents</strong></td>
<td>(13,303)</td>
<td>(16,402)</td>
</tr>
<tr>
<td>Cash and cash equivalents, beginning of year</td>
<td>100,725</td>
<td>117,127</td>
</tr>
<tr>
<td><strong>Cash and cash equivalents, end of year</strong></td>
<td>$87,422</td>
<td>$100,725</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
1. Authority and Purpose

The University of Victoria (the “University”) operates under the authority of the University Act of British Columbia. The University is a not-for-profit entity governed by a 15 member Board of Governors, eight of whom are appointed by the government of British Columbia including two on the recommendation of the Alumni Association. The University is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

2. Summary of significant accounting policies

The consolidated financial statements of the University are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the University are as follows:

(a) Basis of accounting

The consolidated financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the consolidated financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to not-for-profit accounting standards.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and
2. Summary of significant accounting policies (continued)

(a) Basis of accounting (continued)

- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards. (See note 23)

(b) Basis of consolidation

(i) Consolidated entities

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of organizations which are controlled by the University. Controlled organizations are consolidated except for government business enterprises which are accounted for by the modified equity method. Inter-organizational transactions, balances, and activities have been eliminated on consolidation.

The following organizations are controlled by the University and fully consolidated in these financial statements:

- UVic Industry Partnerships (formerly University of Victoria Innovation and Development Corporation) which facilitates research partnerships between the private sector and the University.
- University of Victoria Properties Investments Inc. which manages the University’s real estate holdings including the Vancouver Island Technology Park Trust.
- Ocean Networks Canada Society which manages the University’s VENUS and NEPTUNE ocean observatories.
- Pacific Climate Impacts Consortium which stimulates collaboration to produce climate information for education, policy and decision making.
- University of Victoria Long-Term Disability Trust which administers an employee benefit plan on behalf of the University’s faculty and administrative professional staff.
- University of Victoria Foundation, the Foundation for the University of Victoria, and the U.S. Foundation for the University of Victoria which encourage the financial support of the University and administer the University’s endowment funds.
- GSB Executive Education Inc provides executive training and other non-credit education.
- Byron Price & Associates Ltd. which holds land in North Saanich.
2. Summary of significant accounting policies (continued)

(b) Basis of consolidation (continued)

(ii) Investment in government business enterprises

Government business enterprises are accounted for by the modified equity method. Under this method, the University’s investment in the business enterprise and its net income and other changes in equity are recorded. No adjustment is made to conform the accounting policies of the government business enterprise to those of the University other than if other comprehensive income exists, it is accounted for as an adjustment to accumulated surplus (deficit). Inter-organizational transactions and balances have not been eliminated, except for any profit or loss on transactions between entities of assets that remain within the entities controlled by the University.

The following organizations are controlled by the University and consolidated in these financial statements using the modified equity basis:

- Heritage Realty Properties Ltd. which manages the property rental and downtown hotel and brew-pub operation donated by the late Michael C. Williams.

- Vancouver Island Technology Park Trust which provides leased space to high-technology companies on Vancouver Island.

(iii) Investment in government partnerships

Government partnerships that are not wholly controlled business partnerships are accounted for under the proportionate consolidation method. The University accounts for its share of the partnership on a line by line basis on the financial statements and eliminates any inter-organizational transactions and balances. Accounting policies of the partnership, which is not a business partnership, are conformed to those of the University before it is proportionately consolidated.

The following organizations are government partnerships and are proportionately consolidated in these financial statements:

- Tri-Universities Meson Facility (TRIUMF) which operates a research facility for sub-atomic physics located at the University of British Columbia. These financial statements include the University’s 8.33% interest.

- Western Canadian Universities Marine Sciences Society (WCUMSS) which operates a marine research facility at Bamfield on the west coast of Vancouver Island. These financial statements include the University’s 20% interest.
2. Summary of significant accounting policies (continued)

   (b) Basis of consolidation (continued)

      (iv) Funds held in trust

      Funds held in trust by the University as directed by agreement or statute for certain beneficiaries
      are not included in the University’s consolidated financial statements.

   (c) Cash and cash equivalents

      Cash and cash equivalents include highly liquid investments with a term to maturity of three months
      or less at the date of purchase.

   (d) Financial instruments

      Financial instruments are classified into two categories: fair value or cost.

      (f) Fair value category

      Portfolio instruments that are quoted in an active market and derivative instruments are reflected at
      fair value as at the reporting date. Other financial instruments designated to be recorded at fair
      value are endowment and portfolio investments. Transaction costs related to the acquisition of
      investments are recorded as an expense. Sales and purchases of investments are recorded at trade
      date. Unrealized gains and losses on financial assets are recognized in the statement of
      remeasurement gains and losses until such time that the financial asset is derecognized due to
      disposal or impairment. At the time of derecognition, the related realized gains and losses are
      recognized in the statement of operations and accumulated surplus and related balances reversed
      from the statement of remeasurement gains and losses. Unrealized gains and losses in endowment
      investments, where earnings are restricted as to use, are recorded as deferred contributions and
      recognized in revenue when disposed and when related expenses are incurred. Restricted unrealized
      gains spent to meet current year endowment expenses or capitalization transfers are recorded in the
      statement of remeasurement gains and losses.

      The Standards require an organization to classify fair value measurements using a fair value
      hierarchy, which includes three levels of information that may be used to measure fair value:

      • Level 1 – Unadjusted quoted market prices in an active market for identical assets or
        liabilities,

      • Level 2 – Observable or corroborated inputs, other than level 1, such as quoted prices for
        similar assets or liabilities in inactive markets or market data for substantially the full term of
        the assets or liabilities; and

      • Level 3 – Unobservable inputs that are supported by little or no market activity and that are
        significant to the fair value of the assets and liabilities.
2. Summary of significant accounting policies (continued)

(d) Financial instruments (continued)

(ii) Cost category

Gains and losses are recognized in the statement of operations when the financial asset is derecognized due to disposal or impairment and the gains and losses are recognized at amortized cost using the effective interest method; accounts payable and accrued liabilities and long-term debt are measured at amortized cost using the effective interest method.

(e) Short term investments

Short-term investments are comprised of money market securities and other investments with maturities that are capable of prompt liquidation. Short-term investments are cashable on demand and are recorded at cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the period in which they arise.

(f) Inventories for resale

Inventories held for resale, including books, merchandise and food are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(g) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is not capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value of the tangible capital assets, are amortized on a straight line basis over their estimated useful lives. Land is not amortized as it is deemed to have a permanent value.

Donated assets are recorded at fair value at the date of donation. In unusual circumstances where fair value cannot be reasonably determined, the tangible capital asset would be recorded at a nominal value.
2. Summary of significant accounting policies (continued)

(g) Non-financial assets (continued)

(i) Tangible capital assets (continued)

<table>
<thead>
<tr>
<th>Asset</th>
<th>Straight line Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings - Concrete</td>
<td>50 years</td>
</tr>
<tr>
<td>Buildings - Woodframe</td>
<td>30 years</td>
</tr>
<tr>
<td>Buildings - Heritage</td>
<td>35 years</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>30 years</td>
</tr>
<tr>
<td>Equipment - Computing</td>
<td>3 years</td>
</tr>
<tr>
<td>Equipment - Other</td>
<td>8 years</td>
</tr>
<tr>
<td>Information Systems</td>
<td>8 years</td>
</tr>
<tr>
<td>Furnishings</td>
<td>8 years</td>
</tr>
<tr>
<td>Library Holdings</td>
<td>10 years</td>
</tr>
<tr>
<td>Ships/Vessels</td>
<td>25 years</td>
</tr>
</tbody>
</table>

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the University's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

(iv) Inventories held for use

Inventories held for use are recorded at the lower of cost and replacement cost.

(h) Employee future benefits

The costs of pension and other future employee benefits are recognized on an accrual basis over the working lives of employees as detailed in Note 10.
2. Summary of significant accounting policies (continued)

(i) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

(iii) Contributions restricted to be retained in perpetuity, allowing only the investment income earned thereon to be spent are recorded as restricted endowment contributions in the statement of operations for the portion to be held in perpetuity and as deferred contributions for any restricted investment income earned thereon.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(j) Pledges, gifts-in-kind and contributed services

Pledges from donors are recorded when payment is received by the University or the transfer of property is completed since their ultimate collection cannot be reasonably assured until that time. Gifts-in-kind include securities and equipment which are recorded in the financial statements at their fair market value at the time of donation.

The value of contributed services is not determinable and is not recorded in the financial statements.
UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements
Year ended March 31, 2016
(in thousands of dollars)

2. Summary of significant accounting policies (continued)

(k) Use of estimates

Preparation of the financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the amortization period of tangible capital assets, valuation allowances for receivables and inventories, the valuation of financial instruments and assets and obligations related to employee future benefits. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(l) Foreign currency translation

Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the fair value category under the financial instrument standard are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the statement of financial position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or statement of financial position date is recognized in the statement of remeasurement gains and losses. In the period of settlement, any exchange gain or loss is reversed out of the statement of remeasurement and reflected in the Statement of Operations.

(m) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the 2015/2016 to 2016/2017 Planning and Budget Framework approved by the Board of Governors of the University on March 31, 2015 and the University’s first quarter forecast provided to the Province. The budget is reflected in the statement of operations and accumulated surplus and the statement of changes in net debt.
3. **Cash and cash equivalents**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$8,562</td>
<td>$15,229</td>
</tr>
<tr>
<td>Short term investments</td>
<td>77,956</td>
<td>84,600</td>
</tr>
<tr>
<td>Restricted cash</td>
<td>904</td>
<td>896</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$87,422</td>
<td>$100,725</td>
</tr>
</tbody>
</table>

Restricted cash is comprised of an escrow account balance related to TRIUMF’s asset retirement obligations.

4. **Due from governments**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal government</td>
<td>$640</td>
<td>$3,147</td>
</tr>
<tr>
<td>Provincial government</td>
<td>743</td>
<td>4,874</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>241</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$1,420</td>
<td>$8,262</td>
</tr>
</tbody>
</table>

5. **Loans receivable**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCNET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest at 4.5%, due</td>
<td>$348</td>
<td>$454</td>
</tr>
<tr>
<td>April 2019, unsecured</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various faculty and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>senior administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home relocation loans,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interest free for 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>years with option for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>further renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unless employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ceases, secured by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>second mortgages</td>
<td>3,662</td>
<td>3,680</td>
</tr>
<tr>
<td>Heritage Realty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Properties Ltd.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promissory note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>receivable, interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at Royal Bank Prime +</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.0%, due May 31,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021, secured by an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unregistered equitable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mortgage</td>
<td>9,608</td>
<td>9,608</td>
</tr>
<tr>
<td>Vancouver Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Park Trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loans receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest at 5.13%,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>due April 2030,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsecured</td>
<td>11,386</td>
<td>11,923</td>
</tr>
<tr>
<td>Interest at 6.13%,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>due April 2030,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unsecured</td>
<td>2,789</td>
<td>2,911</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$27,793</td>
<td>$28,576</td>
</tr>
</tbody>
</table>
6. Financial instruments

Financial assets and liabilities recorded at fair value are comprised of the following:

(a) Portfolio investments

<table>
<thead>
<tr>
<th>Fair Value Hierarchy</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio investments carried at fair value:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds</td>
<td>Level 2</td>
<td>$8,635</td>
</tr>
<tr>
<td>Various pooled bond and mortgage funds</td>
<td>Level 1</td>
<td>92,554</td>
</tr>
<tr>
<td>Canadian equities</td>
<td>Level 1</td>
<td>20,937</td>
</tr>
<tr>
<td>Global equities</td>
<td>Level 1</td>
<td>25,457</td>
</tr>
<tr>
<td>Infrastructure and real estate</td>
<td>Level 3</td>
<td>11,143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>158,726</td>
</tr>
<tr>
<td>Portfolio investments at cost:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term investments</td>
<td></td>
<td>1,656</td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td>301</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>Total portfolio investments</td>
<td></td>
<td>$160,771</td>
</tr>
</tbody>
</table>

(b) Restricted endowment investments

<table>
<thead>
<tr>
<th>Fair Value Hierarchy</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted endowment investments carried at fair value:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds</td>
<td>Level 2</td>
<td>$36,678</td>
</tr>
<tr>
<td>Various pooled bond and mortgage funds</td>
<td>Level 1</td>
<td>44,297</td>
</tr>
<tr>
<td>Canadian equities</td>
<td>Level 1</td>
<td>84,122</td>
</tr>
<tr>
<td>Global equities</td>
<td>Level 1</td>
<td>98,545</td>
</tr>
<tr>
<td>Infrastructure and real estate</td>
<td>Level 3</td>
<td>47,330</td>
</tr>
<tr>
<td></td>
<td></td>
<td>310,972</td>
</tr>
<tr>
<td>Restricted endowment investments at cost:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term investments</td>
<td></td>
<td>7,033</td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td>1,277</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>Total restricted endowment investments</td>
<td></td>
<td>$319,352</td>
</tr>
</tbody>
</table>
UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements
Year ended March 31, 2016
(in thousands of dollars)

6. Financial instruments (continued)

Financial assets and liabilities recorded at fair value are comprised of the following (See note 13 for breakdown of debt related to derivatives):

(c) Derivatives

<table>
<thead>
<tr>
<th>Fair Value Hierarchy</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derivatives - interest rate swaps on long-term debt quoted at fair value:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BC Immigrant Investment Fund interest rate swap fixed at 5.14% commencing in 2017</td>
<td>Level 1</td>
<td>$(274)</td>
</tr>
<tr>
<td>Royal Bank of Canada floating interest rate fixed at 5.38%, through an interest rate swap due in 2024, unsecured</td>
<td>Level 1</td>
<td>(1,549)</td>
</tr>
<tr>
<td>BC Immigrant Investment Fund floating interest rate fixed at 3.56%, commencing 2023 through 2033, unsecured</td>
<td>Level 1</td>
<td>(621)</td>
</tr>
<tr>
<td>Total derivatives</td>
<td></td>
<td>$(2,444)</td>
</tr>
</tbody>
</table>

7. Investments in government business enterprises

The University controls two profit oriented subsidiaries which are recorded using the modified equity method of accounting. The two entities are Heritage Realty Properties and Vancouver Island Technology Park.

Change in equity in government business enterprises:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity at beginning of year</td>
<td>$4,458</td>
<td>$3,748</td>
</tr>
<tr>
<td>Dividends/distributions paid</td>
<td>(1,031)</td>
<td>(642)</td>
</tr>
<tr>
<td>Net earnings</td>
<td>958</td>
<td>1,352</td>
</tr>
<tr>
<td><strong>Equity at end of year</strong></td>
<td>4,385</td>
<td>4,458</td>
</tr>
<tr>
<td>Dividends/distributions payable</td>
<td>2,151</td>
<td>1,832</td>
</tr>
<tr>
<td><strong>Investment in government business enterprises</strong></td>
<td>$6,536</td>
<td>$6,290</td>
</tr>
</tbody>
</table>
7. Investments in government business enterprises (continued)

Condensed financial information of these government business enterprises are as follows:

Consolidated Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets</td>
<td>$ 36,447</td>
<td>$ 37,535</td>
</tr>
<tr>
<td>Liabilities</td>
<td>(32,062)</td>
<td>(33,077)</td>
</tr>
<tr>
<td>Equity</td>
<td>$ 4,385</td>
<td>$ 4,458</td>
</tr>
</tbody>
</table>

Consolidated Statement of Operations

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$ 12,838</td>
<td>$ 11,423</td>
</tr>
<tr>
<td>Expenses</td>
<td>(11,880)</td>
<td>(10,071)</td>
</tr>
<tr>
<td>Surplus (deficit) for the year</td>
<td>$ 958</td>
<td>$ 1,352</td>
</tr>
</tbody>
</table>

8. Investments in government partnerships

The University is one of twelve university members of a consortium which manages the Tri-Universities Meson Facility (TRIUMF) for research in sub-atomic physics. The facility is funded by federal government grants and the University makes no direct financial contribution. TRIUMF’s financial results are proportionately consolidated with those of the University based upon the University’s share of its total ownership of 8.33% (2015 – 8.33%).

The University is one of five university members of the Western Canadian Universities Marine Sciences Society (WCUMSS) for marine field research. The University provided a grant to the Society in 2016 of $273,400 (2015 – $253,400). WCUMSS financial results are proportionately consolidated with those of the University based upon the University’s share of its total contributions of 20% (2015 – 20%).

The proportionate amounts included in these consolidated financial statements are as follows:

Consolidated Statement of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial assets</td>
<td>$ 2,837</td>
<td>$ 2,347</td>
</tr>
<tr>
<td>Liabilities</td>
<td>1,098</td>
<td>907</td>
</tr>
<tr>
<td>Net assets</td>
<td>1,739</td>
<td>1,440</td>
</tr>
<tr>
<td>Non-financial assets</td>
<td>1,103</td>
<td>1,061</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>$ 2,842</td>
<td>$ 2,501</td>
</tr>
</tbody>
</table>
8. Investments in government partnerships (continued)

Consolidated Statement of Operations

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$ 6,724</td>
<td>$ 6,403</td>
</tr>
<tr>
<td>Expenses</td>
<td>6,383</td>
<td>6,396</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>$ 341</td>
<td>$ 7</td>
</tr>
</tbody>
</table>

9. Accounts payable and accrued liabilities

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable and accrued liabilities</td>
<td>$17,021</td>
<td>$23,702</td>
</tr>
<tr>
<td>Salaries and benefits payable</td>
<td>4,242</td>
<td>3,396</td>
</tr>
<tr>
<td>Accrued vacation pay</td>
<td>7,597</td>
<td>7,249</td>
</tr>
<tr>
<td></td>
<td>$28,860</td>
<td>$34,347</td>
</tr>
</tbody>
</table>

10. Employee future benefits

Employee future benefit liabilities arise in connection with the University’s group life insurance, long-term disability plans and accumulated sick leave plans. The University also maintains pension plans, and other retirement and supplementary benefit arrangements for substantially all of its continuing employees.

Summary of employee future benefit obligations:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff pension plan</td>
<td>$ (9,333)</td>
<td>$ (5,409)</td>
</tr>
<tr>
<td>Supplemental pension obligations</td>
<td>6,145</td>
<td>6,155</td>
</tr>
<tr>
<td>Special accumulated sick leave</td>
<td>3,149</td>
<td>3,226</td>
</tr>
<tr>
<td>Long term disability benefits</td>
<td>16,936</td>
<td>14,765</td>
</tr>
<tr>
<td>Basic group life insurance plan</td>
<td>1,534</td>
<td>1,509</td>
</tr>
<tr>
<td></td>
<td>$18,431</td>
<td>$20,246</td>
</tr>
</tbody>
</table>
UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements
Year ended March 31, 2016
(in thousands of dollars)

10. Employee future benefits (continued)

(a) Pension benefits

(i) Combination plan

The pension fund for full-time continuing faculty and administrative and academic professional staff is referred to as the Combination Plan. This plan's benefits are derived primarily from defined contributions with a defined benefit minimum. The plan has been accounted for as a defined contribution plan. The employees make contributions equal to 4.35% of salary up to the year's maximum pensionable earnings (“YMPE”) plus 6.35% of salary in excess of the YMPE. The university makes contributions equal to 6.02% of salary up to the YMPE plus 7.65% of salary in excess of the YPME. The university also contributes 5.05% of salary to fund the defined benefit minimum. The latest actuarial valuation for funding purposes as at December 31, 2012 showed that the accrued formula pension benefit liabilities of the Combination Plan were fully funded. The next valuation will be as at December 31, 2015. A pure defined contribution plan is available for part-time faculty and administrative and academic professional staff who meet certain eligibility criteria. The University has made contributions to these two plans during the year of $20,486,000 (2015 – $19,974,000) and recorded them as a pension expense.

The University provides supplemental pensions in excess of those provided under registered plans. They are fully funded out of the general assets of the University. The accrued liabilities of these arrangements total $6,145,000 as at March 31, 2016 (2015 – $6,155,000). The University paid supplemental benefits of $105,000 in the year (2015 – $147,000) and recorded employee benefit expense of $115,000 (2015 – $148,000).

(ii) Staff plan

The Staff Pension Plan (the "Plan") is a contributory defined benefit pension plan made available to regular staff employees that are eligible to join the Plan. The Plan provides pensions based on credited service and final average salary. Based on membership data as at the last actuarial valuation as at December 31, 2013, the average age of the 1,152 active employees covered by the Plan is 47.8. In addition, there are 419 former employees who are entitled to deferred pension benefits averaging $289 per month. At December 31, 2013, there were 639 pensioners receiving an average monthly pension of $826. The employees make contributions equal to 4.53% of salary that does not exceed the YMPE plus 6.28% of salary in excess of the YMPE. A separate pension fund is maintained. The University makes contributions to the plan in line with recommendations contained in the actuarial valuation. Though the University and the employees both contribute to the pension fund, the University retains the full risk of the accrued benefit obligation. The pension fund assets are invested primarily in Universe bonds and equities.

The University has made contributions to the Plan during the year of $5,700,000. The Plan paid benefits in the year of $8,700,000.
10. Employee future benefits (continued)

(a) Pension benefits (continued)

(ii) Staff plan (continued)

The pension asset at March 31 includes the following components:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued benefit obligation</td>
<td>$201,388</td>
<td>$191,182</td>
</tr>
<tr>
<td>Pension fund assets</td>
<td>(231,799)</td>
<td>(217,031)</td>
</tr>
<tr>
<td>Unamortized actuarial gains</td>
<td>21,078</td>
<td>20,440</td>
</tr>
<tr>
<td><strong>Net asset</strong></td>
<td>$ (9,333)</td>
<td>$ (5,409)</td>
</tr>
</tbody>
</table>

Actuarial valuations are performed triennially using the projected benefit prorate method. The latest triennial actuarial valuation completed as at December 31, 2013 reported a going concern surplus and a solvency deficiency (i.e. if the plan were to be wound up on that date) of $41,866,000. The B.C. Pension Benefits Standards Act requires minimum annual contributions or the use of letters of credit to fund a solvency deficiency. The University has chosen to arrange a letter of credit in the amount of $40.8 million at March 31, 2016 (2015 - $27.6 million) to satisfy the contribution requirements through 2016. This letter of credit will be reassessed in conjunction with the December 31, 2015 plan valuation and updated solvency funding level. The accrued benefit obligation shown for 2016 is based on an extrapolation of that 2013 valuation. There is an unamortized gain to be amortized on a straight-line basis over the expected average remaining service life of the related employee group (12 years). The actuarial valuation was based on a number of assumptions about future events, such as inflation rates, interest rates, wage and salary increases and employee turnover and mortality. The assumptions used reflect the University’s best estimates. The expected inflation rate is 2%. The discount rate used to determine the accrued benefit obligation is 6%. Pension fund assets are valued at market value.
10. Employee future benefits (continued)

(a) Pension benefits (continued)

(ii) Staff plan (continued)

The expected rate of return on pension fund assets is 6%. The actual gross return on Plan assets in 2015 was 7%. The total expenses related to pensions for the fiscal year ending, include the following components:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current period benefit cost</td>
<td>$7,042</td>
<td>$6,735</td>
</tr>
<tr>
<td>Amortization of actuarial gains (losses)</td>
<td>(1,785)</td>
<td>(1,060)</td>
</tr>
<tr>
<td>Less: Employee contributions</td>
<td>5,257</td>
<td>5,675</td>
</tr>
<tr>
<td>Pension benefit expense</td>
<td>3,171</td>
<td>3,620</td>
</tr>
<tr>
<td>Interest cost on the average accrued benefit obligation</td>
<td>11,391</td>
<td>10,832</td>
</tr>
<tr>
<td>Expected return on average pension plan assets</td>
<td>(12,792)</td>
<td>(11,631)</td>
</tr>
<tr>
<td>Pension interest income</td>
<td>(1,401)</td>
<td>(799)</td>
</tr>
<tr>
<td>Total pension expense</td>
<td>$1,770</td>
<td>$2,821</td>
</tr>
</tbody>
</table>

The Supplementary Retirement Benefit Account is a separate fund available to provide pensioners over the age of 65 with supplemental indexing against inflation beyond that provided by the basic plan above. It is accounted for as a defined contribution plan, with University contributions during the year of $114,000 (2015 – $114,000).

(b) Special accumulated sick leave benefit liability

Certain unionized employees of the University are entitled to a special vested sick leave benefit in accordance with the terms and conditions of their collective agreements. Employees who accumulate and maintain a minimum balance of regular sick leave may opt to transfer sick days into this special accumulating and vested benefit. The University recognizes a liability and an expense as days are transferred into this benefit. At March 31, 2016 the balance of this special accumulated sick leave was $3,149,000 (2015 – $3,226,000).
10. Employee future benefits (continued)

(c) Long-term disability benefits

The University administers an employee-funded long-term disability plan for faculty and administrative and academic professional staff. It is self-insured and the liability for the discounted present value of estimated future payments to current claimants is recorded.

Information about liabilities for the University's long-term disability plan includes:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued benefit obligation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of year</td>
<td>$ 14,765</td>
<td>$ 14,097</td>
</tr>
<tr>
<td>Current service cost</td>
<td>7,637</td>
<td>4,280</td>
</tr>
<tr>
<td>Interest cost</td>
<td>252</td>
<td>258</td>
</tr>
<tr>
<td>Benefits paid</td>
<td>(2,365)</td>
<td>(2,060)</td>
</tr>
<tr>
<td>Actuarial loss</td>
<td>(3,353)</td>
<td>(1,810)</td>
</tr>
<tr>
<td>Accrued benefit obligation, end of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ 16,936</td>
<td>$ 14,765</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accrued benefit obligation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan assets</td>
<td>$ 12,984</td>
<td>$ 12,169</td>
</tr>
<tr>
<td>Accrued benefit obligation, end of year</td>
<td>(16,936)</td>
<td>(14,765)</td>
</tr>
<tr>
<td>Unfunded liability, end of year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$ (3,952)</td>
<td>$ (2,596)</td>
</tr>
</tbody>
</table>

Components of net benefit expense:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service cost</td>
<td>$ 7,637</td>
<td>$ 4,280</td>
</tr>
<tr>
<td>Interest cost</td>
<td>252</td>
<td>258</td>
</tr>
<tr>
<td>Expected return on assets</td>
<td>(211)</td>
<td>(180)</td>
</tr>
<tr>
<td>Amortization of net actuarial gain</td>
<td>(3,110)</td>
<td>(2,566)</td>
</tr>
<tr>
<td>Net benefit expense</td>
<td>$ 4,568</td>
<td>$ 1,792</td>
</tr>
</tbody>
</table>
10. Employee future benefits (continued)

(c) Long-term disability benefits (continued)

The significant actuarial assumptions adopted in measuring the University’s accrued benefit obligation are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount rates</td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Expected future inflation rates</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Salary increase assumption</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Retirement age assumption</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

An insured long-term disability plan funded entirely by the University was commenced for other staff on July 1, 2000. The University contribution for the year ending March 31, 2016 was $1,138,000 (2015 - $888,000).

11. Deferred contributions

Deferred contributions are comprised of funds restricted for the following purposes:

<table>
<thead>
<tr>
<th>Specific purpose: (including endowment earnings)</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific purpose: (including endowment earnings)</td>
<td>$ 80,896</td>
<td>$ 92,336</td>
</tr>
<tr>
<td>Research</td>
<td>46,402</td>
<td>51,865</td>
</tr>
<tr>
<td>Capital</td>
<td>1,802</td>
<td>1,961</td>
</tr>
<tr>
<td>Total</td>
<td>$ 129,100</td>
<td>$ 146,162</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016</th>
<th>Specific Purpose</th>
<th>Research</th>
<th>Capital</th>
<th>Total</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>$ 92,336</td>
<td>$ 51,865</td>
<td>$ 1,961</td>
<td>$ 146,162</td>
<td>$ 113,624</td>
</tr>
<tr>
<td>Contributions and endowment investment income</td>
<td>12,709</td>
<td>76,928</td>
<td>61</td>
<td>89,698</td>
<td>140,367</td>
</tr>
<tr>
<td>Revenue recognized from deferred contributions</td>
<td>(24,149)</td>
<td>(82,391)</td>
<td>(220)</td>
<td>(106,760)</td>
<td>(107,829)</td>
</tr>
<tr>
<td>Balance, end of year</td>
<td>$ 80,896</td>
<td>$ 46,402</td>
<td>$ 1,802</td>
<td>$ 129,100</td>
<td>$ 146,162</td>
</tr>
</tbody>
</table>
12. Deferred capital contributions

Contributions that are restricted for capital are referred to as deferred capital contributions. Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset. Treasury Board provided direction on accounting treatment as disclosed in Note 2 (a). Changes in the deferred capital contributions balance are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>$379,426</td>
<td>$394,933</td>
</tr>
<tr>
<td>Contributions received during the year</td>
<td>23,105</td>
<td>15,434</td>
</tr>
<tr>
<td>Revenue from amortization of deferred capital contributions</td>
<td>(31,300)</td>
<td>(30,941)</td>
</tr>
<tr>
<td>Balance, end of year</td>
<td>$371,231</td>
<td>$379,426</td>
</tr>
</tbody>
</table>

13. Long-term debt

Long-term debt reported on the consolidated statement of financial position is comprised of the following (see note 6(c) for related derivative information):

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royal Bank of Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.38% term loan due 2024, unsecured</td>
<td>$8,428</td>
<td>$9,179</td>
</tr>
<tr>
<td>British Columbia Immigrant Investment Fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.75% term loan due 2017, unsecured</td>
<td>3,315</td>
<td>3,527</td>
</tr>
<tr>
<td>British Columbia Immigrant Investment Fund</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.48% term loan due 2023, unsecured</td>
<td>8,902</td>
<td>9,310</td>
</tr>
<tr>
<td>Province of British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.82% bond due 2027, unsecured, with annual sinking fund payments of $327,000</td>
<td>10,800</td>
<td>10,800</td>
</tr>
<tr>
<td>Province of British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.74% bond due 2038, unsecured, with annual sinking fund payments of $302,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Great West Life Insurance Company</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.13% term loan due 2030, unsecured</td>
<td>11,386</td>
<td>11,923</td>
</tr>
<tr>
<td>Long-term debt</td>
<td>$52,829</td>
<td>$54,739</td>
</tr>
<tr>
<td>Accumulated sinking fund payments</td>
<td>(5,496)</td>
<td>(4,867)</td>
</tr>
<tr>
<td>Remaining long-term debt principle repayments</td>
<td>$47,333</td>
<td>$49,872</td>
</tr>
</tbody>
</table>


UNIVERSITY OF VICTORIA
Notes to Consolidated Financial Statements
Year ended March 31, 2016
(in thousands of dollars)

13. Long-term debt (continued)

(a) Principal repayments

Anticipated annual principal repayments, including sinking fund instalments and maturities, due over the next five years and thereafter are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Sinking Fund</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>$</td>
<td>$2,019</td>
<td>$2,648</td>
</tr>
<tr>
<td>2018</td>
<td>629</td>
<td>2,114</td>
<td>2,743</td>
</tr>
<tr>
<td>2019</td>
<td>629</td>
<td>2,214</td>
<td>2,843</td>
</tr>
<tr>
<td>2020</td>
<td>629</td>
<td>2,320</td>
<td>2,949</td>
</tr>
<tr>
<td>2021</td>
<td>629</td>
<td>2,430</td>
<td>3,059</td>
</tr>
<tr>
<td>Thereafter</td>
<td>12,159</td>
<td>20,932</td>
<td>33,091</td>
</tr>
</tbody>
</table>

Total $15,304 $32,029 $47,333
UNIVERSITY OF VICTORIA  
Notes to Consolidated Financial Statements  
Year ended March 31, 2016  
(in thousands of dollars)

14. Tangible capital assets

<table>
<thead>
<tr>
<th>Cost</th>
<th>Balance at March 31, 2015</th>
<th>Additions</th>
<th>Disposals</th>
<th>Balance as at March 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$23,134</td>
<td>- $</td>
<td>- $</td>
<td>$23,134</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>34,114</td>
<td>288</td>
<td>-</td>
<td>34,402</td>
</tr>
<tr>
<td>Buildings</td>
<td>732,606</td>
<td>30,772</td>
<td>-</td>
<td>763,378</td>
</tr>
<tr>
<td>Equipment and furnishings</td>
<td>214,967</td>
<td>17,995</td>
<td>(23,756)</td>
<td>209,206</td>
</tr>
<tr>
<td>Information systems</td>
<td>18,441</td>
<td>-</td>
<td>-</td>
<td>18,441</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>17,051</td>
<td>4,168</td>
<td>(4,237)</td>
<td>16,982</td>
</tr>
<tr>
<td>Library holdings</td>
<td>40,471</td>
<td>3,771</td>
<td>(3,858)</td>
<td>40,384</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,080,784</strong></td>
<td><strong>$56,994</strong></td>
<td><strong>(31,851)</strong></td>
<td><strong>$1,105,927</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accumulated amortization</th>
<th>Balance at March 31, 2015</th>
<th>Disposals</th>
<th>Amortization</th>
<th>Balance as at March 31, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$-</td>
<td>- $</td>
<td>- $</td>
<td>-</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>17,025</td>
<td>-</td>
<td>917</td>
<td>17,942</td>
</tr>
<tr>
<td>Buildings</td>
<td>195,243</td>
<td>-</td>
<td>14,964</td>
<td>210,207</td>
</tr>
<tr>
<td>Equipment and furnishings</td>
<td>125,217</td>
<td>(23,756)</td>
<td>25,026</td>
<td>126,487</td>
</tr>
<tr>
<td>Information systems</td>
<td>15,863</td>
<td>-</td>
<td>2,305</td>
<td>18,168</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>10,499</td>
<td>(4,237)</td>
<td>4,316</td>
<td>10,578</td>
</tr>
<tr>
<td>Library holdings</td>
<td>22,258</td>
<td>(3,858)</td>
<td>3,850</td>
<td>22,250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$386,105</strong></td>
<td><strong>(31,851)</strong></td>
<td><strong>51,378</strong></td>
<td><strong>$405,632</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$23,134</td>
<td>$23,134</td>
</tr>
<tr>
<td>Site improvements</td>
<td>16,460</td>
<td>17,089</td>
</tr>
<tr>
<td>Buildings</td>
<td>553,171</td>
<td>537,363</td>
</tr>
<tr>
<td>Equipment and furnishings</td>
<td>82,719</td>
<td>89,750</td>
</tr>
<tr>
<td>Information systems</td>
<td>273</td>
<td>2,578</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>6,404</td>
<td>6,552</td>
</tr>
<tr>
<td>Library holdings</td>
<td>18,134</td>
<td>18,213</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$700,295</strong></td>
<td><strong>$694,679</strong></td>
</tr>
</tbody>
</table>
14. Tangible capital assets (continued)

Contributed tangible capital assets:

Additions to equipment and furnishings and computers include the following contributed tangible capital assets:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment and furnishings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$23</td>
<td>$54</td>
</tr>
</tbody>
</table>

(a) Assets under construction

Assets under construction having a value of $ nil (2015 – $74,845,000) comprised of buildings have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

(b) De-recognition of tangible capital assets

The de-recognition of tangible capital assets during the year was $31,851,000 (2015 – $27,009,000) related to fully amortized assets with a net book value of $ nil (2015 – $ nil) related to asset disposals.

15. Financial risk management

The University has exposure to the following risks from its use of financial instruments: credit risk, price risk and liquidity risk.

The Board of Governors ensures that the University has identified major risks and management monitors and controls them.

(a) Credit risk

Credit risk is the risk of financial loss to the University if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from the amounts receivable and from fixed income assets held by the University.

The University manages amounts receivable by using a specific bad debt provision when management considers that the expected recovery is less than the account receivable.

The University limits the risk in the event of non-performance related to fixed income holdings by dealing principally with counter-parties that have a credit rating of A or higher as rated by the Dominion Bond Rating Service or equivalent. The credit risk of the University investments at March 31, 2016 is $261,323,000.
The following shows the percentage of fixed income holdings in the portfolio by credit rating:

<table>
<thead>
<tr>
<th>Credit Rating</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA</td>
<td>9.7%</td>
</tr>
<tr>
<td>AA</td>
<td>20.4%</td>
</tr>
<tr>
<td>A</td>
<td>7.9%</td>
</tr>
<tr>
<td>BBB</td>
<td>11.4%</td>
</tr>
<tr>
<td>BB and below</td>
<td>1.2%</td>
</tr>
<tr>
<td>Mortgages</td>
<td>13.6%</td>
</tr>
<tr>
<td>Cash and short term</td>
<td></td>
</tr>
<tr>
<td>R1 high</td>
<td>33.2%</td>
</tr>
<tr>
<td>R1 mid</td>
<td>0.5%</td>
</tr>
<tr>
<td>R1 low</td>
<td>2.1%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

(b) Price risk

Price risk includes market risk and interest rate risk.

Market risk relates to the possibility that the investments will change in value due to fluctuations in market prices. The objective of market risk management is to mitigate market risk exposures within acceptable parameters while optimizing the return on risk. This risk is mitigated by the investment policies for the respective asset mixes to be followed by the investment managers, the requirements for diversification of investments within each asset class and credit quality constraints on fixed income investments. Market risk can be measured in terms of volatility, i.e., the standard deviation of change in the value of a financial instrument within a specific time horizon. Based on the volatility of the University’s current asset class holdings, the net impact on market value of each asset class is shown below.

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Estimated Volatility (%) change</th>
<th>Net Impact on Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian equities</td>
<td>+/-</td>
<td>$ 9,330</td>
</tr>
<tr>
<td>Foreign equities</td>
<td>+/-</td>
<td>21,928</td>
</tr>
<tr>
<td>Real estate</td>
<td>+/-</td>
<td>21,305</td>
</tr>
<tr>
<td>Bonds</td>
<td>+/-</td>
<td>3,760</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>+/-</td>
<td>3,739</td>
</tr>
<tr>
<td>DEX Universe Bond index</td>
<td>+/-</td>
<td>$ 9,330</td>
</tr>
<tr>
<td>S&amp;P/TSX Composite index</td>
<td>+/-</td>
<td>21,928</td>
</tr>
<tr>
<td>MSCI World Index</td>
<td>+/-</td>
<td>21,305</td>
</tr>
<tr>
<td>Canadian Consumer Price Index (Real Estate)</td>
<td>+/-</td>
<td>3,760</td>
</tr>
<tr>
<td>Canadian Consumer Price Index (Infrastructure)</td>
<td>+/-</td>
<td>3,739</td>
</tr>
</tbody>
</table>
15. Financial risk management (continued)

(b) Price risk (continued)

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The value of fixed-income and debt securities, such as bonds, debentures, mortgages or other income-producing securities is affected by interest rates. Generally, the value of these securities increases if interest rates fall and decreases if interest rates rise.

It is management's opinion that the University is exposed to market or interest rate risk arising from its financial instruments. Duration is an appropriate measure of interest rate risk for fixed income funds as a rise (fall) in interest rates will cause a decrease (increase) in bond prices; the longer the duration, the greater the effect. Duration is managed by the investment manager at the fund level. At March 31, 2016, the modified duration of all fixed income in aggregate was 4 years. Therefore, if interest rates were to increase by 1% across all maturities, the value of the bond portfolio would drop by 4%; contrarily, if interest rates were to decrease by 1% across all maturities, the value of the bond portfolio would increase by 4%.

(c) Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they become due. The University manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation.

16. Accumulated surplus

Accumulated surplus is comprised of the following:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowments</td>
<td>$306,472</td>
<td>$295,532</td>
</tr>
<tr>
<td>Invested in capital assets</td>
<td>293,119</td>
<td>277,306</td>
</tr>
<tr>
<td>Internally restricted</td>
<td>81,984</td>
<td>80,470</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>20,627</td>
<td>19,069</td>
</tr>
<tr>
<td>Accumulated remeasurement gains</td>
<td>14,162</td>
<td>17,324</td>
</tr>
<tr>
<td></td>
<td>$716,364</td>
<td>$689,701</td>
</tr>
</tbody>
</table>
16. Accumulated surplus (continued)

Endowments consist of restricted donations and capitalized investment income to be held in perpetuity.

Invested in capital assets consist of unrestricted funds previously spent on capital assets and debt repayment.

Internally restricted funds consist of balances set aside or appropriated by the Board of Governors for equipment replacement, capital improvements and other non-recurring expenditures.

Unrestricted funds consist primarily of balances arising from the University’s ancillary and specific purpose funds, and consolidated entities.

17. Endowments

Changes to the endowment principal balances, not including remeasurement gains/losses, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance, beginning of year</td>
<td>$295,532</td>
<td>$289,970</td>
</tr>
<tr>
<td>Contributions received during the year</td>
<td>6,708</td>
<td>4,268</td>
</tr>
<tr>
<td>Invested income and donations capitalized</td>
<td>4,232</td>
<td>1,294</td>
</tr>
<tr>
<td><strong>Balance, end of year</strong></td>
<td>$306,472</td>
<td>$295,532</td>
</tr>
</tbody>
</table>

The balance shown does not include endowment principal with fair value of $6,914,000 (2015 - $7,076,000) and book value of $4,820,000 (2015 - $4,820,000) held by the Vancouver Foundation. The excluded principal is not owned or controlled by the University, but income from it is paid to the University to be used for specific purposes.
18. Contractual obligations

The nature of the University's activities can result in multiyear contracts and obligations whereby the University will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction contracts</td>
<td>$2,648</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Operating leases</td>
<td>229</td>
<td>83</td>
<td>66</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>$2,877</td>
<td>$83</td>
<td>$66</td>
<td>$60</td>
<td>$30</td>
</tr>
</tbody>
</table>

19. Contingent liabilities

The University may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. It is management’s opinion that the aggregate amount of any potential liability is not expected to have a material adverse effect on the University’s financial position or results.

The University is one of 58 Canadian university subscribers to CURIE, which has provided property and liability insurance coverage to most campuses other than Quebec and Prince Edward Island since 1988. The anticipated cost of claims based on actuarial projections is funded through member premiums. Subscribers to CURIE have exposure to premium retro-assessments should the premiums be insufficient to cover losses and expenses.

20. Expenses by object

The following is a summary of expenses by object:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and wages</td>
<td>$282,257</td>
<td>$275,545</td>
</tr>
<tr>
<td>Employee benefits</td>
<td>49,689</td>
<td>47,056</td>
</tr>
<tr>
<td>Travel</td>
<td>14,396</td>
<td>13,557</td>
</tr>
<tr>
<td>Supplies and services</td>
<td>68,743</td>
<td>71,089</td>
</tr>
<tr>
<td>Equipment rental and maintenance</td>
<td>9,688</td>
<td>4,664</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,905</td>
<td>8,680</td>
</tr>
<tr>
<td>Scholarships, fellowships and bursaries</td>
<td>37,157</td>
<td>37,440</td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td>13,938</td>
<td>14,094</td>
</tr>
<tr>
<td>Interest on long-term debt</td>
<td>2,267</td>
<td>2,541</td>
</tr>
<tr>
<td>Interest - other</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>51,378</td>
<td>49,861</td>
</tr>
<tr>
<td></td>
<td>$538,418</td>
<td>$524,538</td>
</tr>
</tbody>
</table>


21. **Funds held in trust**

Funds held in trust are funds held on behalf of autonomous organizations, agencies, and student societies having a close relationship with the University. These funds are not reported on the University's consolidated statement of financial position (2016 – $1,092,000; 2015 – $1,906,000).

22. **Supplemental cash flow information**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash paid for interest</td>
<td>$2,466</td>
<td>$2,477</td>
</tr>
</tbody>
</table>

23. **Differences between Financial Reporting Framework (FRF) and PSAS**

As noted in the significant accounting policies, per the Budget Transparency and Accountability Act of the Province of British Columbia and the Restricted Contribution Regulation 198/2011 issued pursuant to it, the university is required to account for government funding of tangible capital assets by deferring and amortizing deferred capital contributions to income on the same basis as the related amortization expense. If restricted government funding for tangible capital assets does not contain stipulations that create a liability, then PSAS requires it to be reported as income immediately. The impact of this difference on the consolidated financial statements of the university would be as follows:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>PSAS</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred capital contributions</td>
<td>$371,232</td>
<td>$ -</td>
<td>$371,232</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>716,364</td>
<td>1,087,596</td>
<td>(371,232)</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>264,623</td>
<td>284,391</td>
<td>(19,768)</td>
</tr>
<tr>
<td>Donations, non-government grants and contracts</td>
<td>15,369</td>
<td>18,429</td>
<td>(3,060)</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>31,299</td>
<td>-</td>
<td>31,299</td>
</tr>
<tr>
<td>Annual operating surplus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual operating surplus (after restricted endowment contributions)</td>
<td>$29,825</td>
<td>$21,354</td>
<td>$8,471</td>
</tr>
</tbody>
</table>
23. Differences between Financial Reporting Framework (FRF) and PSAS (continued)

<table>
<thead>
<tr>
<th></th>
<th>FRF</th>
<th>PSAS</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred capital contributions</td>
<td>$379,426</td>
<td>-</td>
<td>$379,426</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>689,701</td>
<td>1,069,127</td>
<td>(379,426)</td>
</tr>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>259,341</td>
<td>270,726</td>
<td>(11,385)</td>
</tr>
<tr>
<td>Donations, non-government grants and contracts</td>
<td>18,389</td>
<td>22,438</td>
<td>(4,049)</td>
</tr>
<tr>
<td>Amortization of deferred capital contributions</td>
<td>30,941</td>
<td>-</td>
<td>30,941</td>
</tr>
<tr>
<td>Annual operating surplus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual operating surplus (after restricted endowment contributions)</td>
<td>$21,990</td>
<td>$6,483</td>
<td>$15,507</td>
</tr>
</tbody>
</table>
MEMO

Date: September 21, 2016
To: Members of Senate
From: Carrie Andersen
      Associate University Secretary
Re: Proposal to add Term GPA information to the academic calendar and administrative transcript

At its meeting on April 12, 2016, the Senate Committee on Academic Standards approved a proposal from the Office of the Registrar regarding the addition of Term GPA information to the academic calendar and administrative transcript. Attached is the proposal.

The Senate Committee on Academic Standards respectfully requests that you consider the following motion:

Motion: That Senate approve the addition of Term GPA information to the academic calendar and administrative transcript effective immediately for Winter Session 2016-2017.

Respectfully submitted,

2016/2017 Senate Committee on Academic Standards
Rosaline Canessa (Acting Chair), Faculty of Social Sciences
Eva Baboula, Faculty of Fine Arts
Laurie Barnas, Associate Registrar
Gillian Calder, Faculty of Law
Jordan Crocker, UVSS Representative
Nikolai Dechev, Faculty of Engineering
Nicole Greengoe, Registrar
David Harrington, Faculty of Science
Cindy Holder, Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)
Susan Lewis, Dean, Faculty of Fine Arts (VPAC designate)
Peter Liddell, Convocation Senator
Michele Martin, Division of Medical Sciences
Norah McRae, Executive Director, Cooperative Education and Career Services
Michael Nowlin, Faculty of Humanities
Tim Pelton, Faculty of Education
Bernadette Peterson, Student Senator
Abdul Roudsari, Faculty of Human and Social Development
Richard Rush, Division of Continuing Studies
Ada Saab, Director, Graduate Admissions and Records
Brock Smith, Peter B. Gustavson School of Business
Sarah Warder, GSS Representative
Nancy Wright, Associate Vice-President Academic Planning (President’s nominee)
Carrie Andersen Secretary, Associate University Secretary
Date: April 7, 2016

To: Sara Beam, Chair
Senate Committee on Academic Standards

From: Nicole Greengoe
Registrar

Re: Proposal to add Term GPA information to the academic calendar and administrative transcript

Recommended Motion:

That Senate approve the addition of Term GPA information to the academic calendar and administrative transcript effective September 1, 2016.

A. Calendar

There are two places in the calendar where this information would be placed:

1. Terms Used at UVic (pg. 9),

Proposed:

**Term Grade Point Average**

Effective 2016 Winter Session, a term grade point average (GPA) is displayed on the administrative transcript for each term of the Winter Session when all final grades have been received. The term GPA is based on all courses taken or challenged in that term and which have a unit value. The first half of a year-long course and courses bearing the grade COM, INP, N/X, or F/X are excluded from the term GPA calculation. Term GPA is not used in the determination of academic standing and does not appear on the Official Transcript.

2. A new header be created, titled “Grade Point Averages’, to appear above ‘Standing’ and contain ‘Term Grade Point Average’, ‘Sessional Grade Point Average’ and ‘Cumulative Grade Point average’. (pg. 39). The ‘Standing’ section would then begin with ‘Minimum Sessional Grade Point Average and Academic Standing’.
Proposed:

**Term Grade Point Average**

Effective 2016 Winter Session, a term grade point average (GPA) is displayed on the administrative transcript for each term of the Winter Session when all final grades have been received. The term GPA is based on all courses taken or challenged in that term and which have a unit value. The first half of a year-long course and courses bearing the grade COM, INP, N/X, or F/X are excluded from the term GPA calculation. Term GPA is not used in the determination of academic standing and does not appear on the Official Transcript. See “Sessional Grade Point Average” (pg. XX) for information regarding how a sessional GPA is calculated.

B. **Administrative Transcript**

Add the custom Term GPA calculation to the Administrative Transcript (AT) only. Since the Term GPA is not used in the determination of university academic standing, the viewpoint is that it will display on the AT as information only. Term GPA will not display on the Official Transcript.

**Rationale for request:**

- UVic has some academic units that use a Term GPA (Business, HINF etc.) and are already referenced in the calendar, yet there is no definition in the calendar that details how the Term GPA is calculated.
- UVic has Senate approved calculations for the sessional and cumulative GPA; both of these calculations display on the Official Transcript.
- After UVic went live with Banner, there was a period of time that transcripts were under development (in multiple phases). Prior to the development of the Administrative Transcript, the baseline Banner ‘Academic Summary report’ was available to students and staff, which included inaccurate Term GPA information. Although campus users were communicated with many times that this information had to be carefully considered, academic advisers and departmental staff expressed concern when we tried to remove access to the Academic Summary report (once the Administrative Transcript was released). As such, we had to permit access to the Academic Summary report in a limited way, so that they could continue with their work.
- Given Banner’s term-based system, a Term GPA was calculated that did not consider any UVic-specific methods of calculating a Term GPA (i.e. the supplemental grade was being included when the original grade was supposed to be used, the Term GPA displayed before all grades were received for the term etc.)
- As such, OREG has been involved with the development and testing of a UVic customized Term GPA, using the exact same calculation criteria already used for sessional and cumulative GPAs. This calculation is now in production but only displays to a limited number of OREG staff.
- The addition of the calendar wording and display on the Administrative Transcript is intended to provide transparent information to students, advisers and departmental staff.
I am forwarding this proposed motion for the information and consideration of the SCAS committee at the April 2016 meeting. Thank you for your consideration of this matter.

Nicole Greengoe,
Registrar

cc: Carrie Andersen, Associate University Secretary
At the October 23, 2015 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the UVSS and GSS proposing the extension of fall reading break. Following discussion of the issue, a sub-committee was convened to further examine the issue and make a recommendation to the committee as a whole.

The sub-committee met regularly from November 2015 to April 2016. It began its review of the issue by examining policies, principles and practices at UVic, as well as detailed information from universities across Canada (including term dates, reading break length, examination periods and orientation programming.) Preliminary consultations with the Office of the Registrar and the Division of Student Affairs were conducted, followed by a more fulsome consultation process.

It was determined during the research and preliminary consultation phase that, because of the orientation program and other operational requirements, classes could not begin earlier in September. It was also determined (assuming the current scheduling principles were utilized) that the length of the exam period could not be shortened without compromising the university’s ability to schedule exams in a way that is fair for students and takes into account special requests and requirements.

During the second phase of consultation, requests for input and a consultation memo were circulated to the following groups and individuals - UVSS, GSS, Ombudsperson, Deans, Counselling Services, student members of Senate, Associate Vice-President Faculty Relations, Associate Vice-President Human Resources, Division of Student Affairs, and the Resource Centre for Students with a Disability. A number of responses were received from individuals across the university.

The feedback received during the consultation process was robust and varied. Although support was expressed for the idea of extending fall reading break, a number of concerns with the university’s ability to do so within its scheduling constraints were raised. Specific concerns about a shortened December break were raised, and the impacts on both students and instructors were noted. Two options for changing current university practices
were suggested – scheduling exams on Sunday, and moving reading break to coincide with Thanksgiving weekend.

Following review of the feedback received, the sub-committee presented a report to the Senate Committee on Agenda and Governance as a whole in April 2016. The report stated that the sub-committee had determined that a recommendation to extend fall reading break could not be presented at that time. The option proposed to those consulted was not acceptable given the late end date for the December exam period. It was not possible to address this concern within the constraints of the university’s current regulations and scheduling principles. The sub-committee identified that it might be possible to propose an alternative option if the university were to hold exams on Sundays. It was noted that consideration of whether it would be possible or desirable to do so required thoughtful investigation and consultation.

At the April 2016 meeting of the Senate Committee on Agenda and Governance, the committee as a whole agreed with the sub-committee’s assessment that a recommendation to extend fall reading could not be made within current parameters. The committee agreed at that time that the sub-committee should continue its investigation by undertaking processes to consider whether it is possible and desirable to hold examinations on Sunday, and whether it is possible and desirable to move fall reading break to coincide with the Thanksgiving weekend.

Over the course of the coming months, the Senate Committee on Agenda and Governance will continue to investigate the request to extend fall reading break. This investigation will include robust consultations in the event a recommendation to Senate to change current practices is considered.

A report will be provided to Senate in early 2017.

Respectfully submitted,

2016/17 Senate Committee on Agenda and Governance
Jamie Cassels, Chair, Chair of Senate
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Faculty of Law
Robin Hicks, Faculty of Science
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Faculty of Humanities
Carrie Andersen, Secretary, Associate University Secretary
Date: September 23, 2016
To: Senate
From: Senate Committee on Agenda and Governance
Re: Appointments to the 2016/2017 Senate Standing Committees

The Senate Committee on Agenda and Governance nominations sub-committee met on September 23, 2016 to consider appointments to the 2016/17 Senate committees. These appointments are to fill vacancies on the Senate committees that were not filled at the May 6, 2016 meeting of Senate. The proposed new appointments are bolded in the attached document.

Motion: That Senate approve the appointments to the 2016/2017 Senate standing committees for the terms indicated in the attached document.

/Attachment
# 2016- 2017 Senate Committees

## Senate Committee on Academic Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Beam (S) (Chair)</td>
<td>Graduate Studies</td>
<td>2019 (2013)</td>
</tr>
<tr>
<td>Gillian Calder (S)</td>
<td>Law</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Michael Nowlin (NS)</td>
<td>Humanities</td>
<td>2019 (2013)</td>
</tr>
<tr>
<td>Rosaline Canessa (NS)</td>
<td>Social Sciences</td>
<td>2018 (2012)</td>
</tr>
<tr>
<td>Brock Smith (S)</td>
<td>Business</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td>Tim Pelton (NS)</td>
<td>Education</td>
<td>2018 (2014)</td>
</tr>
<tr>
<td>Nikolai Dechev (S)</td>
<td>Engineering</td>
<td>2019 (2013)</td>
</tr>
<tr>
<td>Eva Baboula (NS)</td>
<td>Fine Arts</td>
<td>2017 (2011)</td>
</tr>
<tr>
<td>Abdul Roudsari (NS)</td>
<td>HSD</td>
<td>2018 (2012)</td>
</tr>
<tr>
<td>Michele Martin (NS)</td>
<td>Medical Sciences</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>David Harrington (NS)</td>
<td>Science</td>
<td>2019 (2013)</td>
</tr>
<tr>
<td>Bernadette Peterson (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>TBA (S)</td>
<td>Student Senator</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Jordan Crocker (NS)</td>
<td>Student Representative (UVSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Sarah Warder (NS)</td>
<td>Student Representative (GSS)</td>
<td>2017 (2016)</td>
</tr>
<tr>
<td>Peter Liddell (S)</td>
<td>Convocation Senator</td>
<td>2018 (2015)</td>
</tr>
<tr>
<td>Susan Lewis (S)</td>
<td>Vice-President Academic and Provost’s designate</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Nancy Wright (NS)</td>
<td>President’s nominee</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Norah McRae (NS)</td>
<td>Executive Director, Cooperative Education and Career Services</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Ada Saab (NS)</td>
<td>Director, Graduate Admissions and Records</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Nicole Greengoe (NS)</td>
<td>Registrar</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Laurie Barnas (NS)</td>
<td>Associate Registrar</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Cindy Holder (NS)</td>
<td>Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
<td></td>
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(S) Senator  
(NS) Non-Senator
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<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
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<tr>
<td>Leslee Francis Pelton (S)</td>
<td>Education</td>
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<td>Garry Gray (S)</td>
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<td>Diana Varela (S)</td>
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<tr>
<td>Joel Lynn (NS)</td>
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<td>Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)</td>
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<tr>
<td>Sue Butler (NS)</td>
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<tr>
<td>Tim Haskett (NS)</td>
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<td>Tricia Best (NS)</td>
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(S) Senator
(NS) Non-Senator
## Senate Committee on Agenda and Governance

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<td>John Durno (S)</td>
<td>Library</td>
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<td>Robin Hicks (S)</td>
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<td>Julia Eastman (S)</td>
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(S) Senator  
(NS) Non-Senator
## Senate Committee on Appeals

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<td>HSD</td>
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<td>Carolyn Butler-Palmer (S)</td>
<td>Fine Arts</td>
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<tr>
<td>Frank van Veggel (Vice-Chair) (NS)</td>
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<td>Ben Lukenchuk (S)</td>
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(S) Senator  
(NS) Non-Senator
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<td><strong>Julie Fortin (NS)</strong></td>
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<td>Marsha Runtz (NS)</td>
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<tr>
<td>Yvonne Rondeau (NS)</td>
<td>Scholarships Officer, Faculty of Graduate Studies</td>
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(S) Senator  
(NS) Non-Senator
# Senate Committee on Continuing Studies

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<tr>
<td>Maureen MacDonald (Chair)</td>
<td>Dean, Continuing Studies</td>
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<tr>
<td>Linda Shi (NS)</td>
<td>Business</td>
<td>2017 (2011)</td>
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<tr>
<td><strong>James Nahachewsky (NS)</strong></td>
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<td>Engineering</td>
<td>2018 (2015)</td>
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<tr>
<td>Carolyn Butler-Palmer (S)</td>
<td>Fine Arts</td>
<td>2018 (2015)</td>
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<td>Esther Sangster-Gormley (NS)</td>
<td>HSD</td>
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<tr>
<td><strong>Kathy Gillis (S)</strong></td>
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<td><strong>2017 (2016)</strong></td>
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<td>Kenneth Stewart (NS)</td>
<td>Social Sciences</td>
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<td>Brontë Renwick-Shields (S)</td>
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<td>Adam McKenna (NS)</td>
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<td>Martin Parry (NS)</td>
<td>Student Representative from diploma or certificate program in Continuing Studies</td>
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<td>Chandra Beaveridge (S)</td>
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<td>2018 (2015)</td>
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<tr>
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<td>Associate Vice-President Academic Planning (President’s Nominee)</td>
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# Senate Committee on Curriculum

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<td>Leslee Francis Pelton (Vice-Chair) (S)</td>
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<td><strong>Cathy McGregor (NS)</strong></td>
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<td>Steve Evans (NS)</td>
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<td>HSD</td>
<td>(ex officio)</td>
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<td>Tim Haskett (S)</td>
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<td>(ex officio)</td>
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<tr>
<td>Freya Kodar (NS)</td>
<td>Law</td>
<td>(ex officio)</td>
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<td>Science</td>
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<tr>
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<td>(ex officio)</td>
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<tr>
<td>Sara Beam (S)</td>
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<td>Asia Longphee (NS)</td>
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<td>(ex officio)</td>
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<tr>
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<td>Cooperative Education and Career Services (ex officio)</td>
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<td>Ada Saab (NS)</td>
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(S)  Senator  
(NS) Non-Senator
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<td>Joseph Salem (S)</td>
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<td>Gillian Calder (S)</td>
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<td><strong>Michael Masson (NS)</strong></td>
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<tr>
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<td>2017 (2014)</td>
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<tr>
<td>Jamie Cassels (S)</td>
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<td>Ian Case (NS)</td>
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(S)  Senator  
(NS)  Non-Senator
### Senate Committee on Learning and Teaching

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<td>Janni Aragon (Chair) (S)</td>
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(S) Senator  
(NS) Non-Senator
### Senate Committee on Libraries

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<tr>
<td>Robert Howell (NS)</td>
<td>Law</td>
<td>2017 (2016)</td>
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<tr>
<td>Leigh Anne Swayne (NS)</td>
<td>Medical Sciences</td>
<td>2019 (2013)</td>
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<tr>
<td>Tom Fyles (NS)</td>
<td>Science</td>
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<td>Michelle Brown (S)</td>
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<td>David Eso (NS)</td>
<td>Student Representative (GSS)</td>
<td>2017 (2016)</td>
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<tr>
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<td>Representative of Council of Centre Directors</td>
<td>2019 (2016)</td>
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<tr>
<td>Daniel Brendle-Moczuk (NS)</td>
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<td>2017 (2014)</td>
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<tr>
<td>Kim Nayyer (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
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<tr>
<td>Lisa Goddard (NS)</td>
<td>Associate University Librarian</td>
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<td>Lisa Petrachenko (NS)</td>
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<td>TBA (NS)</td>
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<td>Jonathan Bengtson (S)</td>
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<td>Sheila Cresswell (Secretary)</td>
<td>University Librarian’s Office</td>
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(S) Senator  
(NS) Non-senator
### Senate Committee on Planning

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<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
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<tr>
<td>Nancy Wright (Chair) (NS)</td>
<td>Associate Vice-President Academic Planning</td>
<td>(ex officio)</td>
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<tr>
<td><strong>Graham McDonough (NS)</strong></td>
<td>Education</td>
<td>2019 (2016)</td>
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<tr>
<td>Jason Colby (S)</td>
<td>Humanities</td>
<td>2018 (2015)</td>
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<tr>
<td>Lisa Surridge replacing Jason while he is on leave Jan 1/16 – Dec 31/16</td>
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<td>Victoria Wyatt (S)</td>
<td>Fine Arts</td>
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<td>Abdul Roudsari (NS)</td>
<td>HSD</td>
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<td>Ralf St. Clair (S)</td>
<td>Dean</td>
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<td>Stan Dosso (NS)</td>
<td>Science</td>
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<td>Reuven Gordon (NS)</td>
<td>Engineering</td>
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<td>Gillian Calder (S)</td>
<td>Law</td>
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<td>Stephen Evans (NS)</td>
<td>Graduate Studies</td>
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<td>Patrick Nahirney (NS)</td>
<td>Medical Sciences</td>
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<td>Maureen MacDonald (S)</td>
<td>Continuing Studies</td>
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<td>Paige Bennett (S)</td>
<td>Student Senator</td>
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<td><strong>David Schostek (NS)</strong></td>
<td><strong>Student Representative (GSS)</strong></td>
<td>2017 (2016)</td>
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<td>Merwan Engineer (NS)</td>
<td>President’s nominee</td>
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<td>Nicole Greengoe (NS)</td>
<td>Registrar</td>
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<td>Andrea Giles (NS)</td>
<td>Cooperative Education and Career Services</td>
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<tr>
<td>Valerie Kuehne (S)</td>
<td>Vice-President Academic and Provost</td>
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<td>David Castle (S)</td>
<td>Vice-President Research</td>
<td>(ex officio)</td>
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<td>Carrie Andersen (NS)</td>
<td>Associate University Secretary</td>
<td>(ex officio)</td>
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<tr>
<td>Holly Hatch (Secretary)</td>
<td>Office of the Vice-President Academic and Provost</td>
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(S) Senator  
(NS) Non-Senator
MEMORANDUM

TO: Secretary of Senate
   University Secretary’s Office

DATE: September 15, 2016

FR: Lori Nolt, Director, Student Awards and Financial Aid
   Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

_______________________________
Lori Nolt

2016/2017 Senate Committee on Awards
J. Walsh (Chair), S. Banerjee, C. Schallie, K. Barnes,
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz, A. Cirillo,
Y. Rondeau, N. Greengoe, L. Nolt, F. Canjura

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*MAY YUEN MEMORIAL SCHOLARSHIP* (REVISED-GS)
A scholarship of at least $500 $1,000 is awarded to a graduate student who is in a master's program in the Department of Pacific and Asian Studies or PhD program and whose research is related to China or overseas Chinese. Selection will be made by the Graduate Awards Committee upon the recommendation of the Department of Pacific and Asian Studies.

*ROGER ODLUM SCHOLARSHIP IN LAW (NEW-GS)*
One or more scholarships are awarded to graduate students in the Faculty of Law who have, by their actions, demonstrated a practical commitment to creating a more ethical society, increasing civic responsibility, and developing a more civil, harmonious society. Students with a GPA of 6.0 or higher will normally be considered. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Faculty of Law.
INNIS CHRISTIE ENTRANCE SCHOLARSHIP* (NEW-UG)
One scholarship is awarded to an academically outstanding student entering the Faculty of Law JD program. Preference will be given to a student who either is from or has a connection to Atlantic Canada or has an expressed interest in employment/labour law. In the case where there is no applicant that meets one of these criteria, the scholarship will be awarded at the discretion of the Faculty of Law.

DAIRYLAND VIKES ATHLETIC AWARD* (NEW-UG)
One or more awards are given to undergraduate students who compete on a Vikes Varsity team at the University of Victoria. Eligible students must meet all Canadian Interuniversity Sport (CIS) eligibility requirements. Award recipient will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Manager of Athletics.

KUTZSCHAN GRADUATE SCHOLARSHIP IN PHILOSOPHY* (NEW-GS)
One or more scholarships are awarded to academically outstanding graduate students in the Department of Philosophy. Selection of recipients will be made by the Graduate Awards Committee, upon the recommendation of the Department of Philosophy.

ROBERT J MURPHY TRAVEL AWARD IN GREEK AND ROMAN STUDIES* (NEW-UG)
One or more travel awards of at least $1,000 each are awarded to undergraduate students who have a declared major in Greek and Roman Studies and who are enrolled in a field school, study tour or a study abroad course offered through the Department of Greek and Roman Studies, or approved by the department. The award will assist students with the costs of travel and/or fees associated with programs offered by the Department of Greek and Roman Studies. Students will be selected based on a written proposal submitted to the department.

ANNE AND IVOR WILLIAMS SPAIN AND LATIN AMERICA SCHOLARSHIP* (NEW-UG)
One or more Scholarships of at least $1000 each are awarded to academically outstanding undergraduate students pursuing a degree in Hispanic or Latin American Studies who are registered in a study abroad program, field school, experiential learning opportunity, or co-op work-term in Spain or Latin America.

CANADIAN HISTORY SCHOLARSHIP* (NEW-UG)
One or more scholarships of at least $1,000 each are awarded to students with the highest academic standing in introductory Canadian history courses.

MAURICE WILLIAM SUMMERHAYES MEMORIAL FUND (REVISED-UG)
One or more scholarships of $20,000 or more, payable over four years ($5,000 per year) will be awarded to a student with an outstanding academic record, who is entering an undergraduate program in the Faculty of Engineering. Preference will be given, in order, to students who completed secondary school studies on Vancouver Island, British Columbia, or in Canada. At the discretion of the Dean, this scholarship may not be awarded to students who hold another scholarship from the Faculty of Engineering. To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a cumulative grade point average of 7.00 or higher.
Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a cumulative grade point average of 7.00 or higher in the two terms. No Application is necessary for this scholarship. The Faculty of Engineering will select the recipients from the entering year.

50TH ANNIVERSARY HUMANITIES ENTRANCE SCHOLARSHIP* (REVISED-UG)
A One or more scholarships of $1,000 are awarded to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Humanities.

50TH ANNIVERSARY SOCIAL SCIENCES ENTRANCE SCHOLARSHIP* (REVISED-UG)
A One or more scholarships of $1,000 are awarded to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Social Science.

50TH ANNIVERSARY VIKES ENTRANCE SCHOLARSHIP* (REVISED-UG)
One or more scholarships of not less than $1,000 are awarded to an academically outstanding undergraduate student who is entering the University of Victoria directly from a Canadian secondary school and who has demonstrated excellence in extramural athletics. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Manager of Athletics.

ARITES Y LETRAS SCHOLARSHIP* (REVISED-UG)
A scholarship of $150 is awarded to an outstanding student proceeding to the third or fourth year of a Major or Honours program in Spanish at the University of Victoria. In awarding the scholarship special consideration will be given to students showing special interest in Spanish art, art history, music or literature.

DAVID HARRIS FLAHERTY SCHOLARSHIP* (REVISED-UG)
One or more scholarships of at least $1,000 each are awarded to an academically outstanding undergraduate student in any discipline who can show how they have utilized library resources – be they print archival, music, multimedia, digital, etc. – for a class project, assignment or research paper. Eligible students must complete a 500 word essay explaining their use of library resources in an application. The University Librarian’s Office will nominate the recipient.

DAX GIBSON MEMORIAL AWARD IN GENDER STUDIES* (REVISED-UG)
One or more awards are given to academically outstanding undergraduate students in the Department of Gender Studies who produce the most exceptional Gender Studies 400B independent research project and/or Gender Studies Honours thesis. This award can go to a graduating student.
DR. KEN AND BARBARA THORNTON AWARD* (REVISED-UG)
An award is given to a one or more students enrolled in the School of Health Information Science and who has been a full-time resident of British Columbia for the preceding two years. Applications and further information can be obtained from the School of Health Information Science and must be returned by June 30th.

EDWARD PHILIP OSCAPELLA SCHOLARSHIP IN MUSIC* (REVISED-UG)
A one or more scholarships are awarded to a students entering a Major in Performance in the School of Music. Preference will be given to students of piano or violin.

JESSE SHORT-GERSHMAN MEMORIAL SCHOLARSHIP* (NEW-UG)
One scholarship of at least $1,000 is awarded to an undergraduate student in the Department of Computer Science and one scholarship of at least $1,000 is awarded to an undergraduate student in the Department of Mathematics & Statistics who submit a one-page essay indicating a mental health challenge they faced/are facing and what they learned/are learning through the experience. The essay should address activities that the student has participated in, such as: leadership, tutoring, peer mentoring, advocacy or self-care, which demonstrate how they have worked/are working on overcoming these challenges.
Students with a GPA of 6.0 or higher will normally be considered. Selection of the recipients will be made by the Senate Committee on Awards. If one recipient from each Department is not possible in a given year, then two recipients from one Department may be selected.

MICHAEL MILLER SCHOLARSHIP* (REVISED-UG)
One or more scholarships are awarded to graduate students and/or undergraduate students entering 3rd or 4th year in the School of Health Information Science. The application process includes the submission of a short essay on manic depression (bipolar disorder). Application forms may be obtained in the School of Health Information Science. Completed forms must be submitted to the School of Health Information Science by June 15. Selection of the recipient(s) will be made upon the recommendation of the School of Health Information Science.

RILEY JANE ELHOLM MEMORIAL SCHOLARSHIP IN CIVIL ENGINEERING* (NEW-UG)
Two scholarships of at least $1,000 each are awarded to academically outstanding undergraduate students entering 2nd, 3rd or 4th year in the Department of Civil Engineering. Award selection will include consideration of students’ extracurricular activities in the engineering student community. Nominations will be made by the Department of Civil Engineering.

SHERRY LOVINE SAGRIS MEMORIAL BURSARY IN ART EDUCATION (NEW-UG)
The Bursary is awarded to a student entering their third or fourth year of the Bachelor of Education Secondary Program with art as a teaching focus. If no student can be found to meet this criteria, an entering first or second year student may be selected.

SIMBA TECHNOLOGIES INC. SCHOLARSHIP* (REVISED-UG)
Two scholarships are awarded to women students who are entering 2nd, 3rd or 4th year in the Bachelor of Science Major or Honours program in Computer Science or the Bachelor of Software Engineering program. Preference will be given to female students. Applications for the scholarship should reference volunteer service in the community and/or demonstrated leadership in or outside of the classroom. Application forms
are available from the Engineering Undergraduate Office, Faculty of Engineering and must be returned with the letter and resume to the Engineering Undergraduate Office by April 30th.

**URBANECOLOGY.CA SCHOLARSHIP (REVISED-UG)**
A scholarship of $500 $300 is awarded to an academically outstanding undergraduate student who is beginning his or her final project in the Restoration of Natural Systems program. Preference will be given to those who plan a career in urban restoration.

**WILLIAM PETRIE SCHOLARSHIP* (REVISED-GS)**
One or more scholarships of at least $1,000 each are awarded to academically outstanding graduate students in any discipline who can show how the student has utilized library resources - be they print archival, music, multimedia, digital, etc. - for a class project, assignment or research paper. Eligible students must complete a 500 word essay explaining their use of library resources in an application. Graduate students must submit an application form to the University Librarian's Office by May 31st, to the attention of the Grants and Awards Librarian. Selection will be made by the Graduate Awards Committee upon the recommendation of the University Librarian's Office.

**HENRY & MARIAN THIEL INTERNATIONAL BUSINESS AWARD BURSARY* (REVISED-UG)**
An award will be given to a Canadian academically outstanding undergraduate student entering 4th year in the Bachelor of Commerce program who has completed the Bachelor of Commerce core and who is specializing in International Business.

**MAUREEN MCLEOD SCHOLARSHIP IN GEOGRAPHY (REVISED-UG)**
Two scholarships of $1,000 each are awarded to an academically outstanding undergraduate students in the Department of Geography.

**JOAN WATSON MEMORIAL SCHOLARSHIP (NEW-UG)**
A scholarship is awarded to a brass instrumentalist who is entering the School of Music at the University of Victoria and is a Canadian Resident. Preference for a student whose principal instrument is French Horn.

**THE LEEDER FAMILY MEMORIAL BURSARY IN ECONOMICS* (NEW-UG)**
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Department of Economics. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

**THE LEEDER FAMILY MEMORIAL BURSARY IN EDUCATION – ELEMENTARY* (NEW-UG)**
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Faculty of Education – Elementary program. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.
THE LEEDER FAMILY MEMORIAL BURSARY IN EDUCATION – SECONDARY* (NEW-UG)
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Faculty of Education – Secondary program. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

THE LEEDER FAMILY MEMORIAL BURSARY IN MATHEMATICS* (NEW-UG)
One or more bursaries in the amount of approximately one half of a student’s Winter Session (September to April) tuition are awarded to full-time third or fourth year students in the Department of Mathematics. Preference will be given to students who are from outside the Greater Victoria or Lower Mainland areas. These bursaries may be renewable for one year based on continuing eligibility.

COAST CAPITAL SAVINGS ENTREPRENEURSHIP SCHOLARSHIP (NEW-UG)
One or more scholarships are awarded to academically outstanding fourth year undergraduate students undertaking the entrepreneurial specialization in the Bachelor of Commerce program at the Peter B. Gustavson School of Business.

E&S THEATRE SCHOLARSHIP (NEW-GS)
Two $5,000 scholarships are awarded annually to academically outstanding graduate students in the Department of Theatre. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Department of Theatre.

MBA PAY IT FORWARD AWARD* (REVISED-GS)
Two or more awards of at least $1,200 each are awarded to students who are in good academic standing in their final year of the MBA program in the Sardul S. Gill Graduate School in the Peter B. Gustavson School of Business. At least one recipient will be from the daytime program and at least one recipient will be from the evening part-time program. This award is to recognize students who facilitate and promote a welcoming and positive learning environment for all MBA students. Students may self-nominate, or be nominated by other students, faculty and staff. Applications must be accepted by the Sardul S. Gill Graduate School by October 31st. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the MBA Awards Committee Gill Graduate School, Peter B. Gustavson School of Business.

BRITISH COLUMBIA PROVINCIAL COURT JUDGES ASSOCIATION BURSARY (NEW-UG)
The British Columbia Provincial Court Judges Association will provide an annual contribution of $1,000 for a bursary to an undergraduate student with financial need.

CHAIR IN TRANSGENDER STUDIES UNDERGRADUATE RESEARCH SCHOLARSHIP (NEW-UG)
Two or more $500 scholarships will be awarded to two academically outstanding undergraduate students entering third or fourth year and pursuing trans-related research in any field. Preference will be given to trans or non-binary-identified students, and/or to students who demonstrate financial need.
Students will submit an application, a 250-word statement about their research, a current copy of their CV, unofficial transcript, and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Student Awards and Financial Aid Office upon recommendation from the Chair in Transgender Studies Awards Committee.

ELI PASQUALE BASKETBALL AWARD (NEW-UG)
One or more awards are given to undergraduate students who compete on the Vikes Men’s Varsity Basketball team at UVic. Eligible students must meet all CIS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics. Recipients must be Canadian citizens.

GWYN MORGAN “BE AN ENGINEER” BURSARY (NEW-UG)
One or more bursaries are awarded to undergraduate engineering students (BEng) entering their second year of study in the Faculty of Engineering.

UNION CLUB SCHOLARSHIP (NEW-UG)
A scholarship of $5,000 is awarded to an academically outstanding undergraduate Canadian citizen or permanent resident entering an undergraduate degree program directly from a public or private Greater Victoria secondary school who has demonstrated exceptional leadership and volunteerism with a non-profit organization in Greater Victoria. Preference will be given to students with demonstrated financial need. Applicants must be BC residents (defined as having lived at an address in BC at least one year prior to the application deadline).

MAUREEN DE BURGH MEMORIAL SCHOLARSHIP (REVISED-GS)
An one or more annual awards scholarships of up to $500 are awarded to a graduate students of high academic standing working in the field of marine biology. The award is to be made by the Graduate Awards committee upon the recommendation of the Department of Biology.

HUMANITIES GRADUATE ENTRANCE SCHOLARSHIP (NEW-GS)
One or more scholarships of $1000 each are awarded to academically outstanding students entering any graduate program in Humanities disciplines. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Associate Dean-Research of Humanities.
On behalf of the Senate Committee on Continuing Studies, I submit for consideration the Annual Report for the period September 2015 to June 2016.

The Report summarizes information under five headings:

1. Senate Committee on Continuing Studies Membership
2. Senate Committee on Continuing Studies Terms of Reference
3. Review Schedule of Diploma and Certificate Programs
4. New Program Initiatives
5. Other

During the 2015/16 academic year, five regular meetings were held to discuss programmatic and operational matters of the Division:

- October 7, 2015
- November 4, 2015
- February 17, 2016
- March 16, 2016
- May 11, 2016

1. Committee Membership

Dr. Maureen MacDonald (ex officio), Chair
Dr. Julie Zhou, Faculty of Science
Prof. Robert Howell, Faculty of Law
Dr. Poman So, Faculty of Engineering
Dr. Penny Bryden, Faculty of Humanities
Dr. David de Rosenroll, Faculty of Education
Dr. Esther Sangster-Gormley, Faculty of Human & Social Development
Dr. Carolyn Butler-Palmer, Faculty of Art History and Visual Studies

Dr. Catherine Mateer (ex officio), Nominee of President
Ms. Chandra Beaveridge, Convocation Representative
Dr. Linda Shi, Faculty of Business
Dr. Kenneth Stewart, Faculty of Social Sciences
Ms. Lia Marie Versaevel, Alumni Assoc Representative
Mr. James Kempling, Student Representative - GSS
Ms. Heather Mitchell, UVSS Representative
Mr. Tristan Ryan, Student Senator Representative UVSS
2. **Terms of Reference**

The Committee shall:

1. Review and make recommendations to the Division of Continuing Studies regarding academic policies and criteria concerning the offering of:
   a. Degree-credit courses and programs, approved by the Senate and the Board of Governors, at off campus locations and on campus when such courses or programs are not otherwise administered by the academic departments;
   b. Non-degree programs and courses.

2. Monitor on a regular basis the Continuing Studies programs and courses offered to ensure adherence to established academic policies, priorities and criteria.

3. Review proposals for new programs and for changes to existing Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.

4. Review existing certificate and diploma programs at least every three years.

Senate standing and *ad hoc* committee meetings are normally closed and the discussions and meeting documents are considered confidential.

**Composition**

- 9 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- the Dean of Continuing Studies, Chair (*ex officio*, voting)
- 3 students including 1 student member of Senate, 1 undergraduate student representative and 1 graduate student representative (voting)
- 1 student representative from the diploma or certificate program in Continuing Studies appointed by the Senate (voting)
- 1 Alumni Association representative (voting)
- 1 convocation member of Senate (voting)
- the President or nominee (voting)

Total membership - 17 (17 voting members)

The secretary of the committee is a representative from the Office of the Dean, Division of Continuing Studies.

3. **Review Schedule of Diploma and Certificate Programs**

As required by the Terms of Reference (#4), the Senate Committee on Continuing Studies reviewed six diploma/certificate programs offered through the Division of Continuing Studies.

The programs reviewed were:

a) Social Justice Studies Diploma
b) Business Administration Diploma
c) Population Health Data Analysis Professional Specialization Certificate

d) Cultural Heritage Studies Graduate Professional Certificate

e) Restoration of Natural Systems Diploma/Certificate

f) Business Administration Certificate / Business Administration Diploma

The committee recommended ongoing delivery for five programs, suspension of one program, and approval of one new program with referral to the Senate Committee on Planning for further discussion and approval.

a) Social Justice Studies Diploma (October 7, 2015)

The Social Justice Studies Diploma (SJSD) is offered in partnership with the Office of Interdisciplinary Academic Programs and the Division of Continuing Studies. This program has not been reviewed since it was first introduced in 2009. The Division of Continuing Studies is only responsible for Diploma student administration, with all other areas being the responsibility of the Office of Interdisciplinary Academic Programs.

A discussion was held between Dr. MacDonald and Dr. Catherine McGregor, Chair of the Office of Interdisciplinary Programs which concluded that the Office of Interdisciplinary Programs is the more appropriate place to review the program. Therefore, the Interdisciplinary Office will conduct the review and keep the Division of Continuing Studies informed in the process. Dr. MacDonald wished to keep the Senate Committee apprised of this decision and the reasoning behind it. The committee members voiced no objection and were supportive of the decision.

b) Business Administration Diploma (November 4, 2015)

Mr. Richard Mimick, Director, Business and Management Programs, prepared a summary document for review by the Committee members.

The Business Administration Diploma (DBA) is a non-credit program with an 8-course requirement consisting of 3 required core courses plus 5 elective courses. The Diploma provides an opportunity for Certificate in Business Administration (CBA) students to continue on and go into different areas. 35% of CBA students go on to complete the Diploma in Business Administration.

The program is mature and is in a strong financial position. The administrative costs have decreased and it reports a financial surplus year over year.

It was unanimously decided by the Senate Committee on Continuing Studies to defer approval of the program until March so that a more thorough review could be done alongside the Business Administration Certificate.

c) Population Health Data Analysis Professional Specialization Certificate (November 4, 2015)

Ms. Maxine Reitsma, Program Coordinator and Dr. Richard Rush, Director, Community & Professional Programs prepared a summary document for review by the Committee members.
The Population Health Data Analysis Professional Specialization Certificate (PHDA PSC) program has an excellent track record. It has both partnerships and collaboration with internal and external partners. SFU, UBC and Western University also participate on the program’s steering committee.

More and more organizations and professional associations are starting to recognize the PHDA PSC courses for professional development requirements and continuing education credits.

The program is now fully into the operational stage and sustains all of its own administration costs. Although a niche area, the program is starting to experience modest growth.

PHDA PSC is also starting to receive recognition internationally as there is significant interest in and demand for this program from students outside the country. This promises further growth for the program in coming years. Two courses have been opened up to international students, but since privacy protocols are established with BC’s Ministry of Health, the program may have some limitations to international growth.

The Senate Committee on Continuing studies unanimously endorsed the continued delivery of the Population Health Data Analysis Professional Specialization Certificate for the next three years.

d) Cultural Heritage Studies Graduate Professional Certificate (February 17, 2016)

Dr. Richard Rush, Director, Community & Professional Programs, Ms. Tania Muir, Director of Cultural Management Programs, Dr. Erin Campbell, Chair of Department of Art History, Dr. Tusa Shea and Ms. Miranda Angus, Program Coordinators, Cultural Management Programs prepared a summary document for review by the Committee members.

The Cultural Resource Management Program (CRMP) has a more than 30-year history of working in partnership with the Faculty of Fine Arts to provide undergraduate and post-graduate education to emerging and mid-career professionals. The Cultural Heritage Studies Graduate Professional Certificate (GPC CHS) offers Graduate credentials to people working in the Museum and Heritage fields. The Department of Art History and Visual Studies is the academic home of the program. At the time the GPC program was launched, this credential was identified as a need with graduate level credentials becoming the entry-level qualification in many areas of the museum and heritage sector. The majority of existing programs at the time were on-campus face to face offerings which meant professionals needed to take a leave from their work. Also, the existing programs were relatively costly. The GPC CHS was designed for online delivery on a part-time basis and is competitive in terms of cost.

The program has relationships with a number of internal and external partners including the Department of Art History and Visual Studies (academic home of the program), Department of History, Department of Anthropology and a number of external stakeholders. All of these provide representatives to sit on either the program’s Steering Committee and/or Advisory Committee. The program has had excellent and extensive marketing and recruitment efforts. Despite all these efforts, in recent years there have been low application numbers and high rates of attrition. The feedback from students on courses has been positive, however as this program is more academically rigorous than an undergraduate certificate, there has been negative feedback with respect to the work load.

Since its inception, the Program has never fully met original expectations of enrollment numbers. Last year, due to low application numbers, the program review was deferred for one
year. A decision was made between Division of Continuing Studies, Fine Arts and the Advisory Committee that a review of the program should be done in order to identify key issues and determine how best to proceed. The initial phase of this review has now been conducted and there have been a number of issues identified which have impacted the program. Two of the main issues are:

- changes in the museum sector since the program was launched. The number of offerings in this area have increased significantly resulting in a more competitive environment;
- no academic advisor / dedicated Faculty member to oversee the academic needs of the graduate students.

Program staff propose to wait and see what application numbers are in the spring. If insufficient applications are received, the recommendation at this time is to put a hold on the portal and conduct further reviews to bring back to the Senate Committee at a later date.

The Senate Committee on Continuing Studies unanimously endorsed the continued delivery of the Cultural Heritage Studies Graduate Professional Certificate for one year pending a further review of the program.

It was reported back to the Committee at the March 16, 2016 meeting that there were only 10 applications to the program for this year. The portal has now been closed for new applications.

**e) Restoration of Natural Systems Diploma/Certificate (March 16, 2016)**

Dr. Richard Rush, Director of Community Courses and Professional Programs and Ms. Laura Biggs, Program Coordinator, Arts & Science Programs, Dr. Val Schaefer, Faculty Coordinator of the Restoration of Natural Systems Program and Ms. Kara Shaw, Chair of the School of Environmental Studies prepared a summary document for review by the Committee members.

The Restoration of Natural Systems (RNS) Certificate and Diploma has seen continual growth in both program applications and course registrations. This is due in part to an increased focused effort on developing relationships with program partners. The program has seen substantial benefits from growing and leveraging these relationships.

Many students complete the RNS diploma while completing an undergraduate degree. The structure of the individual courses is convenient for this. Other students are taking either the Certificate or Diploma as working professionals, upgrading their skills.

The Committee unanimously endorsed the continued delivery of Restoration of Natural Systems Certificate and the Restoration of Natural Systems Diploma for the next three years.

**f) Business Administration Certificate / Business Administration Diploma (March 16, 2016)**

Mr. Richard Mimick, Director of Business Management Programs and Ms. Marlowe Morrison, Program Coordinator prepared a summary document for review by the Committee members.

The Business Administration Diploma was reviewed at the Senate Committee on November 4, 2015. This new combined report which includes both the Business Administration Diploma (DBA) and the Business Administration Certificate (CBA) provided additional information which
was requested at the November meeting. The Committee requested the review of the DBA and CBA be combined due to the similarities in the programs and the linkages in delivery costs and program administration. Included with the report was a recent letter of support from the Gustavson School of Business related to the CBA Fast Track linkage with the School’s Masters in Global Business program.

Both programs are non-credit certificates that have consistently demonstrated solid financial performance.

The Senate Committee on Continuing Studies unanimously endorsed the continued delivery of the Certificate in Business Administration and the Diploma in Business Administration for the next three years.

3. **New Program Initiatives**

**Certificate in General Studies**

At the first meeting of the Senate Committee on Continuing Studies on October 7, 2015, Dr. MacDonald reviewed and summarized the three main goals of the certificate:

1) The program is designed to provide students with a framework to pursue interdisciplinary studies within the Division of Continuing Studies.

2) The program will allow students who did not complete a certificate to receive some credit for what they have already completed while supplementing it with new learning.

3) The program will allow the Division to assess demand in new and emerging areas.

The program would provide a University of Victoria non-credit certificate to students completing between 10.5 to 15 units (7-10 courses) which fits with the University Policy AC1135 Policy for the Establishment of Certificate and Diploma Programs. The Division expects modest enrollment to start. Program staff will reach out to students who have not completed their certificate in other areas to see if there is interest in enrolling in this program.

The Senate Committee on Continuing Studies voted unanimously to approve the Certificate in General Studies Proposal and refer same to the Senate Committee on Planning for further discussion and approval.

The Certificate was approved through the Senate Committee on Planning (October, 2015), the Senate (November, 2015) and the Board of Governors (November, 2015).

4. **Other**

N/A

cc: Senate Committee on Continuing Studies
MEMORANDUM

University of Victoria

SENATE COMMITTEE ON CURRICULUM

To: Senate

From: Tim Haskett, Chair
Senate Committee on Curriculum

Re: 2016/2017 Cycle 3 Curriculum Submissions

All curriculum submissions are available for viewing by Senate on its Connect site using the following link: https://connect.uvic.ca/sites/executive/senate/SitePages/Home.aspx.

On the left hand side, click on the link ‘2016 - 2017 Senate Meeting Agendas and Materials' then select the folder ‘Curriculum Changes effective January 1, 2017'.

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2016-2017 academic calendar, effective January 1, 2017.

Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

Annual Report on the 2015-16 Work of the Committee: 2016-17 Calendar Cycles 1, 2, 3

Curriculum Submissions.
The Committee assessed 1,359 submissions over the three Cycles (629, 618, 112).

Visiting International Research Student (Undergraduate) Courses.
New courses VIRS 301 through 309 were placed in the Calendar to allow registration for and administrative tracking of these students in all Faculties and the Gustavson School of Business.

Clarification of Term Vocabulary.
While the Calendar formally refers to the two terms in Winter Session as 'First' and 'Second', common usage in the University also includes 'Fall' and 'Spring'. The Committee concluded that standardizing solely to either form would cause considerable disruption to the academic community, so has included a clarification in the Terms Used at UVic section of the Undergraduate Calendar to indicate that 'First or Fall' and 'Second or Spring' terms are acceptable and equivalent usage. Occurrences of the word 'semester' have been replaced in the Calendars by 'session' or 'term' as appropriate; UVic has no semesters.

Retention or Removal of Courses Not Offered for Five Years (Sunsetting of Courses).
The Office of the Registrar, Curriculum & Calendar Office, is now able to generate every June a list of all courses that fall under this provision (AC1120, s.47.00 – 47.01). As per the policy and procedures, all units that have courses on the list must submit curriculum change forms to retain or delete them in Cycle 1.
### Members of the Committee

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Tim Haskett</td>
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<tr>
<td>Vice-Chair</td>
<td>Leslee Francis-Pelton</td>
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<tr>
<td>VP Academic &amp; Provost, or designate</td>
<td>Gordon Fulton</td>
</tr>
<tr>
<td>President, or nominee</td>
<td>Gary MacGillivray</td>
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<td><strong>Faculty Curriculum Chairs</strong></td>
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<tr>
<td>Business</td>
<td>David McCutcheon</td>
</tr>
<tr>
<td>Education</td>
<td>Catherine McGregor</td>
</tr>
<tr>
<td>Engineering</td>
<td>LillAnne Jackson</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Evanthia Baboula</td>
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<td>Human &amp; Soc. Dev.</td>
<td>Esther Sangster-Gormley</td>
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<td>Tim Haskett</td>
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<td>Freya Kodar</td>
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<td>Science</td>
<td>Kathryn Gillis</td>
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<td>Social Sciences</td>
<td>Rosaline Canessa</td>
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<td>Dean of the Faculty of Graduate Studies, or nominee</td>
<td>Stephen Evans</td>
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### Senate Committee on Academic Standards

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<tr>
<td>Chair</td>
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<tr>
<td>Student Senator</td>
<td>Bernadette Peterson</td>
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### Ex officio, non-voting

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<td>Carrie Andersen</td>
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<td>Registrar</td>
<td>Nicole Greengoe</td>
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<tr>
<td>Associate Registrar</td>
<td>Laurie Barnas</td>
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<tr>
<td>Director, Graduate Admissions &amp; Records</td>
<td>Ada Saab</td>
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<td>University Calendar Editor</td>
<td>Asia Longphee</td>
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<tr>
<td>Director, Co-operative Education &amp; Career Services, or designate</td>
<td>Andrea Giles</td>
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### Invited Guests, non-voting

### Office of the Registrar, Curriculum & Calendar Office

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<tr>
<td>Manager / Committee Secretary</td>
<td>Melody Foreman</td>
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<tr>
<td>Curriculum and Calendar Assistant</td>
<td>Sara Henderson</td>
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<td>Curriculum Specialist</td>
<td>Yumeng Wang</td>
</tr>
<tr>
<td>Technical Specialist</td>
<td>Carl Masri</td>
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<tr>
<td>Graduate Studies</td>
<td>Carolyn Swayze</td>
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<tr>
<td>Scheduling</td>
<td>Kim Wurban</td>
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<td>Tri-Faculties Advising</td>
<td>Joyce Gutensohn</td>
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### UVic Program Curriculum Change

**Summary of Program Curriculum Changes:**

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<th>01Jan2017</th>
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<tr>
<td>Local:</td>
<td>6211</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:agiles@uvic.ca">agiles@uvic.ca</a></td>
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#### Types of program change:

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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

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UVic Program Curriculum Change

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Undergraduate Post-Study Internship Program

The Undergraduate Post-Study Internship Program is intended for students who are enrolled in full-time studies, leading to a baccalaureate degree. Students participating in the Post-Study Internship Program will complete internship placements, that is, full-time, discipline-related work under the supervision of the appropriate Co-op Program. Internships are only available after all academic coursework has been completed and prior to graduation. Internships are normally of four months duration. In the undergraduate programs, students are required to complete satisfactorily at least one internship placement, but no more than three consecutive internship placements. Not all Co-op programs participate in the Post-Study Internship Program; where it is permitted, regulations are determined by the individual Co-operative Education Programs where appropriate. These internship placements are subject to the general regulations for Undergraduate Co-op programs in the University Calendar, with the exception that Work Term Credit By Challenge, is not permitted. Admission, retention, and graduation requirements for Post-Study Internship Programs are determined by the individual Co-operative Education Programs. These internship placements may not be applied toward the graduation requirements for any co-op or work experience program. Participation in this program is limited. Students should contact the appropriate Co-op office to discuss entry into this program. Consult the calendar entries in these areas for further information.

Undergraduate Post-Study Internship Program

The Undergraduate Post-Study Internship Program is intended for students who are enrolled in full-time studies, leading to a baccalaureate degree. Students must declare their intention to participate in this program at least one term prior to completing all academic coursework. Students participating in the Post-Study Internship Program will complete internship placements, that is, full-time, discipline-related work under the supervision of the appropriate Co-op Program. Internships are only available after all academic coursework has been completed and prior to graduation. Internships are normally of four months duration. In the undergraduate programs, students are required to complete satisfactorily at least one internship placement, but no more than three consecutive internship placements. Not all Co-op programs participate in the Post-Study Internship Program; where it is permitted, regulations are determined by the individual Co-operative Education Programs where appropriate. These internship placements are subject to the general regulations for Undergraduate Co-op programs in the University Calendar, with the exception that Work Term Credit By Challenge, is not permitted. Admission, retention, and graduation requirements for Post-Study Internship Programs are determined by the individual Co-operative Education Programs. These internship placements may not be applied toward the graduation requirements for any co-op or work experience program. Participation in this program is limited. Students should contact the appropriate Co-op office to discuss entry into this program. Consult the calendar entries in these areas for further information.
# UVic Program Curriculum Change

**Rationale for proposed change:**
In discussion with the Registrar's Office, clarification around the point of entry for participation is required.

<table>
<thead>
<tr>
<th>Consultation:</th>
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</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
</tr>
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<td>Other units consulted in preparation of submission:</td>
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</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
### Summary of Program Curriculum Changes:

<table>
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<tr>
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<td>Marian Postnikoff</td>
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<td>7796</td>
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<tbody>
<tr>
<td>1</td>
<td>Addition of new teaching area / Modification of B. Ed. (Secondary Curriculum) program</td>
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<tr>
<td>2</td>
<td>Addition of new teaching area to Secondary PDPP</td>
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</tr>
<tr>
<td>3</td>
<td>Modification of Secondary PDPP for trades technology education students and ED-D 407 added to list of assessment courses</td>
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</table>
**Faculty:** Education  
**Academic Unit:** Dean  
**Date of submission:** 14 July 2016  
**Effective date of change:** 01 Jan 2017

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### 14.1 GENERAL INFORMATION

This is a five-year program for students who wish to teach art and/or physical education in a secondary school. Students enter this program in year two after completing at least 12 units of approved university-level courses.

Alternatively, students preparing to teach art may choose to complete a visual arts degree before applying for the Diploma in Secondary Teacher Education. Refer to 17.6 Diploma in Secondary Teacher Education for information about the diploma program.

This is the only program available to prospective secondary physical education teachers.

Those who wish to teach subjects other than art or physical education must complete a degree in another faculty and apply for the Diploma in Secondary Teacher Education. Information about the diploma can be found at 17.6.
14.1.1 Program Details

The first four years of the program are mainly concerned with academic preparation in the teaching subjects. The fifth year, professional year, prepares students for teaching these subjects. Students are eligible for a professional teaching certificate and the BEd degree upon successful completion of this program.

Teaching Areas

Art

Students may take art as a single teaching area (expanded art) or in combination with another approved teaching area.

Physical Education

Physical education must be taken in combination with an approved second teaching area.

14.2 PROGRAM ADMISSION

Initial admission to this program may be granted only after completion of at least one year of university-level studies acceptable to the Faculty of Education and acceptance into at least one of the teaching areas of art or physical education.

This program provides coursework and practicum experience designed to produce a well-qualified secondary school teacher.

Students are eligible for a professional teaching certificate and the Bachelor of Education (BEd) degree upon successful completion of this program.

Teaching Areas

Art

Students may take art as a single teaching area (expanded art) or in combination with another approved teaching area.

Physical Education

Physical education must be taken in combination with an approved second teaching area.

Trades Technology Education

Students may take trades technology education as a single teaching area but will take at least 12 units of coursework towards a second approved teaching area.

14.2 PROGRAM ADMISSION

Initial admission to this program may be granted only after completion of at least one year of university-level studies acceptable to the Faculty of Education and acceptance into at least one of the teaching areas of art or physical education.

Students applying for the trades technology education teaching area must hold a valid Red Seal Endorsement in a trade accepted by the Faculty of Education.
14.2.1 Admission Requirements

Art Teaching Area

...

Physical Education Teaching Area

...

All requirements for admission must be completed by April 30 and documented by May 31. Maximum enrolments have been established for each of the teaching areas of art and physical education; therefore, the faculty cannot guarantee that all qualified candidates will be accepted. Accepted candidates will be notified as early as possible, but final acceptance may not be until mid-June. Students are selected for entry into the program for the following September.

...

14.3 SECONDARY PROGRAM REQUIREMENTS AND FORMAT

Students normally attend this program over five winter sessions. The first year may be taken at UVic in another faculty or at another post-secondary institution. Students planning to take courses elsewhere should consult an education adviser to ensure that they will carry credit to this program.

14.2.1 Admission Requirements

Art Teaching Area

...

Physical Education Teaching Area

...

Trades Technology Education Teaching Area

The requirements for admission to the secondary program with a trades technology education teaching area are:

1. Admissibility to the university.
2. A Red Seal Endorsement in a trade approved by the Faculty of Education.
3. Five-years of work experience as a tradesperson.

All requirements for admission must be completed by April 30 and documented by May 31. Maximum enrolments have been established for each of the teaching areas; therefore, the faculty cannot guarantee that all qualified candidates will be accepted. Accepted candidates will be notified as early as possible, but final acceptance may not be until mid-June. Students are selected for entry into the program for the following September.

...

14.3 SECONDARY PROGRAM REQUIREMENTS AND FORMAT

Students normally attend this program over five winter sessions. The first year may be taken at UVic in another faculty or at another post-secondary institution. Students planning to take courses elsewhere should consult an education adviser to ensure that they will carry credit to this program.

Students with a trades technology education teaching area will enter the program at year three. Two years of block credit will be awarded for the Red Seal.
Years One to Five
During the first four years, students will take course work related to their teaching areas. Students will also take a two-week school-based practicum. Physical education students should follow the recommended physical education course sequence to avoid timetable conflicts in years three and four.

Years One to Five
ENGL 135, 146, 147\(^1\) .................................................. 3.0
ED-D 401, 406 ................................................................. 3.0
EDCI 336, 352 ................................................................. 3.0
EDCI 431 or 432 ............................................................. 1.5
IED 373 .......................................................................... 1.5
ED-P 498 ...................................................................... 1.5
Teaching area(s)\(^2\) and electives .................................. 48.0
Professional year (year five)\(^3\) ....................................... 13.5
Total units for degree .................................................... 75.0

1. Other English courses may be acceptable. Consult an academic adviser. At least 1.5 units of English literature must be taken.
2. Students must achieve a grade-point average of at least 4.00 (UVic B-) on all upper-level course work required for their teaching areas. In some cases, 200-level course work will be accepted. Refer to regulation 14.3.2 Professional Year admission requirements.
3. Professional year admission requirements are specified in 14.3.2 Professional Year.

Years One to Five (Art and Physical Education Area Requirements)
ENGL 135, 146, 147\(^1\) .................................................. 3.0
ED-D 401, 406 ................................................................. 3.0
EDCI 336, 352 ................................................................. 3.0
EDCI 431 or 432 ............................................................. 1.5
IED 373 .......................................................................... 1.5
ED-P 498 ...................................................................... 1.5
Teaching area(s)\(^2\) and electives .................................. 48.0
Professional year (year five)\(^3\) ....................................... 13.5
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2. Students must achieve a grade-point average of at least 4.00 (UVic B-) on all upper-level course work required for their teaching areas. In some cases, 200-level course work will be accepted. Refer to regulation 14.3.2 Professional Year admission requirements.
3. Professional year admission requirements are specified in 14.3.2 Professional Year.

Years One to Five (Trades Technology Education Area Requirements)
ENGL 135, 146, 147\(^1\) .................................................. 3.0
ED-D 401, 406, 407, 410, 420 ......................................... 7.5
EDCI 336, 352, 487, 780 .............................................. 7.5
EDCI 431 or 432 ............................................................. 1.5
IED 373 .......................................................................... 1.5
ED-P 498, ED-P 798 .................................................. 4.5
Teaching area(s)\(^2\) and electives .................................. 49.5
Total units for degree .................................................... 75.0

1. Other English courses may be acceptable. Consult an academic adviser. At least 1.5 units of English literature must be taken.
2. The trades technology education teaching area requirements (30 units) are completed prior to entry.
14.3.1 Art and Physical Education Area Requirements

...
<table>
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<th><strong>Academic Unit:</strong> Dean</th>
<th><strong>Date of submission:</strong> 14 July 2016</th>
<th><strong>Effective date of change:</strong> 01 Jan 2017</th>
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<td>n) Spanish</td>
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<td>o) <strong>Technology Innovation in Education:</strong> Concentration only -12 units of course work that include 6 units of core courses EDCI 335, 337, 338, 339 and 6 units of electives from one of CSC 100, 105, 167 or DHUM 150; one of CSC 130 or ENGL 401; two of AE 322, 422, ART 106, 261, 262, EDCI 340, 410, ED-D 425, DSST 441, ENGL 407, POLI 430, 456, TS 200, 300, 320, 400. Other course work may be approved by the faculty educational technology adviser.</td>
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<td>p) <strong>Theatre:</strong> Concentration only -A degree in applied theatre or 18.0 units of course work that include: THEA 101 or 111 and 112, 120 or 102 and 122, 132, 331, 332, 335 and 3.0 units of EDCI 487* Special Topics in Education: Drama Education in different topics. * The faculty drama adviser may consider accepting 1.5 units of EDCI 487 and 1.5 units of approved theatre in lieu of the 3.0 units of EDCI 487.</td>
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</tr>
<tr>
<td>q) <strong>Technology Innovation in Education:</strong> Concentration only -12 units of course work that include 6 units of core courses EDCI 335, 337, 338, 339 and 6 units of electives from one of CSC 100, 105, 167 or DHUM 150; one of CSC 130 or ENGL 401; two of AE 322, 422, ART 106, 261, 262, EDCI 340, 410, ED-D 425, DSST 441, ENGL 407, POLI 430, 456, TS 200, 300, 320, 400. Other course work may be approved by the faculty educational technology adviser.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r) <strong>Theatre:</strong> Concentration only -A degree in applied theatre or 18.0 units of course work that include: THEA 101 or 111 and 112, 120 or 102 and 122, 132, 331, 332, 335 and 3.0 units of EDCI 487* Special Topics in Education: Drama Education in different topics. * The faculty drama adviser may consider accepting 1.5 units of EDCI 487 and 1.5 units of approved theatre in lieu of the 3.0 units of EDCI 487.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Rationale for proposed change:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades technology education was approved as a teaching area option in 2015 and one student was admitted to this program with a Red Seal Endorsement.</td>
<td></td>
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<tr>
<td><strong>Consultation:</strong></td>
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<tr>
<td>Senate Committee on Planning:</td>
<td>□ In-progress/Approved</td>
<td>✗ Not applicable</td>
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<td>Other units consulted in preparation of submission:</td>
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<td>☒ No consultation required</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
### 17.6.7 Program Formats

**Terms One and Two (September - April)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ED-D 337A, 337B or 337E</td>
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<tr>
<td>ED-D 401, 406, 420</td>
<td>4.5</td>
</tr>
<tr>
<td>EDCI 780, 781</td>
<td>3.0</td>
</tr>
<tr>
<td>EDCI 336, 352</td>
<td>3.0</td>
</tr>
<tr>
<td>One of EDCI 431, 432, 434</td>
<td>1.5</td>
</tr>
<tr>
<td>EDCI 706 to EDCI 797</td>
<td>3.0</td>
</tr>
<tr>
<td>Education Elective</td>
<td>1.5</td>
</tr>
<tr>
<td>IED 373</td>
<td>1.5</td>
</tr>
</tbody>
</table>

1. Students will have several field experience opportunities: a six-week practicum will take place upon completion of second term courses; and an eight-week practicum will take place in the third term. Students must be prepared to travel anywhere in BC.
2. Students admitted with one teaching area will take one of EDCI 706-797 as well as EDCI 787.

**Terms One and Two (September - April)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-D 337A, 337B, 337E</td>
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</tr>
<tr>
<td>ED-D 401, 406, 420</td>
<td>4.5</td>
</tr>
<tr>
<td>EDCI 780, 781</td>
<td>3.0</td>
</tr>
<tr>
<td>EDCI 336, 352</td>
<td>3.0</td>
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<tr>
<td>One of EDCI 431, 432, 434</td>
<td>1.5</td>
</tr>
<tr>
<td>EDCI 706 to EDCI 797</td>
<td>3.0</td>
</tr>
<tr>
<td>Education Elective</td>
<td>1.5</td>
</tr>
<tr>
<td>IED 373</td>
<td>1.5</td>
</tr>
</tbody>
</table>

1. Students will have several field experience opportunities: a six-week practicum will take place upon completion of second term courses; and an eight-week practicum will take place in the third term. Students must be prepared to travel anywhere in BC.
2. Students admitted with one teaching area will take one of EDCI 706-797 as well as EDCI 787. Students admitted with a trades technology education teaching area will take 3 units of methodology course work normally offered as a EDCI 487 Special Topics. These students will not take an education elective.
Rationale for proposed change:
- Trades technology education was approved as a teaching area option in 2015 and one student was admitted to this program with a Red Seal Endorsement. The methodology courses were offered as Special Topics in 2015/2016.
- ED-D 407 Evaluating and Reporting Student Progress replaces ED-D 337 Evaluation of Student Achievement starting 2016.

<table>
<thead>
<tr>
<th>Consultation</th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td>Senate Committee on Planning:</td>
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<td></td>
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<td>Other units consulted in preparation of submission:</td>
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</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
Summary of Program Curriculum Changes:

Effective Date: 01JAN17
Faculty: Education
Academic Unit: Educational Psychology and Leadership Studies
Contact Name: Zoria Crilly
Local: 7760
Email: edpsych@uvic.ca

Types of program change:

| Creation, reinstatement, discontinuance, or major modification of a program or credential | Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement |
| A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements | A change in description of a program or credential not involving any change in program or credential requirements |
| Other: Describe in ‘Type of change’ field |

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diploma in Special Education – Change in Program Description</td>
<td>N/A</td>
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Curriculum and Calendar Office Use Only
### UVic Program Curriculum Change

**Faculty:** Education  
**Academic Unit:** Educational Psychology and Leadership Studies  
**Date of submission:** 7-Apr-16  
**Effective date of change:** 01JAN17

<table>
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| ☒ New or reinstated course | ☐ Change or addition of a pre- or co-requisite | ☐ Other:  
| ☐ Course code or number | ☒ Deletion |  
| ☒ Course title or description | ☒ Retention of a course not offered for five years |  

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry: 6</th>
</tr>
</thead>
</table>

#### 16.3.2 Diploma in Special Education

The Department of Educational Psychology and Leadership Studies offers a Diploma in Special Education. This is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate Program in Special Education with coursework in advanced intervention of developmental disabilities and behavior challenges; the application of assistive technologies, differentiating instruction and interpersonal communication. Students can only enter the Diploma following the completion of the Professional Specialization Certificate in Special Education. All certificate credits are eligible to be transferable into the Diploma. Up to 1.5 units of approved transfer credit will be accepted to the Diploma in Special Education, providing prior approval has been received from the departmental Special Education Committee.

#### 17.3.2 Diploma in Special Education

The Department of Educational Psychology and Leadership Studies offers a Diploma in Special Education. This is a 15-unit program that combines the first 7.5 units found in the Professional Specialization Certificate Program in Special Education with coursework in advanced intervention with students who have developmental disabilities and behavior challenges; the application of assistive technologies, differentiating instruction and interpersonal communication. Normally students can only enter the Diploma following the completion of the Professional Specialization Certificate in Special Education at UVic; however, a comparable post-Bachelor of Education Certificate in Special Education from an approved post-secondary institution may be accepted. All certificate credits are eligible to be transferable into the Diploma. Up to 1.5 units of approved transfer credit will be accepted to the Diploma in Special Education, providing prior approval has been received from the departmental Special Education Committee. Students who have entered the Diploma Program with a certificate from elsewhere will receive a block of up to 7.5 units of transfer credit and will not be eligible for any additional transfer credit.

### Rationale for proposed change:

A change to allow for broader access to the diploma program. Currently, the Calendar indicates that students applying to the Diploma program must have completed the Professional Specialization Certificate in Special Education, which is exclusive to UVic. We would like to be able to accept applications for consideration from students who have completed a similar and comparable post-Bachelor of Education Certificate in Special Education from other post-secondary institutions.

### Consultation:

- Other units consulted in preparation of submission: N/A  
- ☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Program Curriculum Change

Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01JAN17</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Human and Social Development</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Jill Nichol</td>
</tr>
<tr>
<td>Local:</td>
<td>7955</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:nursomgr@uvic.ca">nursomgr@uvic.ca</a></td>
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Types of program change:

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
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</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change the program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition of “Joint Degree Program in Nursing in Partnership with Camosun College” entry</td>
<td>N/A</td>
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</table>
# UVic Program Curriculum Change

**Faculty:** Faculty of Human & Social Development  
**Academic Unit:** School of Nursing  
**Date of submission:** 04AUG17  
**Effective date of change:** 01JAN2017

**Submission number:** 1

### Type(s) of program change:

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<td>☐ A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>☐ A change in the description of a program or credential not involving any change in program or credential requirements</td>
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<td>☒ Other:</td>
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</table>

### Current calendar entry:

- **Current calendar page number:**

### Proposed calendar entry:

- **If new, suggested page to insert:** 210 (section directly above Post-Diploma Program (Distance Education))

...will be considered correct for students attending on those campuses only.

**Joint Degree Program in Nursing in Partnership with Camosun College**

The University of Victoria’s School of Nursing, Faculty of Human and Social Development, in joint partnership with Camosun College’s Department of Nursing, School of Health and Human Services offers a joint degree program in Nursing (JDPN) leading to a Baccalaureate of Science in Nursing Degree.

### Rationale for proposed change:

As per the 19Jul2016 email from Nicole Greengoe to the JPDN Steering Committee she recommended, “with respect to...Dual Parchment, there are some steps that I need to take once your votes are in and in order for parchments to be issued during June 2017 convocation. One such step is to ensure that the JDPN program, as approved by Senate this past February, appears in the UVIC calendar. The language I propose is as follows and reflects, almost to a word, that which already exists in the JDPN MOU...” (note wording suggested is what appears above underlined). As per the 26Jul2016 email from Jill Nichol (on behalf of JDPN Steering Chair Cynthia Smith) to the JDPN Steering Committee it clearly states the following, “…the members of the Steering Committee and RASC have approved:...2) From Nicole – The wording of the Joint Degree Program in Nursing in Partnership with Camosun College in the UVic calendar:...” (note wording is exactly as it appears above underlined).
### UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>Consultation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
<td>□ In-progress/Approved</td>
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<td>Other units consulted in preparation of submission:</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Human and Social Development</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Melvin Peters</td>
</tr>
<tr>
<td>Local:</td>
<td>8034</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:petersm@uvic.ca">petersm@uvic.ca</a></td>
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</table>

Types of program change:

- Creation, reinstatement, discontinuance, or major modification of a program or credential
- Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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### UVic Program Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** School of Social Work  
**Date of submission:** 18 Mar 2016  
**Effective date of change:** 01 Jan 17

<table>
<thead>
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<td>☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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<td>☐ A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>☒ A change in the description of a program or credential not involving any change in program or credential requirements</td>
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<tr>
<td>Current calendar page number: <strong>228-229</strong></td>
<td>If new, suggested page to insert: <strong>228-229</strong></td>
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#### Practicum Requirement

Students should be aware that two practicum courses are required in order to complete the course of study for a BSW. **NOTE:** Students must submit an application for practicum at least one term in advance of registration in order to ensure adequate time is available for planning and organizing their practicum. For application deadlines please see the School of Social Work website.

#### Practicum Requirement

Students should be aware that two practicum courses are required in order to complete the course of study for a BSW. **NOTE:** Students must submit an application for practicum approximately 2 terms in advance of registration in order to ensure adequate time is available for planning and organizing their practicum. Newly admitted students who plan to do their initial practicum within the first 2 terms of their study must apply upon accepting their offer of admission.

For application deadlines please see the School of Social Work website.

#### Rationale for proposed change:

We are finding that many practicum agencies require more notice than 1 term in order to accept and plan for practicum students. As well, there is growing competition amongst programs at various Universities and Colleges in Canada for practicum placements and an earlier application allows the School to approach agencies on a timelier basis.

#### Consultation:

- Senate Committee on Planning: ☒ In-progress/Approved  
- ☐ Not applicable
Other units consulted in preparation of submission:  

| Included: | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

<table>
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<th>Effective Date:</th>
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<tr>
<td>Faculty:</td>
<td>HUMANITIES</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Michael Nowlin</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>Local:</td>
<td>7264</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:mnowlin@uvic.ca">mnowlin@uvic.ca</a></td>
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### Types of program change:

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<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
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<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
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<td>2</td>
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### UVic Program Curriculum Change

<table>
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<tr>
<th>Faculty: HUMANITIES</th>
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<th>Effective date of change: 01JAN2017</th>
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#### Type(s) of program change:
- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [x] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Other: Describe

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<tbody>
<tr>
<td>Current calendar page number: 247</td>
<td>If new, suggested page to insert:</td>
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#### PROGRAM REQUIREMENTS

**Variable Content Courses**

The English department offers a number of variable content courses, with topics advertised annually (ENGL 353, 360, 362, 372, 385, 388, 391, 392, 393, 394, 395, 400, 406, 413, 425, 426, 438, 439B, 448, 449, 462, 471). Where content differs, such courses may be taken more than once for credit, to a maximum of 3 units.

**Rationale for proposed change:**

ENGL 400 is being sunsetted.

#### Consultation:

- **Senate Committee on Planning:** [ ] In-progress/Approved  [x] Not applicable
- **Other units consulted in preparation of submission:** [ ] Included:  [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

**Faculty:** HUMANITIES  
**Academic Unit:** ENGLISH  
**Date of submission:** 21MAR2016  
**Effective date of change:** 01JAN2017  
**Submission number:** 2

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<tbody>
<tr>
<td>Current calendar page number: 249</td>
<td>If new, suggested page to insert:</td>
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## Major Program

### Third and Fourth Years

Majors are required to take a total of 15 units of English (excluding Professional Communication courses) at the senior level:

1. 7.5 units chosen from the following Course Structure

## Rationale for proposed change:
ENGL 413 does not fit the area (20th Century Canadian, American, British or Postcolonial literature) and should be removed.

## Consultation:

### Senate Committee on Planning:
- In-progress/Approved  
- Not applicable

### Other units consulted in preparation of submission:
- Included:  
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Summary Course Curriculum Changes:**

<table>
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<th>Submission #</th>
<th>Course code</th>
<th>Course #</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
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<tbody>
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<td>339</td>
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<td>2</td>
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<td>341</td>
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<td>3</td>
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Types of course change:

- New or reinstated course
- Change or addition of a pre- or co-requisite
- Other: Describe in ‘Type of change’ field
- Deletion
- Retention of a course not offered for five years

All course changes should be in alphabetical and numerical order with a corresponding submission number.
# UVic Course Curriculum Change

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<th>Date of submission: 13APR16</th>
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<td>☒ Course title or description</td>
<td>☒ Retention of a course not offered for five years</td>
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## Current calendar entry:

**ENGL 339**  
Old Icelandic Literature  
Units: 1.5, Hours: 3-0  

A study of *Hrafnkel Saga, Bandamanna Saga, Hervarar Saga* and *Heidreks*, and selected Eddic poems.  
**Note:** Credit will be granted for only one of 339, 347, 356.  
**Formerly:** 356, 347  
**Prerequisites:** 338 or permission of the department.

## Proposed calendar entry:

**ENGL 339**  
Old Icelandic Literature  
Units: 1.5, Hours: 3-0  

A study of *Hrafnkel Saga, Bandamanna Saga, Hervarar Saga* and *Heidreks*, and selected Eddic poems.  
**Note:** Credit will be granted for only one of 339, 347, 356.  
**Formerly:** 356, 347  
**Prerequisites:** 338 or permission of the department.

## Rationale for proposed change:

The Department will be conducting a Curriculum Review and expects to find an instructor willing to teach this course within the next two years.

## Consultation:

| Other units consulted in preparation of submission: Not applicable | ☒ No consultation required |
| Written evidence of all consultations should be included in a single PDF for the entire program package. | |
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>HUMANITIES</th>
<th>Academic Unit:</th>
<th>ENGLISH</th>
<th>Date of submission:</th>
<th>21MAR16</th>
<th>Effective date of change:</th>
<th>01JAN17</th>
</tr>
</thead>
</table>

Type(s) of course change:
- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [x] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

Current calendar entry:

**ENGL 341**  
Old English Literature  
Units: 1.5, Hours: 3-0  
A study of *Beowulf* and other Old English texts.  
Note: Credit will be granted for only one of 341, 441, 443.  
Formerly: 443 and part of 441  
Prerequisites: 340.

Proposed calendar entry:

**ENGL 341**  
Old English Literature  
Units: 1.5, Hours: 3-0  
A study of *Beowulf* and other Old English texts.  
Note: Credit will be granted for only one of 341, 441, 443.  
Formerly: 443 and part of 441  
Prerequisites: 340.

Rationale for proposed change:

We have an instructor willing to teach this course and it will be offered within the next two years.

Consultation:

Other units consulted in preparation of submission: Not applicable  
[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** HUMANITIES  
**Academic Unit:** ENGLISH  
**Date of submission:** 21MAR16  
**Effective date of change:** 01JAN17  
**Submission number:** 3

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<tr>
<td>[ ] Change or addition of a pre- or co-requisite</td>
</tr>
<tr>
<td>[ ] Course code or number</td>
</tr>
<tr>
<td>[x] Deletion</td>
</tr>
<tr>
<td>[ ] Course title or description</td>
</tr>
<tr>
<td>[ ] Retention of a course not offered for five years</td>
</tr>
<tr>
<td>[ ] Other: Describe.</td>
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<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
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</thead>
</table>
| **ENGL 400**  
Advanced Workshop in Composition  
Units: 1.5, Hours: 3.0  
Workshops in general and specialized kinds of writing. Different sections will concentrate on such problems as stylistics, modern theories of grammar, technical writing, business writing, preparation of briefs and reports. The topic for each section will be announced annually.  
Notes:  
- May be taken more than once for credit in different topics to a maximum of 3 units with departmental permission. However, only 1.5 units may be used to complete the requirements for an Honours, Major, General or Minor Literature program in English.  
- Classes will be limited to 18 students.  
- Topic is announced each year.  
Prerequisites: 3 units of 100-level ENGL with a minimum GPA of 4.0 or permission of the department. | |

<table>
<thead>
<tr>
<th>Rationale for proposed change:</th>
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</thead>
<tbody>
<tr>
<td>Has not been offered for at least five years.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
</table>
| Other units consulted in preparation of submission: | Not applicable  
| [ ] No consultation required |  
| Written evidence of all consultations should be included in a single PDF for the entire program package. |  

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**Curriculum and Calendar Office Use Only – 12-May-16**
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01 January 2017</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>HUMANITIES</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>FRENCH</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Lapprand</td>
</tr>
<tr>
<td>Local:</td>
<td>7363</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lapprand@uvic.ca">lapprand@uvic.ca</a></td>
</tr>
</tbody>
</table>

## Types of program change:

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td></td>
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</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
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<tr>
<td>1</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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</table>

Other units consulted: (list all)
### UVic Program Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** French  
**Date of submission:** 27-04-16  
**Effective date of change:** 01JAN17  
**Submission number:** 1

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<tr>
<td>☐ Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
<td>☒ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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<tr>
<td>☐ A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>☐ A change in the description of a program or credential not involving any change in program or credential requirements</td>
</tr>
<tr>
<td>☐ Other:</td>
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<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
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</thead>
<tbody>
<tr>
<td>Current calendar page number: p. 251</td>
<td>If new, suggested page to insert:</td>
</tr>
</tbody>
</table>

#### Undergraduate Certificate in Language and Cultural Proficiency: French (10.5 units)

- FRAN 265 (1.5 units)
- 6.0 units of language at a level suitable to the student’s ability chosen from FRAN 100, 120, 150, 160, 180, 275, 350, 375, 395.
- 3.0 units of literature, culture or intercultural proficiency (these may include additional language courses if not already taken in the 6.0 units of language) chosen from FRAN 280, 290, 325, 335, 360, 404, 405, 470.

#### Rationale for proposed change:

FRAN395 has never been taught and is being deleted under the Sunset rule. Part of its potential content is taken care of in other FRAN courses.

#### Consultation:

- Senate Committee on Planning: ☐ In-progress/Approved  
- Not applicable  
- Other units consulted in preparation of submission: ☐ Included:  
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

#### Summary Course Curriculum Changes:

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<td>Faculty:</td>
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<tr>
<td>Academic Unit:</td>
<td>French</td>
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<tr>
<td>Contact Name:</td>
<td>Lapprand</td>
</tr>
<tr>
<td>Local:</td>
<td>7363</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lapprand@uvic.ca">lapprand@uvic.ca</a></td>
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</tbody>
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#### Types of course change:

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<td>FRAN</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

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<td>395</td>
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UVic Course Curriculum Change

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<th>Date of submission: 02022016</th>
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**Type(s) of course change:**
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [x] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

**Current calendar entry:**

<table>
<thead>
<tr>
<th>FRAN 395</th>
<th>Units: 1.5</th>
<th>Hours: 1.5-1.5</th>
</tr>
</thead>
</table>

**Formerly:** part of FREN302, 302C

**Advanced French Writing Workshop**
Writing in French of creative texts, editing, using technology. Includes an online component.

**Notes:**
- Credit will be granted for only one of 395, FEN302, 302C.

**Prerequisites:**
- 275 with a minimum grade of C+ or permission of the department.

**Rationale for proposed change:**
This course has never been taught. Part of its potential content is taken care of in other FRAN courses.

**Consultation:**
- Other units consulted in preparation of submission: N/A
- [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# Summary Course Curriculum Changes:

**Effective Date:** 01Jan2017  
**Faculty:** Humanities  
**Academic Unit:** Gender Studies  
**Contact Name:** Helen Rezanowich  
**Local:** 7378  
**Email:** gndrstudies@uvic.ca

## Types of course change:

| Type of change |  
|----------------|---|
| New or reinstated course | Change or addition of a pre- or co-requisite | Other: Describe in ‘Type of change’ field |
| Course code or number | Deletion |
| Course title or description | Retention of a course not offered for five years |

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GNDR</td>
<td>336</td>
<td>New course: Transgender Theory</td>
<td>Transgender Studies</td>
</tr>
<tr>
<td>2</td>
<td>GNDR</td>
<td>345</td>
<td>New course: The Zombie in Popular Culture</td>
<td>Art History &amp; Visual Studies, Film Studies</td>
</tr>
<tr>
<td>3</td>
<td>GNDR</td>
<td>450</td>
<td>Retention of a course not offered for five years</td>
<td></td>
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<tr>
<td>4</td>
<td>GNDR</td>
<td>480</td>
<td>Retention of a course not offered for five years</td>
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# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Gender Studies  
**Date of submission:** 31Mar16  
**Effective date of change:** 01JAN17  
**Submission number:** 1

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
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</table>
| ☑ New or reinstated course | □ Change or addition of a pre- or co-requisite  
| □ Course code or number | □ Deletion  
| □ Course title or description | □ Retention of a course not offered for five years

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
</table>
| GNDR 336  
Transgender Theory  
Examines predominant debates within the discipline historically, then explores concepts and knowledge/s generated out of contemporary transgender theory.  
Prerequisite(s):  
• Minimum second-year standing; or  
• permission of the department. |

**Rationale for proposed change:**

New area of faculty research and student interest have prompted development of this course.

**Consultation:**

Other units consulted in preparation of submission: Transgender Studies Chair Dr. Aaron Devor; HIST  
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Gender Studies</th>
<th>Date of submission: 31Mar16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
</table>

**Type(s) of course change:**
- ☒ New or reinstated course
- ☐ Change or addition of a pre- or co-requisite
- ☐ Other: Describe.

<table>
<thead>
<tr>
<th>Course code or number</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Course title or description</th>
<th>Retention of a course not offered for five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Zombie in Popular Culture</td>
<td></td>
</tr>
<tr>
<td>Surveys the zombie in popular film historically. Critically analyzes the zombie at the intersection of race, class, gender, sexuality, nation and the posthuman.</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite(s):**
- Minimum second-year standing; or
- Permission of the department.

**Current calendar entry:**

**Proposed calendar entry:**
- GNDR 345 Units: 1.5
- The Zombie in Popular Culture Hours: 3-0

**Rationale for proposed change:**
New area of faculty research and student interest have prompted development of this course.

**Consultation:**
Other units consulted in preparation of submission: Film Studies; Art History and Visual Studies; HIST
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Gender Studies  
**Date of submission:** 31Mar16  
**Effective date of change:** 01JAN17  
**Submission number:** 3

#### Type(s) of course change:
- [ ] New or reinstated course  
- [x] Change or addition of a pre- or co-requisite  
- [ ] Other: Describe.  
- [x] Course title or description  
- [ ] Deletion  
- [ ] Retention of a course not offered for five years

#### Current calendar entry:
- **GNDR 450**  
  - Units: 3.0  
  - Hours: 3-0  
  - Formerly: WS 450  
  - **Practising Feminism in the Field**  
    The application of feminist theory to field-based practice acquired through placement with an organization, community group or service. Please refer to the "Guidelines for Ethical Conduct" and "Regulations Concerning Practica".  
  - **Notes:**  
    • Credit will be granted for only one of GNDR 450, WS 450.  
    • Students must notify the department by April 30 in the previous academic year of their intention to register.  
  - **Prerequisite(s):**  
    • 3 units of 200-level GNDR or WS courses; and  
    • 4.5 units of 300- or 400-level GNDR or WS courses; and  
    • declared Honours or Major in Gender Studies; or  
    • permission of the department.

#### Proposed calendar entry:
- **GNDR 450**  
  - Units: 3.0  
  - Hours: 3-0  
  - Formerly: WS 450  
  - **Practising Feminism in the Field**  
    The application of feminist theory to field-based practice acquired through placement with an organization, community group or service. Please refer to the "Guidelines for Ethical Conduct" and "Regulations Concerning Practica".  
  - **Notes:**  
    • Credit will be granted for only one of GNDR 450, WS 450.  
    • Students must notify the department by April 30 in the previous academic year of their intention to register.  
  - **Prerequisite(s):**  
    • 3 units of 200-level GNDR or WS courses; and  
    • 4.5 units of 300- or 400-level GNDR or WS courses; and  
    • declared Honours or Major in Gender Studies; or  
    • permission of the department.

#### Rationale for proposed change:
- **GNDR 450** has not been offered recently due to enrolment pressures, but will be offered within the next two academic years.

#### Consultation:
- [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

#### Faculty: Humanities  |  Academic Unit: Gender Studies  |  Date of submission: 31Mar16  |  Submission number: 4

| Effective date of change:  | 01JAN17 |

#### Type(s) of course change:

- [ ] New or reinstated course
- [x] Change or addition of a pre- or co-requisite
- [x] Course title or description
- [x] Retention of a course not offered for five years
- [ ] Other: Describe.

#### Current calendar entry:

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<tr>
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<th>Units</th>
<th>Hours</th>
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<tbody>
<tr>
<td>GNDR 480</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**Formerly:** WS 480  
**Advanced Seminar in Gender Studies**  
**Selected aspects of Gender Studies**

**Notes:**
- Credit will be granted for only one of GNDR 480, WS 480 (if taken in the same topic).
- May be taken more than once for credit in different topics with permission of the department.

**Prerequisite(s):**
- 3 units of 200-level GNDR or WS courses; and
- 4.5 units of 300- or 400-level GNDR or WS courses; or
- permission of the department.

#### Proposed calendar entry:

<table>
<thead>
<tr>
<th>Course code or number</th>
<th>Units</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GNDR 480</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**Formerly:** WS 480  
**Advanced Seminar in Gender Studies**  
**Selected aspects of Gender Studies**

**Notes:**
- Credit will be granted for only one of GNDR 480, WS 480 (if taken in the same topic).
- May be taken more than once for credit in different topics with permission of the department.

**Prerequisite(s):**
- 3 units of 200-level GNDR or WS courses; and
- 4.5 units of 300- or 400-level GNDR or WS courses; or
- permission of the department.

#### Rationale for proposed change:

GNDR 480 has not been offered recently due to enrolment pressures, but will be offered within the next two academic years.

#### Consultation:

- Please note that no consultation is required.

Written evidence of all consultations should be included in a single PDF for the entire program package.

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Curriculum and Calendar Office Use Only – 12-May-16
## UVic Course Curriculum Change

### Summary Course Curriculum Changes:

<table>
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<tr>
<th>Effective Date:</th>
<th>01 JAN 2017</th>
</tr>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>GRRS</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Ingrid Holmberg</td>
</tr>
<tr>
<td>Local:</td>
<td>8528</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:ingrid@uvic.ca">ingrid@uvic.ca</a></td>
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### Types of course change:

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<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>Course code or number</td>
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<td>Retention of a course not offered for five years</td>
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<tr>
<td>Course title or description</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

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<th>Submission #:</th>
<th>Course code:</th>
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<td>342</td>
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<td>3</td>
<td>GRS</td>
<td>380</td>
<td>Retention of a course not offered for five years</td>
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<td>4</td>
<td>GRS</td>
<td>461</td>
<td>Retention of a course not offered for five years</td>
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# UVic Course Curriculum Change

**Faculty**: Humanities  
**Academic Unit**: GRRS  
**Date of submission**: 31 Mar 2016  
**Effective date of change**: 01 Jan 2017

## Type(s) of course change:
- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course code or number  
- [ ] Deletion  
- [ ] Course title or description  
- [x] Retention of a course not offered for five years

## Current calendar entry:
**GREE 250**  
**The Greek New Testament**  
**Units**: 1.5  
**Hours**: 3-0  
**Prerequisites:**  
- **GREE 102 or permission of the department.**

## Proposed calendar entry:
**GREE 250**  
**The Greek New Testament**  
**Units**: 1.5  
**Hours**: 3-0  
**Prerequisites:**  
- **GREE 102 or permission of the department.**

## Rationale for proposed change:
Course will be scheduled as appropriate in the near future; the Department is considering offering it in 2017-18.

## Consultation:
- Other units consulted in preparation of submission:  
- [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** GRRS  
**Date of submission:** 31Mar2016  
**Effective date of change:** 01Jan17

<table>
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<td>[ ] Change or addition of a pre- or co-requisite</td>
</tr>
<tr>
<td>[ ] Course code or number</td>
<td>[ ] Deletion</td>
</tr>
<tr>
<td>[ ] Course title or description</td>
<td>[x] Retention of a course not offered for five years</td>
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</table>

### Current calendar entry:

**GRS 342**  
**Roman Society**  
**Units:** 1.5  
**Hours:** 3-0  
Topical introduction to Roman social and cultural history. Focus on Roman social relations and the defining features of Roman culture.

**Notes:**
- Credit will be granted for only one of **GRS 342**, CLAS 340.
- One of **GRS 100**, **GRS 102**, **GRS 202**, **GRS 341** is recommended prior to taking this course.

### Proposed calendar entry:

**GRS 342**  
**Roman Society**  
**Units:** 1.5  
**Hours:** 3-0  
Topical introduction to Roman social and cultural history. Focus on Roman social relations and the defining features of Roman culture.

**Notes:**
- Credit will be granted for only one of **GRS 342**, CLAS 340.
- One of **GRS 100**, **GRS 102**, **GRS 202**, **GRS 341** is recommended prior to taking this course.

### Rationale for proposed change:

Course is scheduled to be offered in 2016-2017.

### Consultation:

Other units consulted in preparation of submission:  
[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>GRRS</th>
<th>Date of submission:</th>
<th>31Mar2016</th>
<th>Effective date of change:</th>
<th>01Jan17</th>
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</table>

**Type(s) of course change:**
- New or reinstated course
- Change or addition of a pre- or co-requisite
- Course title or description
- Retention of a course not offered for five years
- Other

**Current calendar entry:**

<table>
<thead>
<tr>
<th>Course code or number</th>
<th>Course title or description</th>
<th>Units</th>
<th>Hours</th>
<th>Also:</th>
<th>Proposed calendar entry</th>
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<tbody>
<tr>
<td>GRS 380</td>
<td>The Life and Times of Socrates</td>
<td>1.5</td>
<td>3-0</td>
<td>PHIL 383</td>
<td>GRS 380</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Life and Times of Socrates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Units: 1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hours: 3-0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Also: PHIL 383</td>
</tr>
<tr>
<td></td>
<td>Examination of a critical moment in Greek intellectual and political life, as seen from various points of view. Topics include: Socrates' trial and its background; the rise of the Socratic conception of philosophy and its relation to the methods of the Sophists; perceived Socratic challenges to religious and social mores; written vs. unwritten philosophy; types of Socratic literature.</td>
<td></td>
<td></td>
<td></td>
<td>Examination of a critical moment in Greek intellectual and political life, as seen from various points of view. Topics include: Socrates' trial and its background; the rise of the Socratic conception of philosophy and its relation to the methods of the Sophists; perceived Socratic challenges to religious and social mores; written vs. unwritten philosophy; types of Socratic literature.</td>
</tr>
<tr>
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<td>Notes:</td>
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<td></td>
<td></td>
<td>Notes:</td>
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<tr>
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<td>- Credit will be granted for only one of GRS 380, CLAS 380, PHIL 383.</td>
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<td>- Credit will be granted for only one of GRS 380, CLAS 380, PHIL 383.</td>
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<tr>
<td></td>
<td>- Minimum third-year standing is recommended prior to taking this course.</td>
<td></td>
<td></td>
<td></td>
<td>- Minimum third-year standing is recommended prior to taking this course.</td>
</tr>
</tbody>
</table>

**Rationale for proposed change:**

Course will be offered in the next two years.

**Consultation:**

Other units consulted in preparation of submission: PHIL (cross-listed with PHIL 383) | No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
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<th>Faculty: Humanities</th>
<th>Academic Unit: GRRS</th>
<th>Date of submission: 31Mar2016</th>
<th>Submission number: 4</th>
<th>Effective date of change: 01Jan17</th>
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**Type(s) of course change:**
- New or reinstated course
- Change or addition of a pre- or co-requisite
- Course code or number
- Course title or description
- Retention of a course not offered for five years
- Other:

**Current calendar entry:**

<table>
<thead>
<tr>
<th>GRS 461</th>
<th>Greece and the Near East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1.5</td>
<td>Hours: 3-0</td>
</tr>
</tbody>
</table>

Focuses on early Greek relations with the cultures of the wider Near East, including the Hittites, Phrygians, and Lydians in Anatolia, the people of Mesopotamia and the Egyptians. Examines the role of these groups in forming Greek identity and discusses the topics of multi-culturalism and diversity in the ancient world.

Prerequisites:
- One of GRS 337, GRS 361, GRS 371, GRS 395; or
- permission of the department.

**Proposed calendar entry:**

<table>
<thead>
<tr>
<th>GRS 461</th>
<th>Greece and the Near East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units: 1.5</td>
<td>Hours: 3-0</td>
</tr>
</tbody>
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Focuses on early Greek relations with the cultures of the wider Near East, including the Hittites, Phrygians, and Lydians in Anatolia, the people of Mesopotamia and the Egyptians. Examines the role of these groups in forming Greek identity and discusses the topics of multi-culturalism and diversity in the ancient world.

Prerequisites:
- One of GRS 337, GRS 361, GRS 371, GRS 395; or
- permission of the department.

**Rationale for proposed change:**
Course will be offered in the next two years.

**Consultation:**
Other units consulted in preparation of submission: No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Program Curriculum Change**

**Summary of Program Curriculum Changes:**

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01Jan2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Hispanic &amp; Italian Studies</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Beatriz de Alba-Koch</td>
</tr>
<tr>
<td>Local:</td>
<td>7412</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hispcchair@uvic.ca">hispcchair@uvic.ca</a></td>
</tr>
</tbody>
</table>

**Types of program change:**

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td></td>
</tr>
</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Change in listing of eligible courses for program requirement: PHIL 307 is being removed from the Philosophy Department offerings</td>
</tr>
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</table>
# UVic Program Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Hispanic & Italian Studies  
**Date of submission:** 27APR16  
**Effective date of change:** 01JAN17

### Type(s) of program change:

- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential  
- [ ] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement  
- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements  
- [ ] A change in the description of a program or credential not involving any change in program or credential requirements  
- [ ] Other:

### Current calendar entry:

**Current calendar entry:**  
**Current calendar page number:** 261

### Proposed calendar entry:

**Proposed calendar entry:**  
If new, suggested page to insert:

---

### MEDITERRANEAN STUDIES PROGRAMS

#### Supporting Course List

- EUS 300, 301  
- GREE (third- and fourth-year courses)  
- GRS (third- and fourth-year courses, except 499)  
- ITAL (third- and fourth-year courses)  
- LATI (third- and fourth-year courses)  
- PHIL 301, 303, 307, 424, 425, 426  
- POLI 300A, 379, 414  
- SPAN (third- and fourth-year courses, if focusing on Spain)

#### Supporting Course List

- EUS 300, 301  
- GREE (third- and fourth-year courses)  
- GRS (third- and fourth-year courses, except 499)  
- ITAL (third- and fourth-year courses)  
- LATI (third- and fourth-year courses)  
- PHIL 301, 303, 307, 424, 425, 426  
- POLI 300A, 379, 414  
- SPAN (third- and fourth-year courses, if focusing on Spain)

### Rationale for proposed change:

PHIL 307 is being removed from the Calendar by the Philosophy Department.

### Consultation:

**Senate Committee on Planning:**  
[ ] In-progress/Approved  
[ ] Not applicable

**Other units consulted in preparation of submission:**  
[ ] Included:  
[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

**Summary Course Curriculum Changes:**

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01Jan2017</th>
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<tbody>
<tr>
<td>Faculty:</td>
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</tr>
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<td>Hispanic and Italian Studies</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hispchair@uvic.ca">hispchair@uvic.ca</a></td>
</tr>
</tbody>
</table>

### Types of course change:

<table>
<thead>
<tr>
<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code or number</td>
<td>Deletion</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td>Course title or description</td>
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</tr>
</tbody>
</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>ITAL</td>
<td>265</td>
<td>Retention of course not offered for five years</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ITAL</td>
<td>306</td>
<td>Retention of a course not offered for five years</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ITAL</td>
<td>478</td>
<td>Retention of a course not offered for five years</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PORT</td>
<td>300</td>
<td>Deletion: not offered in over five years</td>
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</tbody>
</table>
## UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
<th>Hispanic and Italian Studies</th>
<th>Date of submission:</th>
<th>17MAR16</th>
<th>Effective date of change:</th>
<th>01JAN17</th>
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### Type(s) of course change:
- ☐ New or reinstated course
- ☐ Change or addition of a pre- or co-requisite
- ☐ Deletion
- ☑ Retention of a course not offered for five years

### Current calendar entry:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Units</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
</table>
| ITAL 265    | 1.5   | 3-0   | Introductory Written Italian
Expands the student’s ability to communicate in Italian in various written forms (compositions, book and film reviews, newspaper articles, creative writing). Explores and uses a variety of texts that will serve as examples for the written assignments.
**Note:** Not open to students with credit in 365.
**Prerequisites:** 250A or permission of the department. |

### Proposed calendar entry:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Units</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
</table>
| ITAL 265    | 1.5   | 3-0   | Introductory Written Italian
Expands the student’s ability to communicate in Italian in various written forms (compositions, book and film reviews, newspaper articles, creative writing). Explores and uses a variety of texts that will serve as examples for the written assignments.
**Note:** Not open to students with credit in 365.
**Prerequisites:** 250A or permission of the department. |

### Rationale for proposed change:
This is a companion course to Ital 250A and 250B, and parallels Span 270/275. It is planned to offer this course within the next couple of years.

### Consultation:
- Other units consulted in preparation of submission: ☑ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**ITAL 306**  
**Units:** 1.5  
**Hours:** 3-0  
**Italian Culture (in English)**  
An introduction to artistic, intellectual, social and political trends in Italy from Medieval times to Italy in the new Europe of the 21st century, using the cultural history of three cities in particular to illustrate them: Florence, Venice and Rome. Specific reference will be made to Medieval and Renaissance Italy as a centre of culture in Europe, the Risorgimento, the Fascist regime and the Italian miracle of the post-war period.  
**Prerequisites:** Minimum second-year standing.

**ITAL 306**  
**Units:** 1.5  
**Hours:** 3-0  
**Italian Culture (in English)**  
An introduction to artistic, intellectual, social and political trends in Italy from Medieval times to Italy in the new Europe of the 21st century, using the cultural history of three cities in particular to illustrate them: Florence, Venice and Rome. Specific reference will be made to Medieval and Renaissance Italy as a centre of culture in Europe, the Risorgimento, the Fascist regime and the Italian miracle of the post-war period.  
**Prerequisites:** Minimum second-year standing.
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Hispanic and Italian Studies</th>
<th>Date of submission: 17MAR16</th>
<th>Effective date of change: 01JAN17</th>
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<tbody>
<tr>
<td><strong>Type(s) of course change:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>☒ New or reinstated course</td>
<td>☒ Change or addition of a pre- or co-requisite</td>
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<tr>
<td>☐ Course code or number</td>
<td>☐ Deletion</td>
<td>☒ Retention of a course not offered for five years</td>
<td></td>
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</tbody>
</table>

### Current calendar entry:

**ITAL 478**

- Units: **1.5**
- Hours: **3-0**

**Topics in Modern Italian Literature**

Major literary works of 20th century Italy. Authors to be studied may include Tozzi, Svevo, Pirandello, Pavese, Moravia and Maraini.

**Note:** Credit will be granted for only one of 478, 370C. May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.

**Pre- or corequisites:** 350 or 351.

### Proposed calendar entry:

**ITAL 478**

- Units: **1.5**
- Hours: **3-0**

**Topics in Modern Italian Literature**

Major literary works of 20th century Italy. Authors to be studied may include Tozzi, Svevo, Pirandello, Pavese, Moravia and Maraini.

**Note:** Credit will be granted for only one of 478, 370C. May be taken more than once for credit in different topics with permission of the department to a maximum of 4.5 units.

**Pre- or corequisites:** 350 or 351.

### Rationale for proposed change:

Given the low number of Italian faculty, it allows flexibility for trending modern Italian literature as topics; can cover any important period in modern Italian literature; it is planned to offer it in the next couple of years.

### Consultation:

- Other units consulted in preparation of submission: ☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Hispanic and Italian Studies  
**Date of submission:** 17MAR16  
**Effective date of change:** 01JAN17  
**Submission number:** 4

**Type(s) of course change:**
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [x] Deletion
- [ ] Other:
- [ ] Retention of a course not offered for five years

**Current calendar entry:**

<table>
<thead>
<tr>
<th>PORT 300</th>
<th>Units: 1.5</th>
<th>Hours: 3.0</th>
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<tbody>
<tr>
<td><strong>Reading Portuguese</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designed for the attainment of reading proficiency in Portuguese. Basic Portuguese grammar taught in conjunction with texts of progressive complexity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Recommended particularly for third- and fourth-year undergraduate and graduate students. Not open to students who have previously taken Portuguese Language courses unless permission is granted by the department.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for proposed change:**

Course has not been offered in over five years, and there are no plans to offer it in upcoming years.

**Consultation:**

- Other units consulted in preparation of submission: [x] No consultation required

*Written evidence of all consultations should be included in a single PDF for the entire program package.*
Summary Course Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01 Jan 17</th>
</tr>
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<tbody>
<tr>
<td>Faculty:</td>
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<tr>
<td>Academic Unit:</td>
<td>History</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Theresa Gallant</td>
</tr>
<tr>
<td>Local:</td>
<td>5661</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:.histao@uvic.ca">.histao@uvic.ca</a></td>
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</tbody>
</table>

Types of course change:

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Description</th>
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<tr>
<td>Other: Describe in ‘Type of change’ field</td>
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<thead>
<tr>
<th>Submission #:</th>
<th>Course code:</th>
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<tbody>
<tr>
<td>1</td>
<td>HSTR</td>
<td>465A</td>
<td>New course</td>
<td>PAAS</td>
</tr>
</tbody>
</table>
**Course Code/Number**: HSTR 465A  
**Units**: 1.5  
**Hours**: 3-0  

**Course Title**: *China in Local and Global History*[^1]  
Examines the local history and global networks of Tibet, Taiwan, and Hong Kong as well as the North China Plain (around Beijing), the Yangzi River Delta (around Shanghai), and the Pearl River Delta (around Canton) in China up to the mid-20th century. Emphasis on both local and global approaches to the six regions and to modern China beyond the limits of its nation-state history.  

**Note**: Credit will be granted for only one of HSTR 465A, HSTR 465 (if taken as section A01 in Jan-Apr 2015), HSTR 508A, HIST 439 (if taken as section A01 in Sept-Dec 2011), HIST 508A.

---

**Rationale for proposed change**:  
Formalize a topics course regularly offered as a grad x undergrad course.  
May have to wait for the next C1 as it requires a parallel change for HSTR508A: addition of 'Also'.  

### 30-char title: CHINA IN LOCAL AND GLOBAL HIST

---

**Consultation**:  
Other units consulted in preparation of submission: PAAS  

No consultation required  

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01Jan17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Ewa Czaykowska-Higgins</td>
</tr>
<tr>
<td>Local:</td>
<td>7271</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:eczh@uvic.ca">eczh@uvic.ca</a></td>
</tr>
</tbody>
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### Types of program change:

<table>
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<th>Submission #:</th>
<th>Type(s) of change</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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</table>
### BA In Linguistics

#### Major Program

<table>
<thead>
<tr>
<th>Required Courses: First and Second Years</th>
</tr>
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<tbody>
<tr>
<td>LING 100A or 181 ........................................ 1.5</td>
</tr>
<tr>
<td>LING 200 .......................................................... 1.5</td>
</tr>
<tr>
<td>LING 203 .......................................................... 1.5</td>
</tr>
<tr>
<td>LING 204 .......................................................... 1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses: Third and Fourth Years</th>
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</thead>
<tbody>
<tr>
<td>LING 309 .......................................................... 1.5</td>
</tr>
<tr>
<td>LING 311 .......................................................... 1.5</td>
</tr>
<tr>
<td>LING 312 .......................................................... 1.5</td>
</tr>
<tr>
<td>Research-focused course: One of 411, 412, 431, 461, 486, 495 ........................................ 1.5</td>
</tr>
<tr>
<td>Language-focused course: One of 344, 372, 378, 401, 403, 405, 450 ........................................ 1.5</td>
</tr>
<tr>
<td>LING courses numbered 300 and above ................. 7.5</td>
</tr>
</tbody>
</table>

#### Rationale for proposed change:
The changes reflect the fact that this course is being sunned set.
Other units consulted in preparation of submission:  [ ] Included:  [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### Summary Course Curriculum Changes:

**Effective Date:** 01Jan2017  
**Faculty:** Humanities  
**Academic Unit:** Linguistics  
**Contact Name:** Ewa Czaykowska-Higgins  
**Local:** 7271  
**Email:** eczh@uvic.ca

### Types of course change:

<table>
<thead>
<tr>
<th>Types of course change</th>
<th>Course code or number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or reinstated course</td>
<td>LING 099</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td>Change or addition of a pre- or co-requisite</td>
<td>LING 260</td>
<td>Deletion of course</td>
</tr>
<tr>
<td>Deletion</td>
<td>LING 330</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td>Retention of a course not offered for five years</td>
<td>LING 341</td>
<td>Deletion of course</td>
</tr>
<tr>
<td></td>
<td>LING 378</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td></td>
<td>LING 386</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td></td>
<td>LING 482</td>
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</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

### Submission #:

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
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<tbody>
<tr>
<td>1</td>
<td>LING</td>
<td>099</td>
<td>Retention of a course not offered for five years</td>
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<tr>
<td>2</td>
<td>LING</td>
<td>260</td>
<td>Deletion of course</td>
<td>Pacific &amp; Asian</td>
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<tr>
<td>3</td>
<td>LING</td>
<td>330</td>
<td>Retention of a course not offered for five years</td>
<td>Germanic &amp; Slavic</td>
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<tr>
<td>4</td>
<td>LING</td>
<td>341</td>
<td>Deletion of course</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>LING</td>
<td>378</td>
<td>Retention of a course not offered for five years</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>LING</td>
<td>386</td>
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<td></td>
</tr>
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<td>7</td>
<td>LING</td>
<td>482</td>
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</table>
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Linguistics</th>
<th>Date of submission: 15Apr16</th>
<th>Effective date of change: 01Jan17</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☣ New or reinstated course</td>
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<tr>
<td>☣ Change or addition of a pre- or co-requisite</td>
</tr>
<tr>
<td>☣ Course code or number</td>
</tr>
<tr>
<td>☣ Deletion</td>
</tr>
<tr>
<td>☣ Course title or description</td>
</tr>
<tr>
<td>☣ Retention of a course not offered for five years</td>
</tr>
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<td>☣ Other:</td>
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<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LING 099</strong> Units: 0 Hours: 3-0</td>
<td><strong>LING 099</strong> Units: 0 Hours: 3-0</td>
</tr>
</tbody>
</table>

**English as a Second Language**
A non-credit course in composition skills for students whose native language is not English.

**Notes:**
- May be repeated for a total of four terms.
- 3 fee units.

Normally taken before ENGL 101.
Grading: COM, N, F

<table>
<thead>
<tr>
<th>Rationale for proposed change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission:</td>
</tr>
<tr>
<td>☣ No consultation required</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
<th>Faculty: Humanities</th>
<th>Academic Unit: Linguistics</th>
<th>Date of submission: 15Apr16</th>
<th>Effective date of change: 01Jan17</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New or reinstated course</td>
<td>□ Change or addition of a pre- or co-requisite</td>
<td>□ Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Course code or number</td>
<td>X Deletion</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ Course title or description</td>
<td>□ Retention of a course not offered for five years</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Current calendar entry:**

**LING 260**

*Introduction to the Japanese Language and Linguistics*

Units: 1.5
Hours: 3-0
Also: PAAS 289
Formerly: JAPA 260

Introduces the synchronic and diachronic descriptions of Japanese. Subjects covered may include: phonology, morphology, syntax, semantics, historical changes, poetics, dialectology, orthography, the sociolinguistic and psycholinguistic aspects of Japanese, the relationship between Japanese language, thought, and culture, and the history of Japanese linguistics.

Note:

Credit will be granted for only one of LING 260, JAPA 260, PAAS 289. Previous knowledge of Japanese not necessary.

**Rationale for proposed change:**

This course has not been taught for more than 5 years; it has been cross-listed as PAAS 289. Pacific and Asian intend to sunset the course. We are therefore following suit.

**Consultation:**

Other units consulted in preparation of submission: PAAS

No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Linguistics</th>
<th>Date of submission: 15Apr16</th>
<th>Effective date of change: 01Jan17</th>
</tr>
</thead>
</table>

### Type(s) of course change:

- New or reinstated course
- Change or addition of a pre- or co-requisite
- Other: Retention of a course not offered for five years

### Current calendar entry:

<table>
<thead>
<tr>
<th>Course code or number</th>
<th>Course title or description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 330</td>
<td>Linguistic Typology</td>
</tr>
<tr>
<td>Units: 1.5</td>
<td>A cross-linguistic survey of syntax and morphological structures and current approaches to language universals and typology.</td>
</tr>
<tr>
<td>Hours: 3-0</td>
<td>Note: Credit will be granted for only one of LING 330, LING 230.</td>
</tr>
<tr>
<td>Formerly: part of 230</td>
<td>Pre- or Corequisite(s): LING 200 and LING 203.</td>
</tr>
</tbody>
</table>

### Proposed calendar entry:

<table>
<thead>
<tr>
<th>Course code or number</th>
<th>Course title or description</th>
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</tr>
<tr>
<td>Hours: 3-0</td>
<td>Note: Credit will be granted for only one of LING 330, LING 230.</td>
</tr>
<tr>
<td>Formerly: part of 230</td>
<td>Pre- or Corequisite(s): LING 200 and LING 203.</td>
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</table>

### Rationale for proposed change:

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

### Consultation:

- Other units consulted in preparation of submission: No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

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<tr>
<th>Faculty: Humanities</th>
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</tr>
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</table>

### Type(s) of course change:
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [X] Deletion
- [ ] Retention of a course not offered for five years
- [ ] Other:

### Current calendar entry:

**LING 341**

**Seminar in a Slavic Language**

Units: 1.5  
Hours: 3.0  
Formerly: also SLAV 341

An exploration of the history and structure of a Slavic language not offered otherwise in the Department of Germanic and Slavic Studies. Depending upon demand, a different language will be treated in each given year. Languages offered at present are: Polish and Ukrainian.

**Note:** Credit will be granted for only one of LING 341, SLAV 341. May be taken more than once for credit (in different languages) for a maximum of 3 units.

**Prerequisites:**  
1.5 units of LING or permission of the department.

### Proposed calendar entry:

### Rationale for proposed change:

This course has not been offered since 1998 and is unlikely to be offered again in the near future. Germanic & Slavic has removed the cross-listed SLAV 341 from their offerings. Therefore we propose to sunset this course.

### Consultation:

- Other units consulted in preparation of submission: Germanic and Slavic Studies  
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Linguistics  
**Date of submission:** 15 Apr 2016  
**Effective date of change:** 01 Jan 2017  

**Type(s) of course change:**
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other:
- [ ] Course title or description
- [x] Retention of a course not offered for five years

## Current calendar entry:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Hours</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 378</td>
<td>1.5</td>
<td>3-0</td>
<td>Contrastive Linguistics</td>
</tr>
</tbody>
</table>

**Contrastive Linguistics**

An introduction to the contrastive study of languages with respect to their phonological, morphological, syntactic and semantic systems. Special attention is also given to factors related to language learning situations, with reference to transfer and interference from the mother tongue. The language selected to be compared with English will vary from year to year.

**Note:** May be taken more than once for credit in different target languages.

**Prerequisite(s):** 1.5 units of LING.

## Proposed calendar entry:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Hours</th>
<th>Course Title</th>
</tr>
</thead>
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<td>3-0</td>
<td>Contrastive Linguistics</td>
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</tbody>
</table>

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**Note:** May be taken more than once for credit in different target languages.

**Prerequisite(s):** 1.5 units of LING.

## Rationale for proposed change:

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

## Consultation:

- Other units consulted in preparation of submission: [x] No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Linguistics</th>
<th>Date of submission: 15Apr16</th>
<th>Effective date of change: 01Jan17</th>
</tr>
</thead>
</table>

**Type(s) of course change:**

- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [X] Course title or description
- [ ] Retention of a course not offered for five years
- [ ] Deletion
- [ ] Other:

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LING 386</strong> Units: 1.5 Hours: 3-0</td>
<td><strong>LING 386</strong> Units: 1.5 Hours: 3-0</td>
</tr>
</tbody>
</table>

**Intonation, Rhythm, Stress and Tone**

Detailed analysis of the stress and intonation patterns of English and their relationship to grammatical functions; phonetic descriptions of rhythm and voice quality are practised and used to analyze speech in various languages.

**Pre- or Corequisite(s):** LING 200 or LING 250.

Detailed analysis of the stress and intonation patterns of English and their relationship to grammatical functions; phonetic descriptions of rhythm and voice quality are practised and used to analyze speech in various languages.

**Pre- or Corequisite(s):** LING 200 or LING 250.

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

**Consultation:**

- Other units consulted in preparation of submission: [X] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Linguistics  
**Date of submission:** 15Apr16  
**Effective date of change:** 01Jan17  
**Submission number:** 7

### Type(s) of course change:
- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course title or description  
- [ ] Deletion  
- [x] Retention of a course not offered for five years  
- [ ] Other:

### Current calendar entry:

**LING 482**  
Units: 1.5  
Hours: 3-0  
Formerly: part of 481

**Computational Linguistics: An Introduction**  
An introduction to computational methods and concepts in natural language processing and analysis. The principle objective is to develop the knowledge to apply these methods and concepts in other areas of linguistics.

**Note:** Credit will be granted for only one of LING 482, LING 481

### Proposed calendar entry:

**LING 482**  
Units: 1.5  
Hours: 3-0  
Formerly: part of 481

**Computational Linguistics: An Introduction**  
An introduction to computational methods and concepts in natural language processing and analysis. The principle objective is to develop the knowledge to apply these methods and concepts in other areas of linguistics.

**Note:** Credit will be granted for only one of LING 482, LING 481.

### Rationale for proposed change:

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

### Consultation:

- Other units consulted in preparation of submission:  
  - [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

<table>
<thead>
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<th>Effective Date:</th>
<th>1 Jan 2017</th>
</tr>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Medieval Studies</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Helene Cazes</td>
</tr>
<tr>
<td>Local:</td>
<td>7367</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dirmedi@uvic.ca">dirmedi@uvic.ca</a></td>
</tr>
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</table>

### Types of program change:

<table>
<thead>
<tr>
<th>Modification Type</th>
<th>Description</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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</tr>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td></td>
</tr>
</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

### Submission #:

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Type(s) of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
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### Other units consulted:

(list all)
<table>
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<tr>
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<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
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<tbody>
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<td>Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
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<td>Other: Describe</td>
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</table>

<table>
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<tr>
<th>Eligible Courses</th>
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<tbody>
<tr>
<td>ENGL 337 (1.5) Medieval British Literature in Translation</td>
<td>AHVS 321 (1.5) Late Antique and Early Christian Art</td>
</tr>
<tr>
<td>ENGL 338 (1.5) Introduction to Old Icelandic</td>
<td>AHVS 323 (1.5) Byzantine Art</td>
</tr>
<tr>
<td>ENGL 339 (1.5) Old Icelandic Literature</td>
<td>AHVS 324 (1.5) Ancient &amp; Medieval Jewish Art</td>
</tr>
<tr>
<td>ENGL 340 (1.5) Introduction to Old English</td>
<td>AHVS 326 (1.5) Early Medieval Art</td>
</tr>
<tr>
<td>ENGL 341 (1.5) Old English Literature</td>
<td>AHVS 328 (1.5) Gothic Art and Architecture</td>
</tr>
<tr>
<td>ENGL 342 (1.5) Early Middle English Literature</td>
<td>AHVS 332 (1.5) Genesis of Islamic Art and Architecture</td>
</tr>
<tr>
<td>ENGL 343 (1.5) Later Middle English Literature</td>
<td>AHVS 354 (1.5) Medieval Islamic Art and Architecture</td>
</tr>
<tr>
<td>ENGL 344A (1.5) Chaucer: The Canterbury Tales</td>
<td>AHVS 357 (1.5) Arts of Mediterranean Islam, 13th – 20th centuries</td>
</tr>
<tr>
<td>ENGL 344B (1.5) Chaucer: Troilus and Minor Works</td>
<td>AHVS 420 (1.5) Seminar in Medieval Art</td>
</tr>
<tr>
<td>ENGL 348 (1.5) Alliterative Traditions</td>
<td>AHVS 450 (1.5 or 3.0) Seminar in Islamic Art and Civilization</td>
</tr>
<tr>
<td>ENGL 350 (1.5) Medieval and Renaissance Scottish Lit</td>
<td>ANTH 397* (1.5) Archaeology of Death</td>
</tr>
<tr>
<td>ENGL 353(1.5) Studies in Medieval Literature</td>
<td>ANTH 398 (1.5) Viking Archaeology</td>
</tr>
<tr>
<td>ENGL 464 (1.5) The Bible and English Literature</td>
<td>ENGL 337 (1.5) Medieval British Literature in Translation</td>
</tr>
<tr>
<td>FRAN 404 (1.5) History of French Language</td>
<td>ENGL 338 (1.5) Introduction to Old Icelandic</td>
</tr>
<tr>
<td>FRAN 430 (1.5) Studies in French Literature before 1800</td>
<td>ENGL 339 (1.5) Old Icelandic Literature</td>
</tr>
<tr>
<td>FRAN 431 (1.5 or 3) Medieval Literature</td>
<td>ENGL 340 (1.5) Introduction to Old English</td>
</tr>
<tr>
<td>FRAN 432 (MEDI 432) (1.5) Common Grounds in European Medieval Literature</td>
<td>ENGL 341 (1.5) Old English Literature</td>
</tr>
<tr>
<td>FRAN 434 (1.5) Medieval and Renaissance Theatre</td>
<td>ENGL 342 (1.5) Early Middle English Literature</td>
</tr>
<tr>
<td>AHVS 321 (1.5) Late Antique and Early Christian Art</td>
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**UVic Program Curriculum Change**

| AHVS 328 (1.5) Gothic Art and Architecture | ENGL 350 (1.5) Medieval and Renaissance Scottish Lit |
| AHVS 352 (1.5) Genesis of Islamic Art and Architecture | ENGL 353 (1.5) Studies in Medieval Literature |
| AHVS 354 (1.5) Medieval Islamic Art and Architecture | ENGL 464 (1.5) The Bible and English Literature |
| AHVS 357 (1.5) Arts of Mediterranean Islam, 13th – 20th centuries | FRAN 404 (1.5) History of French Language |
| AHVS 420 (1.5) Seminar in Medieval Art | FRAN 430 (1.5) Studies in French Literature before 1800 |
| AHVS 450 (1.5 or 3.0) Seminar in Islamic Art and Civilization | FRAN 431 (1.5 or 3) Medieval Literature |
| HSTR 320* (1.5) Topics in British History | FRAN 432 (MEDI 432) (1.5) Common Grounds in European Medieval Literature |
| HSTR 336A (1.5) Topics in Medieval Europe | FRAN 434 (1.5) Medieval and Renaissance Theatre |
| HSTR 338T (1.5) The Created Medieval History of J.R.R. Tolkien’s Middle-earth | HSTR 320* (1.5) Topics in British History |
| HSTR 412 (1.5 or 3) Seminar in Medieval England | HSTR 336A (1.5) Topics in Medieval Europe |
| HSTR 421A (1.5) Crime and Criminality in Medieval England | HSTR 338T (1.5) The Created Medieval History of J.R.R. Tolkien’s Middle-earth |
| HSTR 436 (1.5 or 3) Seminar in Medieval Europe | HSTR 412 (1.5 or 3) Seminar in Medieval England |
| HSTR 436F (1.5 or 3) Individual, Family and Community in Medieval Society | HSTR 421A (1.5) Crime and Criminality in Medieval England |
| HSTR 436L (1.5) Medieval law and literacy | HSTR 436 (1.5 or 3) Seminar in Medieval Europe |
| HSTR 436T (1.5) The Records of the History of Middle Earth | HSTR 436F (1.5 or 3) Individual, Family and Community in Medieval Society |
| HSTR 436W (1.5 or 3) Medieval Foundations of the Western Legal Tradition | HSTR 436L (1.5) Medieval law and literacy |
| ITAL 470 (1.5) Dante’s Divine Comedy (in English) | HSTR 436T (1.5) The Records of the History of Middle Earth |
| ITAL 472A (1.5) Boccaccio’s Decameron (in English) | HSTR 436W (1.5 or 3) Medieval Foundations of the Western Legal Tradition |
| ITAL 472B (1.5) Francis Petrarch: Life as Literature (in English) | ITAL 470 (1.5) Dante’s Divine Comedy (in English) |
| PHIL 305A (1.5) Early Medieval Philosophy | ITAL 472A (1.5) Boccaccio’s Decameron (in English) |
| PHIL 305B (1.5) Later Medieval Philosophy | ITAL 472B (1.5) Francis Petrarch: Life as Literature (in English) |
| POLI 300A (1.5) Ancient and Medieval Political Thought | PHIL 305A (1.5) Early Medieval Philosophy |
| SPAN 470 (1.5) Medieval Literature | PHIL 305B (1.5) Later Medieval Philosophy |
| SPAN 490A (1.5) History of the Spanish Language | POLI 300A (1.5) Ancient and Medieval Political Thought |
| THEA 315 (1.5) Studies in Medieval Theatre | SPAN 470 (1.5) Medieval Literature |
| | SPAN 490A (1.5) History of the Spanish Language |
| | THEA 315 (1.5) Studies in Medieval Theatre |

**Rationale for proposed change:**

These changes update and harmonize our documentation for the list of electives. They reflect changes effectuated by the different units.

| Senate Committee on Planning: | ☑ In-progress/Approved | ☑ Not applicable |
| Other units consulted in preparation of submission: | ☑ Included: **ANTH needed** | ☑ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
### Summary Course Curriculum Changes:

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<td>Local:</td>
<td>7367</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:hcazes@uvic.ca">hcazes@uvic.ca</a></td>
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### Types of course change:

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<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe in ‘Type of change’ field</th>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

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<th>Submission #:</th>
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</tbody>
</table>
**UVic Course Curriculum Change**

**Faculty:** Humanities  
**Academic Unit:** Medieval Studies  
**Date of submission:** 13APR16  
**Effective date of change:** 01JAN17

| Type(s) of course change: |  
| --- | --- |  
| ☐ New or reinstated course | ☐ Change or addition of a pre- or co-requisite | ☐ Other: 
| ☒ Course code or number | ☒ Deletion |  
| ☐ Course title or description | ☒ Retention of a course not offered for five years |

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
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<tbody>
<tr>
<td><strong>MEDI 442</strong></td>
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</tr>
<tr>
<td>Units: 1.5</td>
<td>Hours: 3.0</td>
</tr>
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</table>

**Course code or number:**

**Course title or description:**

**Common Grounds in European Medieval Literature (in English)**

**Also:** FRAN 432

Transcendence of national boundaries in literature and scholarship: Latin and French as universal languages. Readings: modern English translations of Latin, Old French and Old/Middle English texts representing common foundations in various genres. Students enrolled in MEDI 442 must submit all written assignments in English; students enrolled in FRAN 432 must submit all written assignments in French.

**Note:**

Credit will be granted for only one of MEDI 442, FRAN 432, FREN 442.

**Rationale for proposed change:**

Course has not been offered in over five years, and there are no firm plans to offer it in upcoming years.  
May have to wait for the next C1 as it requires a parallel change for FRAN432: removal or revision of 'Also'.

**Consultation:**

Other units consulted in preparation of submission:  
French Studies  
☐ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01JAN2017</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>PAAS</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Tsung-Cheng Lin</td>
</tr>
<tr>
<td>Local:</td>
<td>7478</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:tclin@uvic.ca">tclin@uvic.ca</a></td>
</tr>
</tbody>
</table>

Types of program change:

<table>
<thead>
<tr>
<th>Description</th>
<th>Type of change</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation, reinstatement, discontinuance, or major modification of a program</td>
<td>Change in a listing of eligible or elective courses that can be used to meet</td>
<td></td>
</tr>
<tr>
<td>or credential</td>
<td>a program or credential requirement</td>
<td></td>
</tr>
<tr>
<td>A minor modification in program or credential that does not significantly</td>
<td>A change in description of a program or credential not involving any change in</td>
<td></td>
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<tr>
<td>change that program or credential’s focus, content, structure, or requirements</td>
<td>program or credential requirements</td>
<td></td>
</tr>
</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>program or credential requirement: Change requirements of the existing Major</td>
<td></td>
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<tr>
<td>2</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a</td>
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<tr>
<td></td>
<td>program or credential requirement: Change requirements of the existing Minor</td>
<td></td>
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<tr>
<td>3</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>program or credential requirement: Change requirements of the existing Certificate programs</td>
<td></td>
</tr>
</tbody>
</table>
## UVic Program Curriculum Change

### Faculty: Humanities  |  Academic Unit: PAAS  |  Date of submission: 27APR16
### Submission number: 1  |  Effective date of change: 01JAN17

#### Type(s) of program change:

- [x] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [ ] A change in the description of a program or credential not involving any change in program or credential requirements
- [ ] Other:

#### Current calendar entry:
Current calendar page number: **275**

#### Proposed calendar entry:
If new, suggested page to insert:

### Major Program
The Major Program includes core courses required for all students, as well as courses of both an integrative and specialized nature, from which students may choose. The requirements provide for both breadth and specialization in terms of geographical or linguistic interest.

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- One of PAAS 300, 301, 302, 304 (1.5)
- PAAS 400 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher
- 9.0 units of Chinese or Japanese language, at least 3.0 units of which must be at the 300-level or higher; or 6 units of study in Indonesian/ Malay language plus 3 units of upper-level courses related to Southeast Asia chosen from PAAS 307, 364, 365, 370 to 373, 401, 403, 406, 409, 464 to 468

The total number of units in the program is 24.

### Rationale for proposed change:

The Major Program includes core courses required for all students, as well as courses of both an integrative and specialized nature, from which students may choose. The requirements provide for both breadth and specialization in terms of geographical or linguistic interest.

- PAAS 100 (1.5)
- PAAS 200 (1.5)
- One of PAAS 300, 301, 302, 304 (1.5)
- PAAS 400 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher
- 9.0 units of Chinese or Japanese language, at least 3.0 units of which must be at the 300-level or higher; or 6 units of study in Indonesian/ Malay language plus 3 units of upper-level courses related to Southeast Asia chosen from PAAS 307, 364, 365, 370 to 373, 401, 403, 406, 409, 464 to 467

The total number of units in the program is 24.
**UVic Program Curriculum Change**

To reflect the deletion of PAAS 468.

<table>
<thead>
<tr>
<th>Consultation</th>
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</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
<td>☑ In-progress/Approved ☒ Not applicable</td>
</tr>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>☑ Included: ☒ No consultation required</td>
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</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** PAAS  
**Date of submission:** 27APR16  
**Effective date of change:** 01JAN17  
**Submission number:** 2

### Type(s) of program change:

- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [x] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Other:
- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [x] A change in the description of a program or credential not involving any change in program or credential requirements

### Current calendar entry:

**General and Minor Program**

**Southeast Asian Studies**

- PAAS 100, 170, or 171 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 370 to 373; 467, 468, 495 to 497 (depending on the topic; consult with the undergraduate adviser)
- 6.0 units of Indonesian/Malay language courses chosen from PAAS 120, 121, 220, 221 (Native speakers may substitute other Southeast-Asia-related courses chosen in consultation with the program adviser.)

### Proposed calendar entry:

**General and Minor Program**

**Southeast Asian Studies**

- PAAS 100, 170, or 171 (1.5)
- 9.0 units of PAAS courses numbered 300 or higher chosen from PAAS 370 to 373; 467, 495 to 497 (depending on the topic; consult with the undergraduate adviser)
- 6.0 units of Indonesian/Malay language courses chosen from PAAS 120, 121, 220, 221 (Native speakers may substitute other Southeast-Asia-related courses chosen in consultation with the program adviser.)

### Rationale for proposed change:

To reflect the deletion of PAAS 468.

### Consultation:

- **Senate Committee on Planning:** [ ] In-progress/Approved  
  [x] Not applicable
- **Other units consulted in preparation of submission:** [ ] Included:  
  [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.

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**Curriculum and Calendar Office Use Only – 12-May-16**
# UVic Program Curriculum Change

<table>
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<th>Faculty: Humanities</th>
<th>Academic Unit: PAAS</th>
<th>Date of submission: 27APR16</th>
<th>Effective date of change: 01JAN17</th>
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<td><strong>Type(s) of program change:</strong></td>
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<td>☐ A change in the description of a program or credential not involving any change in program or credential requirements</td>
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## Current calendar entry:

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<th>Current calendar page number: 276</th>
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Undergraduate Certificate in Language and Cultural Proficiency Programs

Japanese (10.5 units)

- PAAS 181 (1.5 units)
- 6.0 units of Japanese language chosen from PAAS 138, 235, 238, 338, 340 to 345, 430, 432
- 3.0 units of Japan-related courses, chosen from PAAS 180, 202, 207, 209 (depending on topic), 280, 289, 386, 388, 393, 394, 399 (may include courses chosen from 235, 338, 340 to 345, 430, 432)

Students cannot complete concurrently a Certificate in Japanese Language and Cultural Proficiency as well as an Honours, Major, General or Minor in Japanese Studies.

## Proposed calendar entry:

<table>
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Undergraduate Certificate in Language and Cultural Proficiency Programs

Japanese (10.5 units)

- PAAS 181 (1.5 units)
- 6.0 units of Japanese language chosen from PAAS 138, 235, 238, 338, 340 to 345, 430, 432
- 3.0 units of Japan-related courses, chosen from PAAS 180, 202, 207, 209 (depending on topic), 280, 386, 388, 393, 394, 399 (may include courses chosen from 235, 338, 340 to 345, 430, 432)

Students cannot complete concurrently a Certificate in Japanese Language and Cultural Proficiency as well as an Honours, Major, General or Minor in Japanese Studies.

## Rationale for proposed change:

To reflect the deletion of PAAS 289.

## Consultation:

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<tr>
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<td>☒ No consultation required</td>
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Curriculum and Calendar Office Use Only – 12-May-16
Written evidence of all consultations should be included in a single PDF for the entire program package.
### Summary Course Curriculum Changes:

**Effective Date:** 01JAN17  
**Faculty:** Humanities  
**Academic Unit:** PAAS  
**Contact Name:** Tsung-Cheng Lin  
**Local:** 7478  
**Email:** tclin@uvic.ca

### Types of course change:

<table>
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<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tr>
<td>Course code or number</td>
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<tr>
<td>Course title or description</td>
<td>Retention of a course not offered for five years</td>
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</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #</th>
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<th>Course #</th>
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# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** PAAS  
**Date of submission:** 15APR16  
**Effective date of change:** 01JAN17

<table>
<thead>
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<tr>
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<td>☐ Change or addition of a pre- or co-requisite</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
</table>
| **PAAS 201**  
Cultural Politics and Popular Culture in Asia and the Pacific  
Units: 1.5  
Hours: 3-0  
Formerly: PACI 280 |  
Introduces popular culture theory and various forms of popular culture in selected areas of Asia and the Pacific. Emphasis will be historical/comparative with the intent to place Asia-Pacific developments in a wider world context. Topics and areas variable according to instructor. |

<table>
<thead>
<tr>
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<tr>
<th>Consultation:</th>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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## Current calendar entry:

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<tr>
<td>Intermediate Indonesian-Malay I</td>
</tr>
<tr>
<td>Units: 1.5 Hours: 3-1</td>
</tr>
<tr>
<td>Formerly: SEA 200A, half of 200</td>
</tr>
</tbody>
</table>

A continuation of 121 for students who wish to improve their skills in Indonesian-Malay. Includes advanced grammar and use of simple newspaper materials to stimulate students' ability to read and discuss a variety of topics.

**Notes:**
- Credit will be granted for only one of PAAS 220, SEA 200A, SEA 200.
- Limited to 25 students per section.
- Prerequisites:
  - PAAS 121 or SEA 100B with a minimum grade of B; or
  - permission of the department.
- Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

## Proposed calendar entry:

<table>
<thead>
<tr>
<th>PAAS 220</th>
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<tr>
<td>Intermediate Indonesian-Malay I</td>
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<td>Units: 1.5 Hours: 3-1</td>
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<tr>
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A continuation of 121 for students who wish to improve their skills in Indonesian-Malay. Includes advanced grammar and use of simple newspaper materials to stimulate students' ability to read and discuss a variety of topics.

**Notes:**
- Credit will be granted for only one of PAAS 220, SEA 200A, SEA 200.
- Limited to 25 students per section.
- Prerequisites:
  - PAAS 121 or SEA 100B with a minimum grade of B; or
  - permission of the department.
- Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

## Rationale for proposed change:

Indonesian-Malay language is essential for Southeast Asian Studies Program. Since the enrolment of the course did not meet the expectation of the Faculty of Humanities, the course did not appear in the list of the courses offered in the past five consecutive years. However, this course was offered by Dr. Michael Bodden as extra-to-load in January-April of 2016. This course will continue to be offered in the next years.

## Consultation:

**Other units consulted in preparation of submission:** ☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

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<th>Hours</th>
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<tr>
<td>PAAS 221</td>
<td>Intermediate Indonesian-Malay II</td>
<td>1.5</td>
<td>3-1</td>
</tr>
<tr>
<td>Formerly: SEA 200B, half of 200</td>
<td>Continues the focus of 220 with increasingly-advanced readings, schema exercises to facilitate vocabulary building and longer written assignments. Emphasis on speaking, reading, writing and listening prepares students for immersion experiences and advanced language work.</td>
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<td></td>
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<td>Notes:</td>
<td>Credit will be granted for only one of PAAS 221, SEA 200B, SEA 200. Limited to 25 students per section. Prerequisites: One of PAAS 220, SEA 200A, permission of the department. Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.</td>
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### Proposed calendar entry:

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<tr>
<td>Formerly: SEA 200B, half of 200</td>
<td>Continues the focus of 220 with increasingly-advanced readings, schema exercises to facilitate vocabulary building and longer written assignments. Emphasis on speaking, reading, writing and listening prepares students for immersion experiences and advanced language work.</td>
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### Rationale for proposed change:

Indonesian-Malay language is essential for Southeast Asian Studies Program. Since the enrolment of the course did not meet the expectation of the Faculty of Humanities, the course did not appear in the list of the courses offered in the past five consecutive years. However, this course will be offered by Dr. Michael Bodden as extra-to-load in May of 2016. This course will continue to be offered in the next years.

### Consultation:

Other units consulted in preparation of submission: ☒ No consultation required

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## UVic Course Curriculum Change

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### Current calendar entry:

PAAS 289  
**Introduction to the Japanese Language and Linguistics**  
Units: 1.5 Hours: 3-0  
Also: LING 260  
Formerly: JAPA 260  
Introduces the synchronic and diachronic descriptions of Japanese; subjects covered may include: phonology, morphology, syntax, semantics, historical changes, poetics, dialectology, orthography, the sociolinguistic and psycholinguistic aspects of Japanese, the relationship between Japanese language, thought, and culture, and the history of Japanese linguistics. Previous knowledge of Japanese not necessary.

**Note:**  
Credit will be granted for only one of PAAS 289, JAPA 260, LING 260.

Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

### Proposed calendar entry:

### Rationale for proposed change:

This course has not been offered in the past five years and will not be offered in the future.

### Consultation:

Other units consulted in preparation of submission: Matching submission from LING.  
☐ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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- [ ] Other: Deletion
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**Current calendar entry:**

**PAAS 294**  
Ethical Issues in Contemporary Asian Societies  
Units: 1.5 Hours: 3-0  
Formerly: PACI 270  
Introduces contemporary moral issues in societies of selected areas of modern Asia. Emphasis will be on religious traditions and worldviews in relation to current social and ethical problems.

**Proposed calendar entry:**

**Note:**  
Credit will be granted for only one of PAAS 294, PACI 270.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

**Rationale for proposed change:**

This course has not been offered in the past five years and will not be offered in the future.

**Consultation:**

Other units consulted in preparation of submission:  
[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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<tr>
<td>PAAS 305</td>
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</tr>
<tr>
<td>Religions of East Asia</td>
<td>Religions of East Asia</td>
</tr>
<tr>
<td>Units: 1.5 Hours: 3-0</td>
<td>Units: 1.5 Hours: 3-0</td>
</tr>
<tr>
<td>A survey of the religious literature and systematic thought of the traditions of China and Japan, including Confucianism, Daoism, Buddhism and Shinto.</td>
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Prerequisites:
- PAAS 204 or RS 200B.
- Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

Prerequisites:
- PAAS 204 or RS 200B.
- Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

**Rationale for proposed change:**
This course will be offered in the next two years.

**Consultation:**
- Other units consulted in preparation of submission: No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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<tr>
<td>PAAS 355 Modern Chinese Literature and Society 1900-1949 in English</td>
<td>PAAS 355 Modern Chinese Literature and Society 1900-1949 in English</td>
</tr>
<tr>
<td>Units: 1.5 Hours: 3-0</td>
<td>Units: 1.5 Hours: 3-0</td>
</tr>
<tr>
<td>Formerly: CHIN 305</td>
<td>Formerly: CHIN 305</td>
</tr>
<tr>
<td>A historical overview, followed by a study of selected works of fiction, poetry, drama, memoir, film, and popular song from late Qing and Republican (1911-1949) China, a time of political turmoil and intellectual and cultural innovation. Supplementary readings in social and political history and literary criticism. Chinese versions of primary texts and secondary texts where applicable, may be available.</td>
<td>A historical overview, followed by a study of selected works of fiction, poetry, drama, memoir, film, and popular song from late Qing and Republican (1911-1949) China, a time of political turmoil and intellectual and cultural innovation. Supplementary readings in social and political history and literary criticism. Chinese versions of primary texts and secondary texts where applicable, may be available.</td>
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**Note:**
Credit will be granted for only one of PAAS 355, CHIN 305.

**Prerequisites:**
Minimum second-year standing or permission of the department.
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

**Rationale for proposed change:**
Chinese literature courses, including pre-modern and modern, have attracted a very good number of enrolment. This course will rotate with other Chinese literature courses to offer in the next two years.

**Consultation:**
Other units consulted in preparation of submission: ☑ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

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### Type(s) of course change:

- [ ] New or reinstated course
- [X] Change or addition of a pre- or co-requisite
- [ ] Other:

- [ ] Course code or number
- [X] Deletion
- [ ] Course title or description
- [X] Retention of a course not offered for five years

### Current calendar entry:

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<th>PAAS 370</th>
<th>Indonesian and Pacific Literature</th>
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<tr>
<td>Units: 1.5 Hours: 3-0</td>
<td></td>
</tr>
<tr>
<td>Formerly: SEA 302B</td>
<td></td>
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<tr>
<td>Explores the literatures of Indonesia and the Pacific Islands in the context of social change and popular cultural expression.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
Credit will be granted for only one of PAAS 370, SEA 302B, SEA 302, SEA 202.

**Prerequisites:**
Minimum third-year standing or permission of the department.

**Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.**

### Proposed calendar entry:

<table>
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<th>PAAS 370</th>
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<td>Formerly: SEA 302B</td>
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<tr>
<td>Explores the literatures of Indonesia and the Pacific Islands in the context of social change and popular cultural expression.</td>
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**Note:**
Credit will be granted for only one of PAAS 370, SEA 302B, SEA 302, SEA 202.

**Prerequisites:**
Minimum third-year standing or permission of the department.

**Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.**

### Rationale for proposed change:

This course is an important course of Indonesian literature for Southeast Asian program. Southeast Asian Program wishes to remain this course in the calendar and plans to offer this course in the next two years.

### Consultation:

- Other units consulted in preparation of submission: [X] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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## Current calendar entry:

**PAAS 371**  
**Narrating Southeast Asia: Novels, Films and History**  
Units: 1.5 Hours: 3-0  
Examines the overlap and contrasts between different kinds of narratives – fiction, film and history – using case studies from Southeast Asia.

## Prerequisites:
Minimum third-year standing or permission of the department.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

## Rationale for proposed change:
This course has not been offered in the past five years and will not be offered in the future.

## Consultation:
Other units consulted in preparation of submission: ☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** PAAS  
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- [ ] Change or addition of a pre- or co-requisite
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#### Current calendar entry:
PAAS 402  
**Asian Canadians and Their Homelands**  
Units: 1.5 Hours: 3-0  
Formerly: PACI 443  
Seminar on the basic social structure of the home communities of Asian immigrants, and the political, economic and social forces leading to their migration to Canada.

**Note:**  
Credit will be granted for only one of PAAS 402, PACI 443.

**Prerequisites:**  
Minimum third-year standing or permission of the department.

Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

#### Rationale for proposed change:
This course has not been offered in the past five years and will not be offered in the future.

#### Consultation:
- Other units consulted in preparation of submission:  
  - [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

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#### Current calendar entry:

**PAAS 409**  
Globalization, Cosmopolitanism and Asian-Pacific Cultures  
Units: 1.5 Hours: 3-0  
Explores the ways in which cultural writers, filmmakers and popular musicians in the Asia-Pacific region attempt to make sense of their worlds and construct identities in literature, film and songs.  
Prerequisites:  
Minimum third-year standing or permission of the department.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

#### Proposed calendar entry:

**PAAS 409**  
Globalization, Cosmopolitanism and Asian-Pacific Cultures  
Units: 1.5 Hours: 3-0  
Explores the ways in which cultural writers, filmmakers and popular musicians in the Asia-Pacific region attempt to make sense of their worlds and construct identities in literature, film and songs.  
Prerequisites:  
Minimum third-year standing or permission of the department.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

#### Rationale for proposed change:

This course will be offered in unison with 521 in Fall 2016.

#### Consultation:

Other units consulted in preparation of submission: ![ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### Current calendar entry:

**PAAS 455**  
Authors in Contemporary Chinese Literature in Translation  
Units: 1.5 Hours: 3-0  
Formerly: CHIN 307  
A study of works of fiction, drama and/or film on a single topic or by a single major figure from the 20th and 21st centuries. Chinese and English versions of all primary texts will be available.

Note:  
Credit will be granted for only one of PAAS 455, CHIN 307.  
Prerequisites:  
PAAS 302 or PACI 392.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

### Proposed calendar entry:

**PAAS 455**  
Authors in Contemporary Chinese Literature in Translation  
Units: 1.5 Hours: 3-0  
Formerly: CHIN 307  
A study of works of fiction, drama and/or film on a single topic or by a single major figure from the 20th and 21st centuries. Chinese and English versions of all primary texts will be available.

Note:  
Credit will be granted for only one of PAAS 455, CHIN 307.  
Prerequisites:  
PAAS 302 or PACI 392.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

### Rationale for proposed change:

Chinese literature courses, including pre-modern and modern, have attracted a very good number of enrolment. This course will rotate with other Chinese literature courses to offer in the next two years.

### Consultation:

Other units consulted in preparation of submission:  
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Course Code or Number:** PAAS 457

**Course Title:** Authors in Classical Chinese Literature

**Units:** 1.5 Hours: 3-0

**Description:** Studies of a number of works of poetry, prose or both by one major literary figure of the Tang Dynasty. Readings are in Chinese.

**Prerequisites:**
- For non-native speakers, one of PAAS 211, PAAS 318, CHIN 249B with a minimum grade of B; or
- permission of the department.
- For native speakers, no prerequisites.

**Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.**

**Rationale for proposed change:**

Chinese literature courses, including pre-modern and modern, have attracted a very good number of enrolment. This course will rotate with other classical Chinese literature courses to offer in the next two years.

**Consultation:**

**No consultation required**

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</tr>
<tr>
<td>☐ Course code or number</td>
<td>☐ Deletion</td>
</tr>
<tr>
<td>☐ Course title or description</td>
<td>☒ Retention of a course not offered for five years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAAS 465</td>
<td>PAAS 465</td>
</tr>
<tr>
<td>Seminar on Oceania</td>
<td>Seminar on Oceania</td>
</tr>
<tr>
<td>Units: 1.5 Hours: 3-0</td>
<td>Units: 1.5 Hours: 3-0</td>
</tr>
<tr>
<td>Formerly: PACI 414</td>
<td>Formerly: PACI 414</td>
</tr>
<tr>
<td>Analysis of theoretical questions on Oceania.</td>
<td>Analysis of theoretical questions on Oceania.</td>
</tr>
</tbody>
</table>

**Note:**
Credit will be granted for only one of PAAS 465, PACI 414.
Prerequisites:
Minimum third-year standing.
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

**Rationale for proposed change:**
Southeast Asian Program wishes to remain this course in the calendar and plans to offer this course in the next two years.

<table>
<thead>
<tr>
<th>Consultation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>☒ No consultation required</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: PAAS</th>
<th>Date of submission: 15APR16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
</table>

### Type(s) of course change:

<table>
<thead>
<tr>
<th></th>
<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Course code or number</th>
<th>Deletion</th>
<th>Course title or description</th>
<th>Retention of a course not offered for five years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Current calendar entry:

PAAS 467  
Seminar on Indonesia  
Units: 1.5 Hours: 3-0  
Formerly: PACI 411  
Analyses the history and politics of 20th-century Indonesia.

**Note:**  
Credit will be granted for only one of PAAS 467, PACI 411.  
Prerequisites:  
Minimum third-year standing or permission of the department.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

### Proposed calendar entry:

PAAS 467  
Seminar on Indonesia  
Units: 1.5 Hours: 3-0  
Formerly: PACI 411  
Analyses the history and politics of 20th-century Indonesia.

**Note:**  
Credit will be granted for only one of PAAS 467, PACI 411.  
Prerequisites:  
Minimum third-year standing or permission of the department.  
Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.

### Rationale for proposed change:

Southeast Asian Program wishes to remain this course in the calendar and plans to offer this course in the next two years.

### Consultation:

**Other units consulted in preparation of submission:** ☑ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: PAAS</th>
<th>Date of submission: 15APR16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type(s) of course change:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ New or reinstated course</td>
<td>☐ Change or addition of a pre- or co-requisite</td>
<td>☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Course code or number</td>
<td>☒ Deletion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Course title or description</td>
<td>☐ Retention of a course not offered for five years</td>
<td></td>
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</tr>
<tr>
<td><strong>Current calendar entry:</strong></td>
<td><strong>Proposed calendar entry:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAAS 468</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar on the Study of Southeast Asia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units: 1.5</td>
<td>Hours: 3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formerly: PACI 412</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examines contemporary culture and politics in Southeast Asia.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Notes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit will be granted for only one of PAAS 468, PACI 412 (if taken in the same topic).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be taken more than once for credit in different topics with permission of the department to a maximum of 3 units.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum third-year standing or permission of the department.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate course in Pacific and Asian Studies offered by the Department of Pacific and Asian Studies in the Faculty of Humanities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rationale for proposed change:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course has not been offered in the past five years and will not be offered in the future.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>No consultation required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written evidence of all consultations should be included in a single PDF for the entire program package.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01Jan2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Jill Evans</td>
</tr>
<tr>
<td>Local:</td>
<td>7512</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Phil2@uvic.ca">Phil2@uvic.ca</a></td>
</tr>
</tbody>
</table>

## Types of program change:

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td></td>
</tr>
</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement: Addition of courses to satisfy Honours and Major program requirements</td>
</tr>
</tbody>
</table>
# UVic Program Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Date of submission:** 24032016  
**Effective date of change:** 01Jan2017  
**Submission number:** 1

### Current Calendar Entry

**Current calendar entry:**  
**Current calendar page number:** 158

### Proposed Calendar Entry

**If new, suggested page to insert:**

### Program Requirements

**Honours Program**

30 units of courses in Philosophy, including at least 21 units numbered 300 and above.

At least two of PHIL 201, 203, 370, (if selected, 370 cannot count towards upper-level requirements)  

One of PHIL 301, 303

One of PHIL 306, 308, 309

One of PHIL 301, 303, 306, 308, 309 not selected above

---

**Honours Program**

30 units of courses in Philosophy, including at least 21 units numbered 300 and above.

At least two of PHIL 201, 203, 370, 371 (if selected, neither 370 nor 371 can count towards upper-level requirements)

One of PHIL 301, 303

One of PHIL 306, 308, 309

One of PHIL 301, 303, 306, 308, 309, 314, 316 not selected above
### Major Program

21 units of courses in Philosophy, including at least 15 numbered 300 and above.

<table>
<thead>
<tr>
<th>Course Selection</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two of PHIL 201, 203, 370 (if selected, 370 cannot count towards upper-level requirements)</td>
<td>3.0</td>
</tr>
<tr>
<td>One of PHIL 301, 303</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 306, 308, 309</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 301, 303, 306, 308, 309 not selected above</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 351, 356, 358</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 335, 338, 339</td>
<td>1.5</td>
</tr>
<tr>
<td>6.0 units of Philosophy courses numbered 300 and above (excluding PHIL 321, 330, 331, 333, 379)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### Major Program

21 units of courses in Philosophy, including at least 15 numbered 300 and above.

<table>
<thead>
<tr>
<th>Course Selection</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two of PHIL 201, 203, 370, 371 (if selected, neither 370 nor 371 can count towards upper-level requirements)</td>
<td>3.0</td>
</tr>
<tr>
<td>One of PHIL 301, 303</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 306, 308, 309</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 301, 303, 306, 308, 309, 314, 316 not selected above</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 351, 356, 358</td>
<td>1.5</td>
</tr>
<tr>
<td>One of PHIL 335, 338, 339</td>
<td>1.5</td>
</tr>
<tr>
<td>6.0 units of Philosophy courses numbered 300 and above (excluding PHIL 321, 330, 331, 333, 379)</td>
<td>6.0</td>
</tr>
</tbody>
</table>
### UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>3.0 units of Philosophy courses (any level)</th>
<th>3.0 units of Philosophy courses (any level)</th>
</tr>
</thead>
</table>

**Rationale for proposed change:**

Addition of Phil 371, this course is offered in alternating years with Phil 370 so it is acceptable that students also have the choice to take 371 to meet this requirement. Addition of Phil 314 and Phil 316 to the Honours and Major program requirements to allow for a broader selection of history of philosophy courses.

**Consultation:**

<table>
<thead>
<tr>
<th>Senate Committee on Planning:</th>
<th>☐ In-progress/Approved</th>
<th>✗ Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>☐ Included:</td>
<td>✗ No consultation required</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Summary Course Curriculum Changes:**

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>1 JAN 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Jill Evans</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Phil2@uvic.ca">Phil2@uvic.ca</a></td>
</tr>
</tbody>
</table>

## Types of course change:

<table>
<thead>
<tr>
<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code or number</td>
<td>Deletion</td>
<td>Retention of a course not offered for five years</td>
</tr>
<tr>
<td>Course title or description</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PHIL</td>
<td>204</td>
<td>Deletion</td>
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<td>2</td>
<td>PHIL</td>
<td>209</td>
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<tr>
<td>3</td>
<td>PHIL</td>
<td>307</td>
<td>Deletion</td>
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</tr>
<tr>
<td>4</td>
<td>PHIL</td>
<td>314</td>
<td>Retention of a course not offered for five years</td>
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<tr>
<td>5</td>
<td>PHIL</td>
<td>333</td>
<td>Retention of a course (to match ES314)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>PHIL</td>
<td>383</td>
<td>Retention of a course not offered for five years</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>PHIL</td>
<td>403</td>
<td>Deletion</td>
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</table>
# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Date of submission:** 30MAR16  
**Submission number:** 1  
**Effective date of change:** 01JAN17

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
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</thead>
</table>
| [ ] New or reinstated course | [ ] Change or addition of a pre- or co-requisite | [ ] Other:  
| [ ] Course code or number | [x] Deletion |  
| [ ] Course title or description | [ ] Retention of a course not offered for five years |

## Current calendar entry:

**PHIL 204**  
Non-Western Philosophy

Units: 1.5, Hours: 3-0  
An introductory study of selected philosophical texts from the Chinese, Japanese, or Indian tradition.

Note: Credit will be granted for only one of 204, 205, 206, 287.

Formerly: half of 287

## Rationale for proposed change:

Department lacks adequate faculty resources to offer course.

## Consultation:

Other units consulted in preparation of submission:  
[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Philosophy</th>
<th>Date of submission: 30MAR16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type(s) of course change:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ New or reinstated course</td>
<td>☑ Change or addition of a pre- or co-requisite</td>
<td>☑ Other:</td>
<td></td>
</tr>
<tr>
<td>☑ Course code or number</td>
<td>☑ Deletion</td>
<td>☑ Retention of a course not offered for five years</td>
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</tr>
<tr>
<td>Current calendar entry:</td>
<td>Proposed calendar entry:</td>
<td></td>
<td></td>
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</tbody>
</table>

**PHIL 209**  
**Philosophy and First Nations Thought**

**Units: 1.5, Hours: 3-0 or 2-0-1**  
An introduction to philosophical issues raised in and by First Nations thought. Topics may include: the nature and scope of First Nations wisdoms; relations between First Nations thought and Western philosophy.

**PHIL 209**  
**Philosophy and First Nations Thought**

**Units: 1.5, Hours: 3-0 or 2-0-1**  
An introduction to philosophical issues raised in and by First Nations thought. Topics may include: the nature and scope of First Nations wisdoms; relations between First Nations thought and Western philosophy.

### Rationale for proposed change:
Retaining the course is in line with UVic’s commitment to honouring TRC recommendation. We plan to offer it in the 2017-2018 year.

### Consultation:
- Other units consulted in preparation of submission: ☑ No consultation **required**
- Written evidence of all consultations should be included in a single PDF for the entire program package.
## PHIL 307

**Hellenistic Philosophy**

- **Units:** 1.5, **Hours:** 3.0

An examination of the period of philosophy that followed Aristotle and the three major schools of thought that emerged: Epicureanism, Stoicism, Skepticism. Examines their philosophies by looking at the works of thinkers such as Epicurus, Lucretius, Cicero, Seneca, Marcus Aurelius and Sextus Empiricus.

**Prerequisites:** 4.5 units of PHIL or permission of the department.

### Rationale for proposed change:

Department lacks adequate faculty resources to offer course.

### Consultation:

- **Other units consulted in preparation of submission:** ✗ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Date of submission:** 30MAR16  
**Effective date of change:** 01JAN17  
**Submission number:** 4

<table>
<thead>
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<td>☐ New or reinstated course</td>
</tr>
<tr>
<td>☐ Course code or number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
</table>
| PHIL 314  
19th-Century Philosophy | PHIL 314  
19th-Century Philosophy |  
| Units: 1.5, Hours: 3-0 | Units: 1.5, Hours: 3-0 |  
| An examination of one or more figures or themes in 19th-century Philosophy. | An examination of one or more figures or themes in 19th-century Philosophy. |  
| Prerequisites: 4.5 units of PHIL or permission of the department. | **Prerequisites:** 4.5 units of PHIL or permission of the department. |  

**Rationale for proposed change:**
To be taught in 2016 - 2017

**Consultation:**
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### PHIL 333

**Course Title:** Philosophy and the Environment  
**Units:** 1.5, **Hours:** 3-0

A philosophical investigation of the moral and conceptual dimensions of environmental problems. Different philosophies of the relation between humans and nature will be compared.

**Notes:**
- Credit will be granted for only one of 333, ES 314.
- May not be counted towards upper-level requirements in Honours or Major programs in Philosophy.

**Also:** **ES 314**

**Prerequisites:** Minimum third-year standing or permission of the department.

### PHIL 333

**Course Title:** Philosophy and the Environment  
**Units:** 1.5, **Hours:** 3-0

A philosophical investigation of the moral and conceptual dimensions of environmental problems. Different philosophies of the relation between humans and nature will be compared.

**Notes:**
- Credit will be granted for only one of 333, ES 314.
- May not be counted towards upper-level requirements in Honours or Major programs in Philosophy.

**Also:** **ES 314**

**Prerequisites:** Minimum third-year standing or permission of the department.

### Rationale for Proposed Change:

This course has in fact been offered regularly but ES 314 has not. ES dept. wishes to retain ES 314 so I have been advised to submit this form for Phil 333 so that both 333 and 314 match.

### Consultation:

**Other units consulted in preparation of submission:** Environmental Studies  
**No consultation required**

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Philosophy</th>
<th>Date of submission: 30MAR16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New or reinstated course</td>
<td>☑ Change or addition of a pre- or co-requisite</td>
</tr>
<tr>
<td>☑ Course title or description</td>
<td>☑ Deletion</td>
</tr>
<tr>
<td>☑ Retention of a course not offered for five years</td>
<td>☑ Other:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 383</td>
<td>PHIL 383</td>
</tr>
<tr>
<td>The Life and Times of Socrates</td>
<td>The Life and Times of Socrates</td>
</tr>
</tbody>
</table>

**Units: 1.5, Hours: 3-0**

Examination of a critical moment in Greek intellectual and political life, as seen from various points of view. Topics include: Socrates’ trial and its background; the rise of the Socratic conception of philosophy and its relation to the methods of the Sophists; perceived Socratic challenges to religious and social mores; written vs. unwritten philosophy; types of Socratic literature.

**Notes:**

- Credit will be granted for only one of 383, GRS 380, CLAS 380.
- Minimum third-year standing recommended prior to taking this course.

Also: GRS 380

**Rationale for proposed change:**

Department anticipates that new post-doc in Ancient Philosophy will teach this course in the 2017-2018 year.

**Consultation:**

Other units consulted in preparation of submission: Parallel submission from GRS.  
□ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Philosophy</th>
<th>Date of submission: 30MAR16</th>
<th>Effective date of change: 01JAN17</th>
</tr>
</thead>
</table>

**Type(s) of course change:**

- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [X] Deletion
- [ ] Retention of a course not offered for five years
- [ ] Other:

**Current calendar entry:**

PHIL 403  
Advanced Philosophical Logic

Units: 1.5, Hours: 3.0

An investigation of the philosophical limitations of classical logic. Questions to be addressed include: Is there satisfactory philosophical motivation for many-valued logics? Does reflection on reference or meaning lead to the rejection of bivalence? Does classical first order logic inhibit a philosophical understanding of existence, identity and predication?

Prerequisites:

- 203 or MATH 122; and
- 3 units of PHIL; or
- permission of the department.

**Rationale for proposed change:**  
Department lacks adequate faculty resources to offer course.

**Consultation:**

- Other units consulted in preparation of submission: [X] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

**Summary of Program Curriculum Changes:**

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>1 Jan 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Shamma Boyarin</td>
</tr>
<tr>
<td>Local:</td>
<td>6210</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dirrels@uvic.ca">dirrels@uvic.ca</a></td>
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**Types of program change:**

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
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<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
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<td>1</td>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements. Deletion of courses from Eligible Courses list.</td>
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### UVic Program Curriculum Change

<table>
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<th>Faculty:</th>
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<th>Academic Unit:</th>
<th>Religious Studies</th>
<th>Date of submission:</th>
<th>28 Apr 2016</th>
<th>Effective date of change:</th>
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**Type(s) of program change:**

- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [x] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Other:

- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [ ] A change in the description of a program or credential not involving any change in program or credential requirements

**Current calendar entry:**

- Current calendar page number: **278-9**

**Proposed calendar entry:**

- If new, suggested page to insert:

### Eligible Courses

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<tr>
<td>AHVS 230 (1.5) Monuments of South and Southeast Asia</td>
<td>AHVS 230 (1.5) Monuments of South and Southeast Asia</td>
</tr>
<tr>
<td>AHVS 251 (1.5) Middle Eastern Civilization: Islam</td>
<td>AHVS 251 (1.5) Middle Eastern Civilization: Islam</td>
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<tr>
<td>AHVS 321 (1.5) Late Antique and Early Christian Art</td>
<td>AHVS 321 (1.5) Late Antique and Early Christian Art</td>
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<td>AHVS 323 (1.5) Byzantine Art</td>
<td>AHVS 323 (1.5) Byzantine Art</td>
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<tr>
<td>AHVS 348 (1.5) Introduction to Islamic Architecture</td>
<td>AHVS 348 (1.5) Introduction to Islamic Architecture</td>
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<tr>
<td>AHVS 352 (1.5) The Genesis of Islamic Art and Architecture</td>
<td>AHVS 352 (1.5) The Genesis of Islamic Art and Architecture</td>
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<tr>
<td>AHVS 354 (1.5) Medieval Islamic Art and Architecture</td>
<td>AHVS 354 (1.5) Medieval Islamic Art and Architecture</td>
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<tr>
<td>AHVS 358 (1.5) Islam and Asia</td>
<td>AHVS 358 (1.5) Islam and Asia</td>
</tr>
<tr>
<td>AHVS 359 (1.5) Islamic Art from the Mongol Conquests to the Dawn of the Modern Era</td>
<td>AHVS 359 (1.5) Islamic Art from the Mongol Conquests to the Dawn of the Modern Era</td>
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<tr>
<td>ANTH 310 (1.5) Anthropological Approaches to Comparative Religion</td>
<td>ANTH 310 (1.5) Anthropological Approaches to Comparative Religion</td>
</tr>
<tr>
<td>ENGL 260 (1.5) the Bible as Literature</td>
<td>ENGL 260 (1.5) the Bible as Literature</td>
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<tr>
<td>ENGL 393 (1.5) Myth and Literature</td>
<td>ENGL 393 (1.5) Myth and Literature</td>
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<td>ENGL 464 (1.5) The Bible and Literature in English</td>
<td>ENGL 464 (1.5) The Bible and Literature in English</td>
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<tr>
<td>GRS 200 (1.5) Greek &amp; Roman Mythology</td>
<td>GRS 200 (1.5) Greek &amp; Roman Mythology</td>
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<td>GRS 328 (1.5) Myth and Theory</td>
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<td>GRS 349 (1.5) Jews and Christians in the Greek and Roman World</td>
<td>GRS 349 (1.5) Jews and Christians in the Greek and Roman World</td>
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<tr>
<td>GRS 381 (1.5) Greek &amp; Roman Religion</td>
<td>GRS 381 (1.5) Greek &amp; Roman Religion</td>
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<tr>
<td>HSTR 316B (1.5) Death and the Afterlife in England, 1750 to the Present</td>
<td>HSTR 316B (1.5) Death and the Afterlife in England, 1750 to the Present</td>
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<td>HSTR 337B (1.5) The Religious Reformation of the Sixteenth Century</td>
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<td>HSTR 479 (1.5) Religion and the State in The Modern Middle East</td>
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UVic Program Curriculum Change

<table>
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<th>Course Title</th>
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<td>Myths and Legends of the Middle Ages</td>
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<td>MEDI 303 (1.5)</td>
<td>The Medieval World</td>
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<td>MEDI 360 (1.5)</td>
<td>Selected Topics in Medieval Culture</td>
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<td>PAAS 294 (1.5)</td>
<td>Ethical Issues in Contemporary Asian Societies</td>
<td>PAAS 295 (1.5)</td>
<td>Islam in the Asia Pacific</td>
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<td>PAAS 305 (1.5)</td>
<td>Religions of East Asia</td>
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<td>PAAS 306 (1.5)</td>
<td>Indo-Tibetan Religious Traditions</td>
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<td>Introduction to Arabic Philosophy</td>
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<td>PHIL 208 (1.5)</td>
<td>Introduction to Arabic Philosophy</td>
<td>PHIL 209 (1.5)</td>
<td>Philosophy and First Nations Thought</td>
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<td>Philosophy of Religion</td>
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<td>POLI 382 (1.5)</td>
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Rationale for proposed change:

These changes update our the list of electives, reflecting deletion of PAAS294 and PHIL204.

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<th>Senate Committee on Planning:</th>
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<tbody>
<tr>
<td>Other units consulted in preparation of submission:</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Program Curriculum Change

Summary of Program Curriculum Changes:

Effect Date: 01Jan2017
Faculty: Social Sciences
Contact Name: Helen Kurki
Local: 7045
Email: anthua@uvic.ca

Types of program change:

| Creation, reinstatement, discontinuance, or major modification of a program or credential | Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement | Other: Describe in ‘Type of change’ field |
| A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements | A change in description of a program or credential not involving any change in program or credential requirements |

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Submission #: Type(s) of change
1 Creation, reinstatement, discontinuance, or major modification of a program or credential

Other units consulted: (list all)
### UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Social Sciences</th>
<th>Academic Unit: ANTH</th>
<th>Date of submission: 31MAR16</th>
<th>Effective date of change: 01JAN17</th>
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<tr>
<td>✓ Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
<td>☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
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<tr>
<td>Current calendar page number: 207-208</td>
<td>If new, suggested page to insert:</td>
<td></td>
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### Major Program

**First Year**
- ANTH 100

**Second Year**
- ANTH 200, 240, 250, 260

**Third and Fourth Years**
- One of ANTH 317, 318, 319 (1.5 units)
- **Area Studies**: 1.5 units from ANTH 323, 325, 329, 330, 332, 336, 337, 338, 340, 347, 365, 391, 398, 433, 449, 481, 491
- **Method and Theory**: 3 units from ANTH 309, 311, 317, 318, 319, 343, 380, 395, 400A, 400B, 401, 402, 405, 409, 441, 450, 454, 460, 485, 495, SOSC 300
- Anthropology Breadth Requirement (7.5 units): Students must complete two courses (3.0 units) in two of the three subfields listed below, plus one course (1.5 units) in a third subfield
  - **Archaeology**: ANTH 315, 340, 341, 343, 344, 346, 347, 348, 349, 360, 365, 392, 397, 398, 449, 482, 492

### Major Program

**First Year**
- ANTH 100

**Second Year**
- ANTH 200, 240, 250, 260

**Third and Fourth Years**
- One of ANTH 317, 318, 319 (1.5 units)
- **Area Studies**: 1.5 units from ANTH 323, 325, 329, 330, 332, 336, 337, 338, 340, 347, 365, 391, 398, 433, 449, 481, 491
- **Method and Theory**: 3 units from ANTH 309, 311, 317, 318, 319, 343, 380, 395, 400A, 400B, 401, 402, 405, 409, 441, 450, 454, 460, 485, 495, SOSC 300
- Anthropology Breadth Requirement (7.5 units): Students must complete two courses (3.0 units) in two of the three subfields listed below, plus one course (1.5 units) in a third subfield
  - **Archaeology**: ANTH 315, 340, 341, 343, 344, 346, 347, 348, 349, 360, 365, 392, 397, 398, 449, 482, 492
UVic Program Curriculum Change

- **Cultural Anthropology:** ANTH 302, 303, 304, 305, 306, 307, 308, 310, 312, 315, 365, 366, 393, 401, 405, 408, 410, 483, 493
- **Biological Anthropology:** ANTH 350, 351, 352, 355, 356, 357, 394, 450, 452, 453, 455, 484, 494

- An additional 1.5 units of 300- or 400-level ANTH courses. 
  **3.0 units from the above courses must be taken at the 400 level.**

Rationale for proposed change:
In the Cycle 2 changes to the ANTH BA program, a new course, ANTH 314, was omitted from the list of courses that can fulfil the Cultural Anthropology program requirement. This change remedies that omission.

Consultation:

<table>
<thead>
<tr>
<th>Senate Committee on Planning:</th>
<th>In-progress/Approved</th>
<th>Not applicable</th>
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<tbody>
<tr>
<td>Other units consulted in preparation of submission:</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
**Summary Course Curriculum Changes:**

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<th>Effective Date:</th>
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<td>Faculty:</td>
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<tr>
<td>Academic Unit:</td>
<td>Environmental Studies</td>
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<tr>
<td>Contact Name:</td>
<td>Duncan Taylor</td>
</tr>
<tr>
<td>Local:</td>
<td>7359</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dmtaylor@uvic.ca">dmtaylor@uvic.ca</a></td>
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**Types of course change:**

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<tr>
<th>Course code or number</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>Retention of a course not offered for five years</td>
<td>PHIL</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.
**UVic Course Curriculum Change**

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<th>Academic Unit: Environmental Studies</th>
<th>Date of submission: 29MAR16</th>
<th>Submission number: 1</th>
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<tr>
<td>New or reinstated course</td>
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<tr>
<th><strong>Current calendar entry:</strong></th>
<th><strong>Proposed calendar entry:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>ES 314</strong> Units: 1.5 Hours: 3-0</td>
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<tr>
<td>Also: <strong>PHIL 333</strong></td>
<td></td>
</tr>
<tr>
<td>Philosophy and the Environment</td>
<td></td>
</tr>
<tr>
<td>A philosophical investigation of the moral and conceptual dimensions of environmental problems. Different philosophies of the relation between humans and nature will be compared.</td>
<td></td>
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<tr>
<td><strong>ES 314</strong> Units: 1.5 Hours: 3-0</td>
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<tr>
<td>Also: <strong>PHIL 333</strong></td>
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<td>Philosophy and the Environment</td>
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<tr>
<td>A philosophical investigation of the moral and conceptual dimensions of environmental problems. Different philosophies of the relation between humans and nature will be compared.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Credit will be granted for only one of 314, PHIL 333.
- May not be counted towards upper-level requirements in Honours or Major programs in Philosophy.

**Prerequisites:** Minimum third-year standing or permission of the department.

**Rationale for proposed change:**
Course is cross-listed with PHIL333 and regularly offered by Philosophy.

**Consultation:**
Other units consulted in preparation of submission: Philosophy

No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## Summary Course Curriculum Changes:

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<td>Faculty:</td>
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<tr>
<td>Academic Unit:</td>
<td>Geography</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Ian O’Connell/Teresa Dawson</td>
</tr>
<tr>
<td>Local:</td>
<td>7338/6572</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ianoc@uvic.ca">ianoc@uvic.ca</a> or <a href="mailto:tdawson@uvic.ca">tdawson@uvic.ca</a></td>
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### Types of course change:

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<th>Type(s) of change: (if new or reinstated, include title)</th>
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<tr>
<td>GEOG 315</td>
<td>New course, GEOG 315 Geocaching</td>
</tr>
<tr>
<td>GEOG 404</td>
<td>New course, GEOG 404 Space and Power</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.
**UVic Course Curriculum Change**

<table>
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<th>Faculty: SOCIAL SCIENCES</th>
<th>Academic Unit: GEOGRAPHY</th>
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### Type(s) of course change:

- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other:
  - Course code or number
  - Deletion
  - Course title or description
  - Retention of a course not offered for five years

### Current calendar entry:

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</tr>
</thead>
<tbody>
<tr>
<td>GEOG 315 Units: 1.5 Hours: 3-0</td>
</tr>
</tbody>
</table>

**Geocaching**

Introduces the activity of geocaching, the fundamentals of GPS navigation and data collection. Emphasis is placed on geocaching, the history and workings of GPS and associated navigation systems, map datums and coordinate systems, and basics of GPS data management. Hands-on operating and working with GPS units in the field, through a variety of geocaching activities and assignments. Examples of the use of GPS in geographical research will be demonstrated through lectures and readings.

**Note**

Credit will be granted for only one of GEOG315, GEOG391 (if taken in the same topic)

**Prerequisite:** Third-year standing.

### Rationale for proposed change:

Regularizes a special topics course that has been taught successfully multiple times.

### Consultation:

- Other units consulted in preparation of submission: Library
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# New or reinstated course: GEOG 404

## GEOG 404  
### Space and Power

Investigates how political processes shape human geography, and conversely, how assumptions about geography underscore global politics. Examines the key themes, concepts, and theories that define the study of politics from a geographical perspective. Students gain a critical understanding of and appreciation for the historical and contemporary challenges of sovereignty, territoriality, governmentality, identity, citizenship, difference, violence, genocide, colonialism, and war.

**Note**  
Credit will be granted for only one of GEOG404, GEOG491 (if taken in the same topic)

**Prerequisites:** One of 322, 344, 347B, 386

## Rationale for proposed change:

Regularizes a special topics course that has been taught successfully multiple times.

## Consultation:

Other units consulted in preparation of submission: Library  
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

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<tr>
<td>Contact Name:</td>
<td>Martha McMahon</td>
</tr>
<tr>
<td>Local:</td>
<td>6351</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:mcmahon@uvic.ca">mcmahon@uvic.ca</a></td>
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<th>Type(s) of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
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<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Type(s) of change</th>
<th>Other units consulted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The creation of a new Certificate program in Human Dimensions of climate Change</td>
<td>ANTH, BUS ECON, ENG, ES, EOS, GEOG, HIST, PHIL, PSYC, POLI, SOCI, GNDR</td>
</tr>
</tbody>
</table>
The Faculty of Social Sciences, in collaboration with other relevant faculties, offers an interdisciplinary Certificate in the Human Dimensions of Climate Change. The program provides students with a thorough understanding of the human aspects of climate change, including its political, economic, geographic, psychological, sociological, anthropological, business and legal dimensions, together with an introduction to its physical aspects. Students may obtain this Certificate concurrently by completing the requirements below, together with an Honours, Major, or General program, or as an independent program.

The Certificate program requires 10.5 units of coursework:

- HDCC 200 1.5
- HDCC 300 1.5
- HDCC 400 1.5
- HDCC 490 1.5

4.5 units from the list of approved electives. 4.5

Notes:
**Rationale for proposed change:**

New Program. The creation of a new Certificate program was the recommendation emerging from extensive consultation with stakeholders and across campus consultation and from a Program/curriculum retreat at the LTC.

<table>
<thead>
<tr>
<th>Consultation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
<td>[ ] In-progress/Approved</td>
</tr>
<tr>
<td>Other units consulted in preparation of submission:</td>
<td>[X] Included: ANTH, BUS, ECON, ENG, ES, GEOG, EOS, HIST, PHIL, PSYC, POLI, SOCI, GNDR</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
### Summary Course Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01JAN2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Interdisciplinary/Social Sciences</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Human Dimensions of Climate Change</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Martha McMahon</td>
</tr>
<tr>
<td>Local:</td>
<td>6351</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:mcmahon@uvic.ca">mcmahon@uvic.ca</a></td>
</tr>
</tbody>
</table>

### Types of course change:

<table>
<thead>
<tr>
<th>Types of course change</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or reinstated course</td>
<td></td>
</tr>
<tr>
<td>Change or addition of a pre- or co-requisite</td>
<td></td>
</tr>
<tr>
<td>Other: Describe in ‘Type of change’ field</td>
<td></td>
</tr>
<tr>
<td>Course code or number</td>
<td></td>
</tr>
<tr>
<td>Deletion</td>
<td></td>
</tr>
<tr>
<td>Course title or description</td>
<td></td>
</tr>
<tr>
<td>Retention of a course not offered for five years</td>
<td></td>
</tr>
</tbody>
</table>

All course changes should be in alphabetical and numerical order with a corresponding submission number.

<table>
<thead>
<tr>
<th>Submission #</th>
<th>Course code:</th>
<th>Course #:</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
<th>Other units consulted: (list all)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HDCC</td>
<td>490</td>
<td>New Course: Experiential Learning</td>
<td>ANTH,BUS,ENG,ES,EOS,GEOG,HIST,PHIL,PSYC,POLI,SOCI,GNDR</td>
</tr>
</tbody>
</table>
### UVic Course Curriculum Change

**Faculty:** Interdisciplinary/Social Sciences  
**Academic Unit:** Human Dimensions of Climate Change  
**Date of submission:** 04APR2016  
**Effective date of change:** 01JAN17

#### Type(s) of course change:

<table>
<thead>
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<th>New or reinstated course</th>
<th>Change or addition of a pre- or co-requisite</th>
<th>Other: Describe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Course code or number</td>
<td>☐ Deletion</td>
<td></td>
</tr>
<tr>
<td>☐ Course title or description</td>
<td>☐ Retention of a course not offered for five years</td>
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<table>
<thead>
<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCC 490: Experiential Learning</td>
<td>Unit: 1.5</td>
</tr>
<tr>
<td>Organized around opportunities for community engagement and experiential learning in an applied situation. Students work with an instructor to identify issues to be explored and what course assessment methods will be used before the experiential learning opportunity begins. Must include at least 150 hours of work or volunteer activities. Assessment typically includes a reflective journal and a final paper.</td>
<td></td>
</tr>
<tr>
<td>Prerequisites: Permission of the program</td>
<td></td>
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</tbody>
</table>

#### Rationale for proposed change:

to provide the opportunity for applied engagement with what they have learned in their academic program and help prepare students for employment

#### Consultation:

<table>
<thead>
<tr>
<th>Other units consulted in preparation of submission:</th>
<th>No consultation required</th>
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<tbody>
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<td>ANTH, BUS, ENG, ES, GEOG, EOS, HIST, PHIL, PHYC, POLI, SOCI, GNDR</td>
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</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Program Curriculum Change

**Summary of Program Curriculum Changes:**

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<tr>
<th>Effective Date:</th>
<th>01Jan2017</th>
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<tbody>
<tr>
<td>Faculty:</td>
<td>Graduate Studies</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Heather Kirkham, Program Manager</td>
</tr>
<tr>
<td>Local:</td>
<td>8067</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hkirkham@uvic.ca">hkirkham@uvic.ca</a></td>
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</table>

#### Types of program change:

- **Creation, reinstatement, discontinuance, or major modification of a program or credential**
- **Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement**
- **A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements**
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
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<th>Submission #</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
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<td>1</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td>GARO, FGS</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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<td>5</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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<td>6</td>
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UVic Program Curriculum Change

<table>
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<th>01jan17</th>
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**Type(s) of program change:**

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**Current calendar entry:**

Current calendar page number: **150**

**Proposed calendar entry:**

If new, suggested page to insert:

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**Admission Requirements**

**General**

Applications for admission are first received by the Graduate Admissions and Records Office which evaluates each applicant’s transcripts to determine admissibility to the program. After this determination, the application is forwarded to the School of Public Administration for consideration by the school's Admissions Committee. The Admissions Committee is comprised of faculty members.

**Admission to Master’s Programs**

To be eligible for admission, applicants must:

- Have an undergraduate degree with a minimum B+ (6.0) average (75-79%) in the last two years (30 units) leading to the undergraduate degree.

---

**Rationale for proposed change:**

Because the School offers four Master’s programs (MA in Dispute Resolution, MA in Community Development, MPA Campus, and MPA Online) which are listed as part of the general information section of the Public Administration calendar entry, we suggest this change to make it clear that the admission requirements apply to the MPA programs specifically, not to any of the other Master’s programs offered by the School.

---

**Consultation:**

- Senate Committee on Planning: [ ] In-progress/Approved
- [ ] Not applicable
- Other units consulted in preparation of submission: [ ] Included: GARO, FGS
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Program Curriculum Change

<table>
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<th>Date of submission: 18feb16</th>
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<tr>
<th>Current calendar entry:</th>
<th>Proposed calendar entry:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current calendar entry: 152</td>
<td>If new, suggested page to insert:</td>
</tr>
</tbody>
</table>

Program Requirements
Master’s Programs
Students are admitted into either the MPA On Campus or the MPA Online program.

Master of Public Administration On Campus
- Core Courses
  - ADMN 502B, 504, 509 or other specified course*, 512; PADR 501, 502A, 503, 504, 505, 589
- Elective Courses: two from
  - ADMN 523, 530, 531, 537, 544, 547, 548, 553, 577, 578, 579, 580, 581, 582
  - Courses from other School of Public Administration offerings:
    - MADR (DR) or MACD (CD) courses: with permission of the instructor and Graduate Adviser
    - 400-level undergraduate courses (ADMN) offered by the School of Public Administration or other academic programs: with permission of the instructor and Graduate Adviser.
- Final Requirement
  - ADMN 598 or 599
* based on review of students’ prior academic history, they may be streamed into an alternate course

Program Requirements
Master’s Programs
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  - 400-level undergraduate courses (ADMN) offered by the School of Public Administration or other academic programs: with permission of the instructor and Graduate Adviser.
- Final Requirement
  - ADMN 598 or 599
* based on a review of prior academic history, the student may be streamed into an alternate course

Rationale for proposed change:
The update of the core course to PADR 502 (removing the “a”) brings the requirements listing in line with previously-approved calendar changes that updated this course number.
The *note is updated to improve the existing awkward language.
<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
</tr>
<tr>
<td>Other units consulted in</td>
</tr>
<tr>
<td>preparation of submission:</td>
</tr>
</tbody>
</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
### MPA On Campus Program Schedule

The MPA On Campus program consists of a minimum of five compulsory terms: two full-time, residential academic terms, two co-operative work terms, and two further academic terms spent completing the Master’s Project or Thesis (which may be taken concurrently with the second work term). The terms spent completing the Project or Thesis may be completed on campus, online or through a combination of the two. Students must complete all program requirements, including a third Co-op term (if taken), by the same semester in which they defend their Project or Thesis.

**Term 1 (Fall Term, Sep – Dec)**

- PADR 501 (1.5) Collaboration and Engagement
- PADR 502 (1.5) Analysis for the Public and Non-Profit Sectors
- ADMN 504 (1.5) Government and Governance
- ADMN 509 (1.5) Microeconomics for Policy Analysis
- PADR 589 (0.0) Co-op Seminar: Introduction to Professional Practice

*Note: Some term 1 courses may include pre-course assignments.*

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

**Co-op Work Term 1 (Spring Term, Jan – Apr)**

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

**Term 2 (Summer Term, May – Aug)**
### UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADR 503 (1.5)</td>
<td>Professional Integrity in the Public and Non-Profit Sectors</td>
<td></td>
</tr>
<tr>
<td>PADR 504 (1.5)</td>
<td>Public Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>PADR 505 (1.5)</td>
<td>Policy Making and Policy Communities</td>
<td></td>
</tr>
<tr>
<td>ADMN 502B (1.5)</td>
<td>Data Analysis and Interpretation</td>
<td></td>
</tr>
<tr>
<td>ADMN 512 (1.5)</td>
<td>Resource Accountability and Management in the Public Sector</td>
<td></td>
</tr>
</tbody>
</table>

Students are strongly encouraged to register in one online course elective during their co-operative work term (1.5 units)

### Rationale for proposed change:

These updates to PADR 502 (removing the “a”) and the title of ADMN 512 bring these entries in line with previously-approved calendar changes.

### Consultation:

- Senate Committee on Planning: ❌ In-progress/Approved ✔️ Not applicable
- Other units consulted in preparation of submission: ❌ Included: ✔️ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

**Faculty:** Graduate Studies  
**Academic Unit:** Public Administration  
**Date of submission:** 18feb16  
**Effective date of change:** 1jan17  
**Submission number:** 4

### Type(s) of program change:

- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [ ] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
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- [ ] Other:

### Current calendar entry:

**Current calendar page number:** 152-3

### MPA Online Program Schedule

Courses in the MPA Online program are offered year-round. Students must follow the program as listed here. Students taking only one course per term should consult the School staff and/or the website for the recommended sequencing. MPA Online students may only take more than two courses per term with the permission of the Graduate Adviser. Students will also need the permission of the Graduate Adviser to take elective courses before completing core courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 504</td>
<td>Government and Governance</td>
</tr>
<tr>
<td>ADMN 507</td>
<td>Leadership and Ethics in the Public Sector</td>
</tr>
</tbody>
</table>

**Note:** Term 1 courses may include a pre-course assignment.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 509</td>
<td>Microeconomics for Policy Analysis</td>
</tr>
<tr>
<td>ADMN 550</td>
<td>Strategic Communication and Engagement</td>
</tr>
</tbody>
</table>

### Proposed calendar entry:

**If new, suggested page to insert:**

### MPA Online Program Schedule

Courses in the MPA Online program are offered year-round. Students must follow the program as listed here. Students taking only one course per term should consult the School staff and/or the website for the recommended sequencing. MPA Online students may only take more than two courses per term with the permission of the Graduate Adviser. Students will also need the permission of the Graduate Adviser to take elective courses before completing core courses.

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**Note:** Term 1 courses may include a pre-course assignment.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ADMN 509</td>
<td>Microeconomics for Policy Analysis</td>
</tr>
<tr>
<td>ADMN 550</td>
<td>Strategic Communication and Engagement</td>
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</table>
**UVic Program Curriculum Change**

<table>
<thead>
<tr>
<th>Program</th>
<th>Term 4 (Sep - Dec)</th>
<th>Term 5 (Jan - Apr)</th>
<th>Term 6 and 7 (May - Aug and Sep - Dec)</th>
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<tbody>
<tr>
<td>ADMN 512 (1.5)</td>
<td>Resource Accountability and Management in the Public Sector</td>
<td>ADMN 512 (1.5)</td>
<td>Public Financial Management and Accountability</td>
</tr>
<tr>
<td>ADMN 531 (1.5)</td>
<td>Performance and Strategic Human Resource Management</td>
<td>ADMN 531 (1.5)</td>
<td>Performance and Strategic Human Resource Management</td>
</tr>
<tr>
<td>ADMN 556 (1.5)</td>
<td>The Public Policy Process</td>
<td>ADMN 556 (1.5)</td>
<td>Managing Public Policy</td>
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<td>Approved elective (1.5)</td>
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<td>Approved elective (1.5)</td>
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</tr>
<tr>
<td>ADMN 598 (4.5)</td>
<td>Master’s Project</td>
<td>ADMN 598 (4.5)</td>
<td>Master’s Project</td>
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<tr>
<td>or</td>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ADMN 599 (6.0)</td>
<td>Master’s Thesis</td>
<td>ADMN 599 (6.0)</td>
<td>Master’s Thesis</td>
</tr>
</tbody>
</table>

Students selecting either option will be expected to review the online ADMN 598/599 resources during this term. For MPA online students, completing a project will result in a program consisting of 19.5 units, while completing a thesis will result in a program of 21.0 units.

**Capstone Project or Thesis**

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

**Rationale for proposed change:**

These updates to the titles of ADMN 512 and 556 bring the entries in line with previously-approved calendar changes. “Capstone Project” and the immediately-following sentence are an introduction to the information that follows (about the Project and Thesis) and not part of the MPA Online Program Requirements listing; therefore, they should be removed from that format and reformatted.

**Consultation:**

- Senate Committee on Planning: [ ] In-progress/Approved [x] Not applicable
- Other units consulted in preparation of submission: [ ] Included: [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Program Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Graduate Studies</th>
<th>Academic Unit: Public Administration</th>
<th>Date of submission: 18feb16</th>
<th>Effective date of change: 01jan17</th>
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**Type(s) of program change:**

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**Current calendar entry:**

Current calendar page number: 153

**Proposed calendar entry:**

If new, suggested page to insert:

**JD+MPA Double Degree Program**

In partnership with the Faculty of Law, the School of Public Administration offers the JD+MPA graduate program, for students wishing to pursue double degrees. Students who apply and are accepted into both the Faculty of Law JD and the School of Public Administration MPA programs may earn both degrees concurrently with modified requirements for each.

**Rationale for proposed change:**

The JD program is not a graduate program; this change corrects the listed information.

**Consultation:**

- Senate Committee on Planning: [ ] In-progress/Approved [ ] Not applicable
- Other units consulted in preparation of submission: [x] Included: LAW [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

<table>
<thead>
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<th>Academic Unit:</th>
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<tbody>
<tr>
<td>Co-op Program</td>
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<table>
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<td>If new, suggested page to insert:</td>
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</tbody>
</table>

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, workplace experience, and an opportunity to build a network of potential employers - is mandatory for MPA On Campus students. MPA On Campus students complete two work terms (a work term normally consists of four months of full-time, paid employment) and students undertake study and work terms in alternating sessions. Completion of a third work term is optional, with approval of the Co-op Coordinator and based on availability; students in their first or second co-op terms may receive priority. Additional work terms must be completed in or before the same semester in which the project/thesis is defended.

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, workplace experience, and an opportunity to build a network of potential employers - is mandatory for MPA On Campus students. MPA On Campus students complete a minimum of two work terms (a work term normally consists of four months of full-time, paid employment) and students undertake study and work terms in alternating sessions. Completion of additional work terms is permitted, with the approval of the Co-op Coordinator and based on availability. Students in their first or second co-op terms may receive priority. Additional work terms must be completed in or before the same semester in which the project/thesis is defended.

**Rationale for proposed change:**

At this time the Federal Government will not hire Public Admin Co-op students for a third or fourth work term as it is not a requirement for the Co-op designation. This change in language allows that if a student undertakes an additional work term that it becomes a requirement for completion. Work terms with the Federal Government are crucial to the success of this Co-op program.

**Consultation:**

- Senate Committee on Planning: [ ] In-progress/Approved [ ] Not applicable
- Other units consulted in preparation of submission: [X] Included: Co-operative Education [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Program Curriculum Change

### Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01JAN2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td>Graduate Studies/HSD</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>School of Public Administration, MA in Dispute Resolution</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Heather Kirkham, Program Manager</td>
</tr>
<tr>
<td>Local:</td>
<td>8067</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hkirham@uvic.ca">hkirham@uvic.ca</a></td>
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### Types of program change:

<table>
<thead>
<tr>
<th>Type(s) of change</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
</tr>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
</tr>
</tbody>
</table>

Other: Describe in ‘Type of change’ field

### All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted:</th>
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<tbody>
<tr>
<td>1</td>
<td>Minor modification: Clarification of wording regarding third or fourth co-op placements</td>
<td>Co-op</td>
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**UVic Program Curriculum Change**

<table>
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**Type(s) of program change:**

- [x] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [ ] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [ ] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] Other:

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<tbody>
<tr>
<td>Current calendar page number: 77</td>
<td>If new, suggested page to insert:</td>
</tr>
<tr>
<td>Completion of a third work term is an option, with approval of the Co-op Coordinator and based on availability (students in their first or second work terms may receive priority). Third work terms must be completed in or before the same semester in which the project/thesis is defended.</td>
<td>Completion of additional work terms is permitted, with the approval of the Co-op Coordinator and based on availability (students in their first or second work terms may receive priority). Additional work terms must be completed in or before the same semester in which the project/thesis is defended.</td>
</tr>
</tbody>
</table>

**Rationale for proposed change:**

At this time the Federal Government will not hire Dispute Resolution Co-op students for a third or fourth work term as it is not a requirement for the Co-op designation. This change in language allows that if a student undertakes an additional work term that it becomes a requirement for completion. Work terms with the Federal Government are crucial to the success of this Co-op program.

**Consultation:**

- Senate Committee on Planning: [x] In-progress/Approved
- Other units consulted in preparation of submission: [x] Included: Co-operative Education

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Summary of Program Curriculum Changes:**

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<th>Effective Date:</th>
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<td>Faculty:</td>
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<td>Academic Unit:</td>
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</tr>
<tr>
<td>Contact Name:</td>
<td>Melvin Peters</td>
</tr>
<tr>
<td>Local:</td>
<td>8034</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:petersm@uvic.ca">petersm@uvic.ca</a></td>
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**Types of program change:**

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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

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Curriculum and Calendar Office Use Only – 25-Apr-16
UVic Program Curriculum Change

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**Current calendar entry:**
- **Current calendar page number:** 165

**Proposed calendar entry:**
- **If new, suggested page to insert:** 165

**Application for Practicum**

Students must submit an application for practicum approximately one term in advance of the semester when they are planning to take the course. Applications are available on the School’s web site. The due dates for applications are posted on the school website.

**Rationale for proposed change:**
We are finding that many practicum agencies require more notice than 1 term in order to accept and plan for practicum students. As well, there is growing competition amongst programs at various Universities and Colleges in Canada for practicum placements and an earlier application allows the School to approach agencies on a timelier basis.

**Consultation:**
- **Senate Committee on Planning:** ![ ] In-progress/Approved
- **Other units consulted in preparation of submission:** ![ ] Included:

---

Curriculum and Calendar Office Use Only – 25-Apr-16
Written evidence of all consultations should be included in a single PDF for the entire program package.
Summary Course Curriculum Changes:

Effective Date: 01JAN2017
Faculty: Graduate Studies
Academic Unit: Studies in Policy and Practice
Contact Name: Joan Gillie
Local: 3845
Email: jgillie@uvic.ca

Types of course change:

<table>
<thead>
<tr>
<th>Types of course change</th>
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<td>New or reinstated course</td>
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<td>Other: Describe in ‘Type of change’ field</td>
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<tr>
<td>Course code or number</td>
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<tr>
<td>Course title or description</td>
<td>Retention of a course not offered for five years</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

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<td>SPP</td>
<td>510</td>
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<td>3</td>
<td>SPP</td>
<td>516</td>
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<td>6</td>
<td>SPP</td>
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<td>7</td>
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<td>SPP</td>
<td>531</td>
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### UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17  
**Submission number:** 1 of 9

#### Type(s) of course change:

- [ ] New or reinstated course  
- [x] Change or addition of a pre- or co-requisite  
- [ ] Other: Describe  
- [ ] Course code or number  
- [x] Deletion  
- [ ] Retention of a course not offered for five years

#### Current calendar entry:

**SPP 501**  
Units: 1.5  
**Organizational Context of Policy and Practice**  
Presents a range of conceptual and theoretical frameworks for understanding organizational processes and their effects on work practices within both large bureaucratic institutions and community-based agencies, and on policy development and service delivery in diverse contexts. Students reflect on their own experiences and on the scholarly literature in developing an analysis of organizational discourses, policies and practices.  
**Note:** Credit will be granted for only one of SPP 501, HSD 501.

#### Proposed calendar entry:

**SPP 501**  
Units: 1.5  
**Organizational Context of Policy and Practice**  
Presents a range of conceptual and theoretical frameworks for understanding organizational processes and their effects on work practices within both large bureaucratic institutions and community-based agencies, and on policy development and service delivery in diverse contexts. Students reflect on their own experiences and on the scholarly literature in developing an analysis of organizational discourses, policies and practices.  
**Note:** Credit will be granted for only one of SPP 501, HSD 501.

#### Rationale for proposed change:

Program has closed

#### Consultation:

Other units consulted in preparation of submission:  
FGS and AVP Academic  
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
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<th>Faculty: Human and Social Development</th>
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<th>Current calendar entry:</th>
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<tr>
<td><strong>SPP 510 Units: 1.5</strong></td>
</tr>
<tr>
<td>Also: SOCW 510</td>
</tr>
<tr>
<td><strong>Policy Context of Practice</strong></td>
</tr>
<tr>
<td>Reviews and analyzes a number of aspects of the policymaking process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. Analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.</td>
</tr>
<tr>
<td>Note: Credit will be granted for only one of SPP 510, HSD 510, SOCW 510.</td>
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</table>

<table>
<thead>
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<tr>
<td><strong>SPP 510 Units: 1.5</strong></td>
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<tr>
<td>Also: SOCW 510</td>
</tr>
<tr>
<td><strong>Policy Context of Practice</strong></td>
</tr>
<tr>
<td>Reviews and analyzes a number of aspects of the policymaking process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. Analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.</td>
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<td>Note: Credit will be granted for only one of SPP 510, HSD 510, SOCW 510.</td>
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<tr>
<td>Program has closed</td>
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</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other units consulted in preparation of submission: FGS and AVP Academic</td>
</tr>
<tr>
<td>☑ No consultation required</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Human and Social Development</th>
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<td><strong>Type(s) of course change:</strong></td>
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<td>[ ] New or reinstated course</td>
<td>[ ] Change or addition of a pre- or co-requisite</td>
<td>[ ] Other: Describe</td>
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<td>[ ] Retention of a course not offered for five years</td>
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<tr>
<td><strong>SPP 516 Units: 1.5</strong></td>
<td><strong>SPP 516 Units: 1.5</strong></td>
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<tr>
<td>Also: <strong>SOCW 516</strong></td>
<td>Also: <strong>SOCW 516</strong></td>
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<tr>
<td><strong>Research Methodologies</strong></td>
<td><strong>Research Methodologies</strong></td>
</tr>
<tr>
<td>Critically reviews a wide range of research methodologies commonly practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.</td>
<td>Critically reviews a wide range of research methodologies commonly practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.</td>
</tr>
<tr>
<td>Note: Credit will be granted for only one of SPP 516, HSD 516, SOCW 516.</td>
<td>Note: Credit will be granted for only one of SPP 516, HSD 516, SOCW 516.</td>
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**Rationale for proposed change:**
Program has closed

**Consultation:**
Other units consulted in preparation of submission: FGS and AVP Academic

[ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17  
**Submission number:** 4 of 9

### Type(s) of course change:

- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course code or number  
- [ ] Course title or description  
- [x] Deletion  
- [ ] Retention of a course not offered for five years  
- [ ] Other: Describe

### Current calendar entry:

**Course code or number:** SPP 519  
**Course title or description:** Units: 1.5  
**Rationale for proposed change:** Program has closed

### Proposed calendar entry:

**Course code or number:** SPP 519  
**Course title or description:** Units: 1.5  
**Rationale for proposed change:** Program has closed

### Consultation:

- FGS and AVP Academic  
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17  
**Submission number:** 5 of 9

### Type(s) of course change:

- [ ] New or reinstated course
- [X] Change or addition of a pre- or co-requisite
- [ ] Other: Describe
- [ ] Course code or number
- [X] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

### Current calendar entry:

**SPP 520 Units: 1.5**  
**Advanced Methodology Seminar**  
An in-depth look at a particular research methodology. Issues covered include methodological links to theory, policy, practice and praxis. Seminar content varies depending on faculty and student interest.

### Proposed calendar entry:

**SPP 520 Units: 1.5**  
**Advanced Methodology Seminar**  
An in-depth look at a particular research methodology. Issues covered include methodological links to theory, policy, practice and praxis. Seminar content varies depending on faculty and student interest.

### Rationale for proposed change:

Program has closed

### Consultation:

- Other units consulted in preparation of submission: FGS and AVP Academic
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17

### Type(s) of course change:

- New or reinstated course
- Change or addition of a pre- or co-requisite
- Other: Describe
- Course code or number
- Deletion
- Course title or description
- Retention of a course not offered for five years

### Current calendar entry:

- **SPP 522 Units: 1.5**  
  Critically Engaging with Research  
  Provides students with critical skills for reading and assessing a range of published research. Course readings will include both theoretical and methodological framings and examples of research with which students can be critically engaged.

### Proposed calendar entry:

- **SPP 522 Units: 1.5**  
  Critically Engaging with Research  
  Provides students with critical skills for reading and assessing a range of published research. Course readings will include both theoretical and methodological framings and examples of research with which students can be critically engaged.

### Rationale for proposed change:

- Program has closed

### Consultation:

- Other units consulted in preparation of submission: FGS and AVP Academic  
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17

### Type(s) of course change:

- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [x] Deletion  
- [ ] Other: Describe Retention of a course not offered for five years

### Current calendar entry:

**SPP 530 Units: 1.5**  
**Advanced Policy and Practice Seminar**  
An in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis may also be examined. Seminar content varies depending on faculty and student interest.

### Proposed calendar entry:

**SPP 530 Units: 1.5**  
**Advanced Policy and Practice Seminar**  
An in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis may also be examined. Seminar content varies depending on faculty and student interest.

### Rationale for proposed change:

Program has closed

### Consultation:

- Other units consulted in preparation of submission: FGS and AVP Academic  
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
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<tr>
<td>√ New or reinstated course</td>
<td>□ Change or addition of a pre- or co-requisite</td>
<td>□ Other: Describe</td>
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<tr>
<td>□ Course code or number</td>
<td>□ Deletion</td>
<td>□ Retention of a course not offered for five years</td>
<td></td>
</tr>
</tbody>
</table>

**Current calendar entry:**

SPP 531 Units: 1.5

**Critical Approaches to Policy Analysis**

An opportunity for students to explore key differences between critical and mainstream approaches to policy analysis; to engage with examples of research and writing generated by scholars who use the tools of critical policy analysis to consider specific policy issues; and to assess the contribution that critical approaches to policy analysis might make to their own research and/or practice. Designed for students from a variety of disciplinary backgrounds who are interested in either public policy or policy in organizational settings.

**Notes:**
- Credit will be granted for only one of SPP 531, SPP 580 (if taken in the same topic).
- Students who have completed the equivalent coursework and/or practical experience with policy analysis or policy development may request permission to register in the course.

**Prerequisite(s):**
- SPP 510; or
- Permission of the department.

**Proposed calendar entry:**

SPP 531 Units: 1.5

**Critical Approaches to Policy Analysis**

An opportunity for students to explore key differences between critical and mainstream approaches to policy analysis; to engage with examples of research and writing generated by scholars who use the tools of critical policy analysis to consider specific policy issues; and to assess the contribution that critical approaches to policy analysis might make to their own research and/or practice. Designed for students from a variety of disciplinary backgrounds who are interested in either public policy or policy in organizational settings.

**Notes:**
- Credit will be granted for only one of SPP 531, SPP 580 (if taken in the same topic).
- Students who have completed the equivalent coursework and/or practical experience with policy analysis or policy development may request permission to register in the course.

**Prerequisite(s):**
- SPP 531 or
- Permission of the department.

**Rationale for proposed change:**

Program has closed

**Consultation:**

Other units consulted in preparation of submission: FGS and AVP Academic

No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Faculty:** Human and Social Development  
**Academic Unit:** Studies in Policy and Practice  
**Date of submission:** 06JUL16  
**Effective date of change:** 01JAN17  
**Submission number:** 8 of 9

<table>
<thead>
<tr>
<th>Type(s) of course change:</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td><strong>SPP 550</strong> Units: 1.5</td>
<td><strong>SPP 550</strong> Units: 1.5</td>
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<tr>
<td>Advanced Thesis Seminar</td>
<td>Advanced Thesis Seminar</td>
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<tr>
<td>Focused on methodological, analytical, and/or theoretical aspects of research for the thesis. Content varies from year to year depending on students' interests and needs.</td>
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</tr>
<tr>
<td>Notes: A required full-year seminar for students who have completed their coursework. Students must have completed their coursework.</td>
<td>Notes: A required full-year seminar for students who have completed their coursework. Students must have completed their coursework.</td>
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<td>Grading: INP, COM, N, F</td>
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**Rationale for proposed change:**  
Program has closed

**Consultation:**  
Other units consulted in preparation of submission: FGS and AVP Academic  
No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Summary Course Curriculum Changes:**

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<tr>
<td>Faculty:</td>
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<td>Academic Unit:</td>
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</tr>
<tr>
<td>Contact Name:</td>
<td>Alison Chapman</td>
</tr>
<tr>
<td>Local:</td>
<td>3741</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:gradengl@uvic.ca">gradengl@uvic.ca</a></td>
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**Types of course change:**

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<thead>
<tr>
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<tbody>
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<tr>
<td>ENGL 510</td>
<td>Retention of a course not offered for five years</td>
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<tr>
<td>ENGL 583</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.
## UVic Course Curriculum Change

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<th>Faculty:</th>
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<th>Academic Unit:</th>
<th>ENGLISH</th>
<th>Date of submission:</th>
<th>21MAR16</th>
<th>Effective date of change:</th>
<th>01JAN17</th>
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### Type(s) of course change:

- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [x] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years
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<table>
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<th>ENGL 504 Special Studies II</th>
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### Rationale for proposed change:

Has not been offered for at least five years

### Consultation:

- Other units consulted in preparation of submission: Not applicable
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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**Current calendar entry:**

<table>
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<tr>
<th>ENGL 510</th>
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<tbody>
<tr>
<td>Studies in Old English Literature: Special Topic</td>
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**Proposed calendar entry:**

<table>
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<tr>
<th>ENGL 510</th>
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<tbody>
<tr>
<td>Studies in Old English Literature: Special Topic</td>
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<tr>
<td>Units: 1.5</td>
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</table>

**Rationale for proposed change:**

We have an instructor willing to teach this course and it will be offered within the next two years.

**Consultation:**

| Other units consulted in preparation of submission: |
| Not applicable |
| ❑ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

<table>
<thead>
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<td>☐ Change or addition of a pre- or co-requisite</td>
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<tr>
<td>☐ Course title or description</td>
<td>☐ Retention of a course not offered for five years</td>
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</tr>
</tbody>
</table>

Current calendar entry:

**ENGL 583**

Studies in Literatures of the West Coast  
Units: 1.5  
A variable content course focusing on topics in the Literatures of the West Coast.

**583A – BC Literature (1.5)**

A survey of important BC writers from the early 20th century to the present. Regionalism, the environment, travel and nature writing; representation of First Nations in literature; Vancouver and modernism in Canada; radical politics and literary experimentation. Authors may include Carr, Grainger, and Haig-Brown; the modernists Wilson, Watson, and Lowry; self-conscious regionalists such as Jack Hodgins; and postmodernists Marlatt, Bowering and Lai. Poetry selections may include Birney, Livesay, Bowering, Wah.

**583B – The West Coast Line by Line (1.5)**

Contemporary poetry and construction of the West Coast. Analysis of individual poems in relation to broader theoretical questions related to the relationship between text and place. Markers of place in poetry and their relationship to markers of place in fiction and Barthes’ “reality effect.”

**583C – The Tish group (1.5)**

The works and influence of George Bowering, Fred Wah, Pauline Butling, Daphne Marlatt, and Frank Davey, along with their students and followers, poets associated with “Tish” magazine in the 1960s. The Tish group's rejection of the tradition of Canadian writing in favour of their focus on locality, iconoclastic politics, and exuberant formal experimentation. Their influence as academics and publishers as well as writers.

**583D – Life and Death in BC: Animals and Hunting in West Coast Literatures (1.5)**

The representation of animals and hunting in literary works, films, environmental discourses and law. The boundary between animal and human species; animal rights; the construction of animal subjectivity historically considered; its purposes;
the role of hunting in the construction of masculinity, humanity, and aboriginality; the history of laws governing hunting, discussed in relation to major literary and artistic texts in West Coast culture.

583E - Indigenous Laws and Literatures of the West Coast (1.5)
Indigenous literature and life writing in relation to historical and legal texts. Consideration of the issues of indigenous difference/sameness, equality/inequality explored by examining the concern for historical and social differences between Native and non-Native communities in British Columbia in relation to questions of place and identity.

583F - Forest Fetish: Reading the Nature of the West Coast (1.5)
Literary, cultural, and material politics of West Coast nature, with an emphasis on the fetishistic currency of “the forest.” Hegemonic and counterhegemonic representations of Pacific Northwest forests as “totemic,” “untouched,” “vanishing,” or “diseased.” Pitfalls of environmental essentialism. Efforts of writers, theorists, and artists to inscribe material histories of race, gender, and labour back into images of West Coast nature, including Eden Robinson, Brian Jungen, Jin-me Yoon, Barry McKinnon, Lawrence Paul Yuxweluptun, and Bruce Braun.

583G - Poetry Nature Knowledge Gender (1.5)
Contemporary west-coast poets such as Robert Bringhurst, Kenneth Rexroth, and Gary Snyder, whose work attempts to extend the capacities of poetry as a mode of perceiving, knowing, and being in the natural (non-human) world, contrasted with Jeannette Armstrong, George Bowering, Daphne Marlatt, and Fred Wah, whose poetics reveal the blindnesses and the insights of Romantic literary tradition. Issues to be explored include poetic form and forms of attention (poetry as ecological consciousness), language, being, nature, myth, knowledge (especially local knowledge), science, culture, and economics, all of which are linked to questions of gender and race.

583H - American Literature on the Pacific (1.5)
The American West Coast as an occasion for writers to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Survey; Japanese American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyberspace. Authors may include Okada, Kingston, Chin, Momaday, Alexie, Anzaldúa, Valdez, Reed, Pynchon, McCarthy, Powers, Gibson, Dick, Palahniuk, Eggers.

583I - Literary Anthropology and Anthropological Literature on the Pacific Coast (1.5)
Comparative introduction to anthropological writings about indigenous peoples of the West Coast and literary works that draw on anthropological knowledge. Genres to be studied include poetry, stories, life writing, essays, anthropological
### Theory and studies; theoretical issues include formal intersections of ethnography and literature, politics of representation, cultural appropriation, ethics of translation, tensions between oral and written traditions. Authors include Barbeau, Boas, Brighurst, Cameron, Cruikshank, Lévi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner and Wilson.

### Rationale for proposed change:

Has not been offered for at least five years.

### Consultation:

| Other units consulted in preparation of submission: | Not applicable | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

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<thead>
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<th>Effective Date:</th>
<th>01Jan2017</th>
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<td>Academic Unit:</td>
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<tr>
<td>Contact Name:</td>
<td>Theresa Gallant</td>
</tr>
<tr>
<td>Local:</td>
<td>5661</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:histao@uvic.ca">histao@uvic.ca</a></td>
</tr>
</tbody>
</table>

### Types of program change:

<table>
<thead>
<tr>
<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
<td></td>
</tr>
</tbody>
</table>

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Modification of the MA Program into a stream structure and the creation of new stream: MA in Public History Stream.</td>
<td>Fine Arts, Art History and Visual Studies, Division of Continuing Studies, Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>Discontinuance of a program. Removal of information regarding the Graduate Professional Certificate</td>
<td>CS</td>
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**UVic Program Curriculum Change**

<table>
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<tr>
<th>Faculty:</th>
<th>Humanities</th>
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<th>History</th>
<th>Date of submission:</th>
<th>25 Apr 16</th>
<th>Effective date of change:</th>
<th>01 Jan 17</th>
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**Type(s) of program change:**

- Creation, reinstatement, discontinuance, or major modification of a program or credential
- Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- Other: Describe

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<tbody>
<tr>
<td>Current calendar page number: 190-3</td>
<td>If new, suggested page to insert: Enter page # if applicable</td>
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</table>

**GENERAL INFORMATION**

The Department of History offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student’s supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Thesis MA and PhD students complete and defend a thesis or dissertation; project-based project-based MA students complete an extended research paper.

... 

**Degrees and Specializations Offered**

MA, PhD.

... 

**ADMISSION REQUIREMENTS**

...
In addition to reference letters and transcripts required by the Faculty of Graduate Studies, students must send a letter to the Graduate Adviser in the History department outlining their particular area of interest within the field of History and their proposed thesis topic if they plan to do a PhD or a thesis MA. This letter need not be more than a page long. It will assist the department in determining whether or not it can provide appropriate supervision.

A minimum TOEFL (TWE included) score of 600 on the paper-based is required of all international students whose first language is not English.

**Admission to the Master’s Program**
Subject to the admission requirements of the Faculty of Graduate Studies, admission to the MA program normally requires a bachelor’s degree with a minimum overall average of B+ (6.0 GPA), or a bachelor’s degree with a minimum average of A- (7.0 GPA) in the final year’s work. Many more students apply each year than can be accommodated in the program. A candidate with background deficiencies in History may be required to register for a year as a non-degree undergraduate student before being admitted to the MA program.

**Admission to the MA in Public History Stream**
Admission requirements are the same as for the MA in History Stream, however a candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above.

**PROGRAM REQUIREMENTS**
All programs must be approved by the Graduate Adviser to insure balance and focus in the program of each student. With the written permission of the Graduate Adviser, students may take a graduate course in another department if this is appropriate for their program.

All candidates for the MA and PhD degrees must demonstrate a reading knowledge of a second language acceptable to the department in order to qualify for graduation. This will normally be a language relevant to the student’s research.
interests. The level of proficiency expected will be a passing grade in an approved reading course offered by the respective language departments. Students may also fulfill the language requirement by passing the department’s written translation examination.

Note: Students will not be permitted to defend their theses until they have satisfied this language requirement.

Not all of the History graduate courses listed in the calendar will be offered in a particular year. All courses are variable content. With department permission, HSTR 501 to 591 may be taken more than once. Students should consult the department concerning specific content of the courses offered in any given year.

MA Program

The History department offers both a thesis based MA and a project-based MA. In both programs, students must take HSTR 500 (Historiography) and 4.5 units of graduate History courses including at least 1.5 units in a topical field (usually HSTR 510 to 526) and 1.5 units in a geographical field (usually HSTR 501A to 509A). Some courses may be counted as either geographical or topical fields. Please see <www.uvic.ca/history> for details or contact the Graduate Adviser. In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HSTR 599 (thesis); students in the project-based option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HSTR 550 and HSTR 598 (Extended Research Paper).

Students who obtain a 5.0 grade point average but who obtain less than B standing in HSTR 500 must repeat HSTR 500. They may repeat HSTR 500 once only.

Part-time study is permitted, but the degree must be completed within five years.
of the initial registration.

Although there are no formal residence requirements, residence is recommended.

**Thesis-based MA**

**Course requirements (Unit Values)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HSTR 500</td>
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<td>Geographical Field Course</td>
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<td>Topical Field Course</td>
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<tr>
<td>Geographical or Topical Field Course</td>
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<tr>
<td>Thesis</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Other Requirements**

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

**Thesis**

The thesis length must be between 70 and 120 typed pages.

**Program Length**

The thesis MA is designed to be completed in two years.

**Project-based MA**

**Course requirements (Unit Values)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTR 500</td>
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<tr>
<td>Geographical Field Course</td>
<td>1.5</td>
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<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
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</tr>
<tr>
<td>Thesis</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**Other Requirements**

Students in the Thesis-based Option will also take HSTR 599 (thesis).

**Thesis**

The thesis length must be between 70 and 120 typed pages.

**Program Length**

The Thesis-based Option is designed to be completed in two years.

**Project-based Option**

Students in the Project-based Option will complete an additional 1.5 units of course work, normally in a geographical field, plus HSTR 550 and HSTR 598 (Extended Research Paper).
### Course Requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>HSTR 500</td>
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<td>HSTR 550</td>
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<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

### Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HSTR 550. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. This paper will not be subject to oral defense.

### Program Length

The project-based MA is designed to be completed in one year.

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### Course Requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTR 500</td>
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</tr>
<tr>
<td>HSTR 550</td>
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<td>Geographical Field Courses</td>
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<td>Topical Field Course</td>
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<tr>
<td>Geographical or Topical Field Course</td>
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<tr>
<td>Major Research Paper</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

### Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HSTR 550. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. This paper will not be subject to oral defense.

### Program Length

The Project-based Option is designed to be completed in one year.

### MA in Public History Stream

Students are required to take HSTR 500 (Historiography), HSTR 515A (Public History), 3.0 units of graduate History courses, CH 560 (Cultural Heritage Stewardship and Sustainability), and 1.5 units of Cultural Heritage Studies courses (chosen from CH 561 or CH 562). The 3.0 units of graduate History courses may include a 1.5 unit Field School course (HSTR 528, HSTR 470/591, or GMST 489/GER 591).

### Course Requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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### UVic Program Curriculum Change

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<td>HSTR 801</td>
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<td>HSTR 597</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

In certain cases, because of student background or course availability, one or more of the above courses (except HSTR 515A) may be replaced by a different course with approval of the Graduate Adviser. This may include a language course, a relevant graduate course in History or another department, or a 400 level course in Cultural Resource Management.

### Work Experience

Students will be required to complete a work experience for course credit, normally over the summer, with a museum, archives, or other public history site (HISTR 801). This could either be a paid full-time co-op position or work experience position, a paid internship or a full or part-time unpaid practicum. Students who are currently working professionals in the field, or have extensive volunteer experience in the field, may be able to have the work experience requirement waived, at the discretion of the Department of History’s Graduate Advisor.

### Final Project

Students will complete a written major research paper of 40-50 pages on a public history topic, normally based on primary sources and ideally linked in some way to the focus of their work experience. A website, an exhibit, or other public history project, also based on primary sources, is an acceptable alternative to a major research paper; those choosing to do such a project would also be required to submit a written paper related to the project of at least 20 pages documenting the research component of their project.

### Program Length

The MA in Public History is designed to be completed in 16 months for full-time students.

---

Rationale for proposed change:

...
Rationale for having two MA streams: MA in History Stream and MA in Public History Stream.
These two programs work well as two separate streams within our MA program. They are clearly differentiated, with the MA in Public History having a focus on public history, including a requirement that students take the Public History course (HSTR 515), do a practicum and complete two Cultural Heritage courses. At the same time, there is significant overlap of the streams. In both, students are required to take our mandatory Historiography course (HSTR 500), and students in the Public History Stream must also take at least 3 units of Topical or Geographical courses, for an overlap of 4.5 units of courses. Students in the MA in History stream have access to our Public History course (HSTR 515).

Implementation of a new stream within the existing program.
The proposed new stream is meant to respond to the goals in the strategic plan to give students an experiential learning experience and provide directly employable skills.

Rationale regarding not requiring a language requirement for MA in Public History Stream.
• Most of those admitted to the MA in Public History will be working with local museums and heritage groups for their practicums and projects, and after graduation, making a second language less relevant.
• Students in the MA in Public History Stream are required to do a practicum as well as a major project, and the same number of courses as the project-based option of the MA in History Stream. As a result the MA in the Public History Stream involves the completion of more units than the MA in History Stream. This additional work (the practicum) is more than equivalent to the language requirement of the MA in History Stream.

Consultation:

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<tr>
<th>Senate Committee on Planning:</th>
<th>In-progress/Approved</th>
<th>Not applicable</th>
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<td>Other units consulted in preparation of submission:</td>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Program Curriculum Change

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<th>Academic Unit: History</th>
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<td>☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
<td>☐ Other: Describe</td>
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<tr>
<td>☐ A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>☐ A change in the description of a program or credential not involving any change in program or credential requirements</td>
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</thead>
<tbody>
<tr>
<td>Current calendar page number: 194</td>
<td>If new, suggested page to insert:</td>
</tr>
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**Graduate Professional Certificate in Cultural Heritage Studies**
For Master’s students interested in careers in museum work, public history or historical preservation, our program will be partnering with the Division of Continuing Studies and Faculty of Fine Arts in support of the Graduate Professional Certificate in Cultural Heritage Studies. Students will get MA course credit for one of five Certificate courses that they can take in pursuit of a professional certificate in cultural heritage. One of the four remaining courses may be taken as an internship to build professional experience. For more information please consult the Graduate Adviser.

**Rationale for proposed change:**
Continuing Studies will not be offering this program due to low enrollment

**Consultation:**
- Senate Committee on Planning: ☑ In-progress/Approved ☐ Not applicable
- Other units consulted in preparation of submission: ☑ Included: CS ☐ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

## Summary Course Curriculum Changes:

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<tr>
<td>Faculty:</td>
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<tr>
<td>Academic Unit:</td>
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</tr>
<tr>
<td>Contact Name:</td>
<td>Ewa Czaykowska-Higgins</td>
</tr>
<tr>
<td>Local:</td>
<td>7271</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:eczh@uvic.ca">eczh@uvic.ca</a></td>
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## Types of course change:

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<th>Change or addition of a pre- or co-requisite</th>
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<td>Course title or description</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

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<td>3</td>
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UVic Course Curriculum Change

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<tr>
<td>LING 507</td>
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<tr>
<td>Semantics</td>
<td>Recent developments in semantic theory.</td>
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**Rationale for proposed change:**
LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

**Consultation:**
Other units consulted in preparation of submission: No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Linguistics 
**Date of submission:** 15 Apr 16 
**Effective date of change:** 01 Jan 17 

**Type(s) of course change:**
- New or reinstated course
- Change or addition of a pre- or co-requisite
- Other: Retention of a course not offered for five years

**Current calendar entry:**
**LING 520** Units: 1.5-3.0

**Pacific Rim Languages**
An overview of the structure of selected Indigenous languages spoken around the Pacific Rim.

**Note:**
May be taken more than once for credit to a maximum of 3 units

**Rationale for proposed change:**
LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted. PAAS will be consulted in the course of our review.

**Consultation:**
- Other units consulted in preparation of submission: No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
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<td><strong>LING 560</strong> Units: 1.5</td>
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</tr>
<tr>
<td>Also: ANTH 561</td>
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</table>

**Linguistic Anthropology**
Selected topics in Linguistic Anthropology.

**Note:** Credit will be granted for only one of LING 560, ANTH 560, ANTH 561.

**Rationale for proposed change:**
LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted. ANTH will be consulted as appropriate.

**Consultation:**
Other units consulted in preparation of submission: [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Faculty:** Humanities  |  **Academic Unit:** Linguistics  |  **Date of submission:** 15Apr16  |  **Submission number:** 4  
**Effective date of change:** 01Jan17

### Type(s) of course change:
- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course code or number  
- [ ] Deletion  
- [x] Course title or description  
- [ ] Retention of a course not offered for five years  
- [ ] Other: ____________________________

### Current calendar entry:

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| LING 561              | 1.5   | Topics in Chinese Linguistics  
Current issues in Chinese language and linguistics |

### Proposed calendar entry:

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| LING 561              | 1.5   | Topics in Chinese Linguistics  
Current issues in Chinese language and linguistics |

### Rationale for proposed change:

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted. PAAS will be consulted as appropriate.

### Consultation:

- Other units consulted in preparation of submission:  
  - [x] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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<td>☒ Course title or description</td>
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<td>LING 571</td>
<td>Units: 1.5 or 3.0</td>
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<td>Also: PSYC 571</td>
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**Developmental Psycholinguistics**

A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn taking, questioning and answering, and politeness and negotiation in speech acts.

**Rationale for proposed change:**

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted. PSYC will be consulted as appropriate.

**Consultation:**

- Other units consulted in preparation of submission: ☒ No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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**Current calendar entry:**

**LING 580**

Units: 1.5 or 3.0

**Linguistics Seminar**

The contents of this course will vary.

Note: May be taken more than once for credit.

**Proposed calendar entry:**

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

**Consultation:**

Other units consulted in preparation of submission: | ✗ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Course Curriculum Change

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Current calendar entry:

| LING 597 | Units: 0 |

**Comprehensive Examination**

Students enrolled in the non-thesis option will be examined orally on at least two previous substantial research papers or their equivalent.

Grading: INP, COM, N, F

**Rationale for proposed change:**

LING is in the middle of a major review of both undergraduate and graduate course offerings and considers it premature to delete this course before the review is completed. Our plan is to make curriculum submission changes in Cycle 2 (2017-18; effective 1 September 2017). At that point, if this course will not be taught again within two years it will be deleted.

**Consultation:**

| Other units consulted in preparation of submission: | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
Summary Course Curriculum Changes:

**Effective Date:** 01 January 2017  
**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Contact Name:** Audrey Yap  
**Local:** 250-721-7510  
**Email:** ayap@uvic.ca

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<th>Other units consulted: (list all)</th>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.
**PHIL 510**

**Topics in Cognitive Science**

**Units: 1.5 or 3.0**

A study of the basic assumptions and methodologies of cognitive approaches to the modelling of mind. Standard topics include such things as psychofunctionalism, classical models of artificial intelligence, psychosemantics, the qualia problem and belief-desire psychology.

**Note:** May be taken more than once for credit in different topics with approval of the department.

**Rationale for proposed change:**

This course is no longer being taught by any member of the philosophy department. Its content reflects a no-longer existent version of our MA program (when the program was designed to specialize exclusively in the areas of cognitive science and logic).

**Consultation:**

Other units consulted in preparation of submission: ☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Date of submission:** 24032017  
**Effective date of change:** 01JAN2017  
**Submission number:** 2

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<td><strong>Note:</strong> May be taken more than once for credit in different topics with approval of the department.</td>
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**Rationale for proposed change:**

This course is no longer being taught by any member of the philosophy department. Its content reflects a no-longer existent version of our MA program (when the program was designed to specialize exclusively in the areas of cognitive science and logic).

**Consultation:**

- Other units consulted in preparation of submission: ☑ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

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<th>Other: Describe.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHIL 515</td>
<td></td>
</tr>
<tr>
<td>Topics in Contemporary European Philosophy</td>
<td></td>
</tr>
<tr>
<td>Units: 1.5 or 3.0</td>
<td></td>
</tr>
<tr>
<td>Note: May be taken more than once for credit in different topics with approval of the department.</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for proposed change:**
This course is no longer being taught by any member of the philosophy department.

**Consultation:**
- Other units consulted in preparation of submission: No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

**Faculty:** Humanities  
**Academic Unit:** Philosophy  
**Date of submission:** 24032017  
**Effective date of change:** 01JAN2017  
**Submission number:** 4

<table>
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<tr>
<td>□ New or reinstated course</td>
<td>□ Change or addition of a pre- or co-requisite</td>
<td>□ Other: Describe.</td>
</tr>
<tr>
<td>□ Course code or number</td>
<td>☒ Deletion</td>
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</tr>
<tr>
<td>□ Course title or description</td>
<td>☒ Retention of a course not offered for five years</td>
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<tr>
<td><strong>PHIL 520</strong></td>
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<tr>
<td>History and Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>Units: 1.5 or 3.0</td>
<td></td>
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<tr>
<td>Studies turning points in the history of science with particular attention to the conceptual issues underlying scientific theory and practice.</td>
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<thead>
<tr>
<th>Rationale for proposed change:</th>
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<tbody>
<tr>
<td>This course is not regularly taught by philosophy faculty. Its course content can be taught under PHIL 521 Topics in Philosophy of Science.</td>
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<tr>
<td>Other units consulted in preparation of submission:</td>
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</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
**Course title or description**

PHIL 530  
Topics in Classical Logic

**Units:** 1.5 or 3.0

**Note:** May be taken more than once for credit in different topics with approval of the department.

---

**Rationale for proposed change:**

This course is no longer being taught by any member of the philosophy department. Its content reflects a no-longer existent version of our MA program (when the program was designed to specialize exclusively in the areas of cognitive science and logic).

---

**Consultation:**

- Other units consulted in preparation of submission: [ ]
- Written evidence of all consultations should be included in a single PDF for the entire program package.  

[ ] No consultation required
UVic Course Curriculum Change

<table>
<thead>
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<tr>
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<td>☐ Retention of a course not offered for five years</td>
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</thead>
</table>
| PHIL 531 | [
| Topics in Non-Classical Logic | |
| Units: 1.5 or 3.0 | |
| Note: May be taken more than once for credit in different topics with approval of the department. | |

| Rationale for proposed change: | |
|-------------------------------| |
| PHIL 531 reflects a no-longer existent version of our MA program (when the program was designed to specialize exclusively in the areas of cognitive science and logic). | |

| Consultation: | |
|---------------| |
| Other units consulted in preparation of submission: | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Humanities</th>
<th>Academic Unit: Philosophy</th>
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<th>Note</th>
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<tr>
<td>PHIL 532</td>
<td>Topics in Inductive Logic</td>
<td>1.5 or 3.0</td>
<td>May be taken more than once for credit in different topics with approval of the department.</td>
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**Proposed calendar entry:**

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<tr>
<th>Course code or number</th>
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<tr>
<td></td>
<td>PHIL 570 &quot;Topics in Logic&quot;</td>
</tr>
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**Rationale for proposed change:**

The content of this course can be taught under the newly named and numbered PHIL 570 “Topics in Logic” (formerly PHIL 530 “Topics in Classical Logic”). PHIL 531 reflects a no-longer existent version of our MA program (when the program was designed to specialize exclusively in the areas of cognitive science and logic).

**Consultation:**

| Other units consulted in preparation of submission: | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

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<td>☐ Course code or number</td>
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<tbody>
<tr>
<td>PHIL 552</td>
<td>PHIL 552</td>
</tr>
<tr>
<td>Topics in Metaphysics</td>
<td>Topics in Metaphysics</td>
</tr>
<tr>
<td>Units: 1.5 or 3.0</td>
<td>Units: 1.5 or 3.0</td>
</tr>
<tr>
<td>Formerly: part of 551</td>
<td>Formerly: part of 551</td>
</tr>
<tr>
<td>Note: Credit will be granted for only one of 552, 551 (if taken in the same topic). May be taken more than once for credit in different topics with permission of the department.</td>
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<tr>
<th>Rationale for proposed change:</th>
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<tbody>
<tr>
<td>This course will focus exclusively on Topics in Metaphysics. In the next C1 PHIL 551 “Topics in Metaphysics and Epistemology” will be changed to “Topics in Epistemology”. Separate courses are required to cover the specialized material in each area of philosophy. 552 and 551 will not be offered in 201701.</td>
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<table>
<thead>
<tr>
<th>Consultation:</th>
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<tbody>
<tr>
<td>Other units consulted in preparation of submission: ☐ No consultation required</td>
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<tr>
<td>Written evidence of all consultations should be included in a single PDF for the entire program package.</td>
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**UVic Course Curriculum Change**

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<tr>
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**Current calendar entry:**

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<tbody>
<tr>
<td>PHIL 570</td>
</tr>
<tr>
<td>Topics in Logic</td>
</tr>
<tr>
<td><strong>Units: 1.5 or 3.0</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> May be taken more than once for credit in different topics with approval of the department.</td>
</tr>
</tbody>
</table>

**Rationale for proposed change:**

We would like to introduce this course because it is more commensurate with the expertise of our faculty and for which we anticipate increased demand.

**Consultation:**

| Other units consulted in preparation of submission: | ☒ No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
Date: September 21, 2016
To: Senate
From: Senate Committee on Learning and Teaching
Re: Effective Practices in Teaching Evaluation

Summary and Request for Advice
Over the course of 2015/16, the Senate Committee on Learning and Teaching considered the issue of effective practices in teaching evaluation. A sub-committee established for this purpose met regularly between January and April, reviewing literature on effective practices, policies and guidelines at other universities and current policies and guidelines at UVic.

At its May 2016 meeting, the Senate Committee on Learning and Teaching endorsed the following recommendations from the sub-committee:

1. The current university guidelines regarding teaching evaluation be updated and expanded to provide information about current effective practices in teaching evaluation. The updated guidelines should outline methods of assessment (including methodologies, suggested procedures or template documents, and links to resources).

2. The Learning and Teaching Centre continue to provide support and resources on current and effective practices in preparing teaching dossiers for a variety of purposes (including online teaching). (These resources should be prepared in consultation with the Office of the Vice-President Academic and Provost.)

3. Research be conducted regarding policy statements about teaching at other universities, with a recommendation about creation of a policy statement for UVic similar in scope and intent to the university’s Research Policy (RH8100). (This research and further recommendations to be overseen by the Office of the Vice-President Academic, the designated executive officer responsible for policy in this area.)

The Senate Committee on Learning and Teaching is now seeking feedback from Senate on the recommendations before any effort is invested in developing proposals flowing from them. The committee notes that none of the recommendations are intended to prompt review of or revisions to the Course Experience Survey, which was not a focus of the committee’s work.
Background
The university’s Strategic Plan emphasizes the importance of a high quality teaching and learning environment. One way to ensure that the university delivers a high quality teaching and learning environment is to regularly evaluate the quality of teaching taking place. Teaching evaluation is also used by departments and faculties for the purposes of reappointment, tenure, continuing status, and salary adjustment. There are a wide range of methods that can be used to evaluate teaching. Good practice states that multiple and varied methods of assessment should be used. The university also commits to employing multiple methods in the collective agreement with the Faculty Association. In order to ensure high quality teaching, and a thorough and fair evaluation of teaching taking place at the university, the university should make tools and resources available to departments and faculties.

The role of the Senate Committee on Learning and Teaching is to advise Senate on the university’s learning and teaching environment and recommend measures designed to enhance the learning and teaching environment. It also assists and advises Senate in the formulation and promotion of effective academic policy in the areas of learning and teaching. The Senate Committee on Learning and Teaching played a central role in the adoption of a universal tool to evaluate teaching at the university, and has continued to monitor the implementation and use of the Course Experience Survey.

Examination of effective practices in teaching evaluation
In Fall 2015, the committee agreed, following discussion with the Office of the Vice-President Academic and the Learning and Teaching Centre, to undertake an examination of effective practices in teaching evaluation, with a view to providing support and guidance to the university community. In conducting this review, it was agreed the committee would examine effective practices in teaching evaluation and provide the university with some guidance regarding methods of evaluation, as well as tools and resources that faculties and departments could draw on to conduct teaching evaluations.

Establishment of sub-committee
A sub-committee was established in Fall 2015 to carry out an initial review and analysis on behalf of the committee. The sub-committee met regularly between January and April 2016. It began its work by reviewing literature about effective practices in teaching evaluation, as well as practices at other institutions. The sub-committee reviewed the collective agreement with the Faculty Association, and existing policies, guidelines and resources at UVic. This included a review of the recently updated faculty evaluation policies.

Key issues identified by the sub-committee
Following its review of the university’s policies, guidelines and resources, the sub-committee identified a number of key issues. Identification and discussion of these issues assisted the sub-committee in formulating its recommendations, outlined below.
Key issues:

- The Course Experience Survey cannot be used as the sole source for evaluation. This practice is prohibited by the collective agreement with the Faculty Association. Evidence-based good practice states that multiple and varied methods of assessment should be used.

- Deans, Chairs/Directors and faculty members would benefit from robust resources regarding teaching evaluation.

- The current guidelines and resources available at the university regarding teaching evaluation require review as part of the university’s continuing efforts to update our practices and guidelines. While the current guidelines provided a good starting point for consideration of the issue, these resources should be updated and enhanced. New policies are currently being implemented by faculties, and it is important to ensure consistency across resources at the university.

- Current requirements regarding teaching dossiers do not reflect effective practices. These require review and updating.

Recommendations

At the May 2016 Senate Committee on Learning and Teaching meeting, the committee endorsed the following recommendations from the sub-committee:

1. The current university guidelines regarding teaching evaluation be updated and expanded to provide information about current effective practices in teaching evaluation. The updated guidelines should outline methods of assessment (including methodologies, suggested procedures or template documents, and links to resources).

2. The Learning and Teaching Centre continue to provide support and resources on current and effective practices in preparing teaching dossiers for a variety of purposes (including online teaching). (These resources should be prepared in consultation with the Office of the Vice-President Academic and Provost.)

3. Research be conducted regarding policy statements about teaching at other universities, with a recommendation about creation of a policy statement for UVic similar in scope and intent to the university’s Research Policy (RH8100). (This research and further recommendations to be overseen by the Office of the Vice-President Academic, the designated executive officer responsible for policy in this area.)

Next Steps

Following discussion at the October 2016 Senate meeting, the Senate Committee on Learning and Teaching will finalize its recommendations and will begin working with the Learning and Teaching Centre and Office of the Vice-President Academic to
determine a plan for implementing the recommendations through the 2016/17 academic year.

Respectively submitted,

2016/2017 Senate Committee on Learning and Teaching
Janni Aragon, Chair, Faculty of Social Sciences
Alicia Armstrong, Student Senator
Rizwan Bashir, Convocation Senator
Florin Diaçu, Faculty of Science
Peter Driessen, Faculty of Engineering
David Eyles, Alumni Association
Kate Fairley, UVSS representative
Dale Ganley, Peter B. Gustavson School of Business
Justin Harrison, University Librarian designate
Hayley Hewson, Technology Integrated Learning Centre
David Leach, Faculty of Fine Arts
Annalee Lepp, Faculty of Humanities
Cedric Littlewood, Faculty of Graduate Studies
Wency Lum, Chief Information Officer
Samual Maroney, Student Senator
Kurt McBurney, Division of Medical Sciences
Amanda McLaughlin, GSS representative
Norah McRae, Executive Director, Cooperative Education and Career Services
Maxwell Nicholson, UVSS representative
Tim Richards, Faculty of Law
Rebecca Raworth, Library (FALC)
Ralf St. Clair, Dean, Faculty of Education
Lauren Sheilds, Acting Director, Learning and Teaching Centre
Laura Vizina, Division of Continuing Studies
Rebecca Warburton, Faculty of Human and Social Development
Nancy Wright, Associate Vice-President Academic Planning (President’s nominee)
Carrie Andersen, Secretary, Associate University Secretary
Date: August 12, 2016
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Copy: Dr. Valerie S. Kuehne, Vice-President Academic and Provost
Re: 2016/17 Annual Report on Status of Academic Program Reviews

Under Policy AC1145, the Provost will report annually to Senate and the Board of Governors through the Senate Committee on Planning on the status of academic program reviews. The following is a survey:

**Reviews Conducted in 2015/2016:**
- Combined Review of Teacher Education Program and Department of Curriculum & Instruction
- School of Environmental Studies
- Department of Political Science

**Scheduled to Initiate a Review in 2016/17:**
- Department of Gender Studies
- Department of French
- Department of History
- Department of Philosophy
- Department of Biochemistry & Microbiology
- Department of Biology
- Division of Medical Sciences
- School of Health Information Science

**Scheduled to Initiate a Review in 2017/18:**
- School of Public Administration
- Department of English

Committee Membership:
- Dr. Nancy Wright, Chair
- Dr. Stephen Evans
- Dr. Valerie S. Kuehne
- Dr. Patrick Nahirney
- Ms. Carrie Andersen
- Ms. Gillian Calder
- Dr. Graham McDonough
- Dr. Ann Stahl
- Dr. Reuven Gordon
- Dr. Merwan Engineer
- Ms. Andrea Giles
- Dr. Victoria Wyatt
- Ms. Holly Hatch (Secretary)

Dr. Abdul Roudsari
Dr. Maureen MacDonald
Dr. Lisa Surridge
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. David Castle
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Sang Nam
Mr. David Schostek
Date: July 6, 2016
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Graduate Certificate in Indigenous Nationhood (IN)

At its meeting of 11 May 2016, the Senate Committee on Planning, then chaired by Dr. Catherine Mateer discussed and approved the proposal for a Graduate Certificate in Indigenous Nationhood (IN). The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood (IN), as described in the document “Proposal for Graduate Certificate in Indigenous Nationhood (IN),” dated July 5, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Committee Membership:
Dr. Catherine Mateer, Chair
Dr. Nancy Wright, Chair (as of July 1, 2016)
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Lisa Surridge
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Maureen Moffatt, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Philip Schrod
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Graduate Certificate in Indigenous Nationhood (IN)

REVISED Proposal: July 5th, 2016

Certificate in Indigenous Nationhood Planning Committee:
Heidi Kiiwetepinesiik Stark, Faculty of Social Science, Political Science
Rita Kaur Dhamoon, Faculty of Social Science, Political Science
James Tully, Faculty of Social Science, Political Science
Jeff Corntassel, Faculty of Human and Social Development, Indigenous Governance
Taiaiake Alfred, Faculty of Human and Social Development, Indigenous Governance
John Borrows, Faculty of Law, Law
Val Napoleon, Faculty of Law, Law
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2
Proposal for a Graduate Certificate in Indigenous Nationhood

1. Identification of New Program
1.1. Graduate Certificate in Indigenous Nationhood (IN)

1.2. Academic Units Offering the New Program
Faculty of Social Sciences
Faculty of Law
Faculty of Human and Social Development
Faculty of Graduate Studies

1.3. Anticipated Program Start Date
January 2017

1.4. Name, Title, Phone Number and E-mail Address of Contact Person(s)
Heidi Kiiwetinepinesiik Stark, Assistant Professor, Political Science, 250-721-6430, starkh@uvic.ca

Jeff Corntassel, Associate Professor and Director, Indigenous Governance 250-721-6440, ctassel@uvic.ca

John Borrows, Professor and CRC in Indigenous Law, Faculty of Law 250-721-8168, jborrows@uvic.ca

In recognition of both the Lekwungen and WSÁNEĆ peoples whose territories we work and reside on, and Indigenous Peoples across Turtle Island (North America) whose lands settler states have been built upon, the Indigenous Governance, Political Science and Law programs are committed to delivering a graduate certificate in Indigenous Nationhood (IN). We are institutionally and regionally uniquely positioned to train students in the area of Indigenous Nationhood. Students will be exposed to theoretical and applied lines of inquiry centered in IN through the lens of decolonization and resurgence, Aboriginal and Treaty Rights and Indigenous legal traditions, critical dialogues on diplomacy and sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical, and methodological approaches within the fields of Indigenous governance, politics and law.

The Faculties of Social Science, Human and Social Development, and Law will offer the certificate, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. The Indigenous Nationhood certificate will draw on faculty members and courses from the Political Science department, the school of Indigenous Governance and Faculty of Law. Core IN courses will be taught by faculty from the Indigenous Nationhood Program Committee, comprised of participating faculty. Each year, the Indigenous Nationhood certificate will offer the
IN Core Courses (IN 601: Foundations in Indigenous Nationhood and IN 697: Capstone Experience). In addition, each participating unit has agreed to offer at least one of the elective courses each year from their respective unit. The IN Core Course (IN 601) will be taught by the IN director. IN 697 will be coordinated by the Director of Indigenous Nationhood and overseen by the Program Committee.

2.1. Program Committee
The IN Program Committee will be established by vote of the participating faculty and student representatives at the inaugural meeting of the Program in September each year. The Committee may be a Committee of the Whole, consisting of all the participating faculty and student representatives. The Director will invite IN students to select one representative to the IN Program Committee. The Program Committee will determine the number of representatives to be selected and the procedure for selection, as required. If a select Program Committee is established, it will include (whenever possible) at least one student representative and at least one faculty member from each of the participating departments. Gender balance will also be an objective.

2.2. Program Director
The Program Coordinator for the Indigenous Nationhood certificate will serve for one three-year term and the leadership will rotate to a different unit upon completion of each three-year term. The IN Program Director is responsible to the IN Program Committee and the Dean of Graduate Studies. The Director will be in charge of the day-to-day administration of the program and take responsibility for promoting and developing the Program within the University and advertising it elsewhere. The Director will convene the Program Committee as required to deal with policy issues. He or she will also chair the Admissions Committee and deal with student inquiries and concerns. Prior to completion of the current Director’s term, the Program Committee will issue a call for nominations for his or her successor. As necessary, there will be a secret ballot of the Committee to determine the preferred nominee for the Directorship; that person’s name will be placed before the participating faculty, who must approve the candidate by a two-thirds majority in a secret ballot. The name of the candidate will be placed before the Deans of Social Sciences, Human and Social Development, and Law for their approval. If approved, the candidate’s name will go forward to the Dean of Graduate Studies. If the Dean of Graduate Studies approves, the candidate shall be appointed for a term of up to three years.

It is understood that this director position will rotate between the three participating units. The IN Director will be entitled to one course release after the three consecutive-year term of duty. As a general rule, releases cannot be carried forward. The IN 601 course will normally count toward a faculty member’s regular load, and the Department concerned will receive sessional funding to enable the faculty member to teach the IN course rather than a Departmental offering.
2.3. Rationale for Unit Collaboration
We have decided to launch the new graduate certificate in Indigenous Nationhood with three units (Indigenous Governance, Political Science and Law) for the following reasons: First, all three units provide a critical, international comparative context for Indigenous nationhood derived specifically from scholarship by Indigenous scholars. When starting the new IN certificate, this is an important consideration in terms of the community-centered work that will result from this collaboration and is also what prospective students in this emerging field of inquiry are seeking. Second, each of these three units focuses on questions of Indigenous self-determination and resurgence in distinct but complementary ways, which can lead to important new findings in the field and promotes the further development of cutting-edge research in these emerging areas of inquiry. Third, there is a long history of previous collaboration between the faculty members of these three units. Faculty members from all three units regularly serve on each other’s students’ PhD or MA committees (several of the faculty members in the proposed IN certificate are cross-listed with the corresponding units), collaborate on research projects together, and have taught in each other’s units. Given this previous history of successful collaboration and shared understanding of the expectations and requirements from other IN units, the transition to IN is made more easily than with other academic programs on campus. At this time, it is practical to initiate the Indigenous Nationhood certificate with three academic units with similar research and teaching focus and a long history of collaboration.

Each program brings its own strengths to this collaboration. Political Science provides students with the skills to take up theoretical and empirical lines of inquiry centered in Indigenous politics through the lens of Indigenous comparative politics, diplomacy and political traditions, critical dialogues on sustainable relationships, critical race theory and settler colonialism, and Indigenous-state relations and constitutionalism. These intersections provide a unique opportunity for students to examine varied epistemological, theoretical and methodological approaches within the field of Indigenous Politics. Indeed, many scholars within the field of Indigenous Politics, Governance and Law draw on Political Science because of the discipline’s attention to the study of power, authority and governance in human affairs. Political Science courses examine the social, economic, cultural, historical, geographical and other forces that generate conflicts both within and among societies. Political Science scholarship explores, for example, concepts of Indigeneity and Indigenous political rights to show how Indigenous peoples have developed strategies to defend and demand recognition of their national character and rights. This work often requires scholars to draw on various political traditions to critically engage western political thought and practice. Further, Political Science is committed to an examination of Indigenous peoples’ “place” within contemporary constitutional democracies while developing a greater understanding of the meaning of rights in general, the nature of a just political dialogue, historical reparations, and political justice.
The University of Victoria Faculty of Law is internationally recognized for its leading scholarship in the field of Aboriginal Law and Indigenous Rights. Faculty research is historically informed and culturally aware, addressing issues of governance, power, and community. Adopting a pluralist and transystemic approach to law, UVic’s internationally recognized researchers address questions relating to theory, policy, and practice in the relations between and among Indigenous peoples and modern states at the local, national, regional, and international levels. UVic’s law program attracts students interested in the study of Indigenous law by providing opportunities through the Law Centre and Environmental Law Centre clinics, the Kawaskimimhon National Aboriginal Moot, the Hakai Institute, and an Aboriginal Cultural Awareness Camp where Indigenous and non-Indigenous students are able to learn about the values, customs, and beliefs of First Nations in British Columbia. The Faculty of Law has strong theoretical development in the area of both Aboriginal law and Indigenous legal traditions. Legal scholarship interrogates not only what law is, but also questions how we work with law. This area of research and academic training pushes students to critically consider how Canadian law has been developed and its treatment of Indigenous nations. Furthermore, the Faculty of Law has worked closely with First Nations to unearth and revitalize Indigenous legal traditions that give shape and meaning to Indigenous political practices.

The Indigenous Governance (IGOV) program is recognized worldwide for its relevance and applicability to Indigenous communities. Research and course content are informed by a deep respect for Indigenous knowledge and traditions as well as a thorough understanding of the current political realities of Indigenous communities. The Indigenous governance program has a strong theoretical development in areas of Indigenous resurgence, governance, nationhood and decolonization. IGOV provide land-based curricula centered on experiential learning and has a long history of successful collaboration with local and regional First Nations as well as Kanaka Maoli (Hawai‘i) and Maori (Aotearoa/New Zealand). Indigenous Governance is especially well suited to train students in the development of Indigenous research methods that are easily adaptable to Indigenous nations. Courses place an emphasis on applied research with relevance and responsibility to Indigenous nations. Commitment to community is central to the IGOV approach to learning. The Program’s aim is to prepare students for leadership roles, providing opportunities outside of the classroom that teach, practice, and honor Indigenous ways of knowing through experience and active involvement with local Indigenous communities.

Bringing these three programs together enables students to examine the intersections of law, politics, and governance with a focus on Indigenous nations and peoples. They will be trained in a variety of areas that account for how Indigenous governance and legal traditions have been impacted by colonialism as well as how asymmetrical power relations continue to inform possibilities for decolonization and resurgence. This certificate builds on the strengths of these three units to create a unique educational (intellectual and institutional) experience for students that cannot be attained through one of these units alone.
2.4. Faculty Participation
An individual faculty member in any unit may apply to the IN Program Committee to become a participating faculty member. A participating faculty member must have appropriate theoretical expertise within the field of Indigenous Nationhood and be committed to the aims and objectives of the Program. The Program Committee will review every applicant’s credentials carefully, and make a recommendation to the participating IN faculty. A prospective faculty member must receive the support of at least two-thirds of the existing IN faculty members to be appointed as a participating IN faculty member. Such an appointment is subject to the written approval by the Dean of Graduate Studies, which will be solicited by the IN Director from the Dean of GS.

2.5. Resource Plan
The IN certificate will draw on existing faculty members and courses, adding only one core course requiring faculty instruction. The academic units of the faculty members who teach this core course and serve as the Program Director will be funded to hire sessional replacements.

3. Aims, Goals and/or Objectives
The graduate certificate in Indigenous Nationhood builds on existing BA, MA and PhD programs and on the research and teaching strengths of current faculty members. Additionally, it will formalize a strong multidisciplinary perspective that is becoming increasingly important in this field. One of our goals is to train students at an advanced level in the theoretical, methodological and applied aspects of the emerging field of Indigenous Nationhood to enable them to be future active researchers and engaged community members and scholars. Another goal is to prepare students for careers in teaching, research and/or leadership in Indigenous communities and organizations in fields related to Indigenous Nationhood.

With a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood constitutes a complementary and parallel program to other programs presently in operation at UVic. The core courses, Indigenous studies workshop and sponsored speakers series and events are intended to engender cohesiveness among the students and faculty within the program while providing students with foundational knowledge and core competency from which to pursue their research. Choice of elective courses is intended to provide flexibility so faculty and students can tailor research programs to suit the student interests and research requirements.

3.1. Anticipated Contribution to the UVic, Faculty, and Academic Units’ Strategic Plans
The Indigenous Nationhood certificate would advance the departmental, faculty and university goals of graduate student recruitment and retention, both for Indigenous and non-Indigenous students. With the expansion of Indigenous programing provincially, nationally and internationally, a new distinct graduate certificate
would signal that the study and enhancement of Indigenous Nationhood remains a priority for the University of Victoria and would build on the strengths of the respective departments and faculties. With the growth of academic positions across Canada and across disciplines with a focus on Indigenous Nationhood, our graduates would be uniquely positioned to further develop research and scholarship in this emerging area and to take up these academic positions. To our knowledge no other Canadian Political Science department or faculty of Law offers an Indigenous Nationhood sub-field option. Furthermore, the Indigenous Governance program offered the first specialization in Indigenous Governance at the Master’s level and is well recognized for its emphasis on leadership and community engagement. By bringing these three strong programs together, students will have the opportunity to develop their research and teaching with premier faculty in the areas of Indigenous Nationhood.

**Anticipated contribution to the mandate and strategic plan of UVic:** A key recommendation in the University’s strategic plan is “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.” Key strategies for achieving this objective include:

- **3a)** utilize the First Peoples House as a focal point for Indigenous student support programs and intercultural understanding.
- **3b)** building on the success of LE,NONET and other initiatives, coordinate, develop and enhance programs of recruitment, retention, education and services for Indigenous students in all faculties.
- **3c)** strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.

The Indigenous Governance, Political Science, and Law programs are well positioned to contribute to these efforts through the development and implementation of a graduate certificate in Indigenous Nationhood. Professors Alfred and Corntassel are already cross-appointed in Political Science, which further eases the transition to the certificate. This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities.

**Building academic-community research:** The IN certificate will strengthen relationships with Indigenous communities through training Indigenous and non-Indigenous students in IN as well as carrying out research projects in collaboration with different Indigenous nations. For example, a number of faculty involved have secured grants to work with Indigenous nations in the area of IN. In order to carry out this work, students will be trained and prepared to work with Indigenous nations. These kinds of community-based research projects are increasingly emphasized by the University and funding agencies such as SSHRC.
Wider university benefits: The graduate certificate in Indigenous Nationhood will build on existing strengths within Political Science, Indigenous Governance and Law and would fill a gap within UVic graduate programs in an area that is of high interest to graduate students. Further, collaboration across these programs in the development of a graduate certificate could lay the groundwork for future development of an interdisciplinary MA and Ph.D. degree in Indigenous Studies.

Leadership: The University of Victoria is nationally and internationally recognized as a leader in Indigenous research and scholarship. Through the development of this graduate certificate in Indigenous Nationhood across the units of Political Science, Law and Indigenous Governance, the University would be at the forefront of Indigenous programming nationally and internationally, and be better positioned in relation to other B.C. universities as well other universities in Canada and the United States who are building their programs.

3.2. Target Audience, Student and Labour Market Demand

Existing student demand: The lack of comprehensive training in the field of Indigenous Nationhood has likely deterred students from applying to any of the three participating graduate programs, many instead seeking other programs that enable them to bring these disparate areas together (e.g. in an individualized interdisciplinary degree program or at another institution). Many of the undergraduate and graduate students at UVic have expressed an interest in applying to and/or participating in a program at the graduate level that provides integrative training and scholarship in these three intersecting areas.

The demand for graduate-level directed studies courses in the field of Indigenous Nationhood has grown significantly. This collaboration will enable students to access graduate level courses in the participating academic units that were previously unavailable to them. Furthermore, there is increased demand for graduate programming in Indigenous Nationhood. Currently, only three doctoral programs in the broader but related field of Indigenous Studies exist across North America, each with a regional tribal focus.

Pedagogical and research contributions: Training in the field of Indigenous Nationhood, through a distinct graduate certificate, would benefit current students and would have no doubt benefitted past students. With the growth of IN as a field of study, offering this certificate would increase student job placement across North America. It will also foster graduate student academic conferencing and publishing opportunities, and increased grant funding where Indigenous research has been recognized as a priority area. Over the last four years, faculty across these three programs have facilitated an Indigenous Studies Faculty and Graduate Student Workshop that has fostered collaboration and generated increased support and unification for IN research on campus.

National and international institutionalization of IN: Professional organizations, such as the American (APSA) and Canadian (CPSA) Political Science associations, now
have distinct sections on Indigenous Politics. The exponential growth of the Native American and Indigenous Studies Association (NAISA) over recent years also signals the increasing importance of Indigenous Studies. There has also been increasing interest in Indigenous Politics in traditional Political Science subfields (e.g. CPSA 2013 - IR workshop). The Indigenous Bar Association is committed to the institutional exploration of Indigenous Legal Traditions. A number of academic journals also take Indigenous Nationhood as their focus, such as *Indigenous Law Journal*, *American Indian Law Review*, *Native American and Indigenous Studies Journal*, *Aboriginal Policy Journal*, *Native Studies Review*, *American Indian Quarterly*, *American Indian Culture and Research Journal* and *Wicazo Sa*.

**Strategic funding opportunities:** External-funding opportunities dedicated to Indigenous research are increasingly available (e.g. SSHRC priority area, success of UVic Indigenous students receiving three of six nominations for the Trudeau Fellowships in 2013, etc.).

4. **Admission requirements**

Although the numbers of Indigenous students enrolled in graduate programs are increasing at UVic, the enrolments are consistent with national and provincial data indicating that Indigenous peoples are under enrolled in post-secondary education relative to the larger Canadian population. Indigenous students face several significant challenges at the post-secondary level, which has been noted in the Truth and Reconciliation’s Calls to Action for eliminating “educational and employment gaps between Aboriginal and non-Aboriginal Canadians.” Other challenges that Indigenous students face within a university setting include an inability to gather resources necessary to pursue secondary education, as well as balancing university requirements with family and community responsibilities. Given that most of these challenges stem directly from the enduring effects of systemic racism and social/legal policies and practices that have affected Indigenous people and communities, including the disruptive and damaging impacts of the residential school system, we have set tuition costs for the certificate at a reasonable and accessible level in order to maximize Indigenous student involvement. Following a fee structure similar to the LATHE certificate, for concurrent University of Victoria graduate students there is a one-time program fee for the whole 7.5 unit certificate:

- **Domestic:** $723.56 plus $114.50 for the application fee.
- **International:** $863.16 plus $140.50 for the application fee.

4.1. **Program Entry Options**

In order to promote the timely completion of the certificate along with a concurrent degree program, the certificate has been structured to enable students taking the certificate of Indigenous Nationhood concurrently with a degree program from a participating unit to utilize their elective options toward completion of the certificate. Appendix I lays out the most efficient way for students to complete the certificate along with a degree in a participating unit. Each unit controls the
requirements of their respective degree and thus, while the IN certificate requirements remain uniform, the approach varies with each program.

**Note** that the IN certificate is not intended for laddering into the participating UVIC doctoral program.

There are two options for applying to the certificate in Indigenous Nationhood, depending on the student’s graduate program:

**Option A: Undertaking the Graduate Certificate in IN as complimentary to an existing graduate degree in one of the participating units.**
If a student is applying to a graduate program in Political Science, Law, or Indigenous Governance at UVic, and wants to pursue the graduate certificate in IN, they should ideally apply at the same time: IGOV (Indigenous Governance with IN), POLI (Political Science with IN), and Law (Law with IN). However, a student can decide at any point during their graduate program to make application to the graduate certificate in Indigenous Nationhood.

**Option B. Undertaking the Graduate Certificate in Indigenous Nationhood as a freestanding certificate**
Students in a UVIC academic unit other than one of the three participating units, students from another university, or qualified professionals seeking to undertake the graduate certificate in Indigenous Nationhood would need to apply to the Faculty of Graduate Studies and be reviewed by the program committee for admission

Whether students are applying under option A or B, their application must contain the following documents (in addition to the requirements of their home department where appropriate):
- a two-page statement of intent with respect to participation in the graduate certificate in IN, indicating specific areas of research and academic interest;
- a sample of academic writing in English demonstrating ability to produce high-quality work that analyzes and interrogates a particular issue relevant to IN and that reaches beyond the limits of a single discipline.

Note: all applicants are normally expected to have some background in Indigenous Governance, Politics and/or Law, or other related experience.

**Application deadlines**
The Application deadline for the Indigenous Nationhood certificate is **March 31st**

The certificate deadline is established to promote application into the certificate upon acceptance into a participating unit. Application deadlines for the participating units vary depending upon the student’s home department:
- **Indigenous Governance** - February 28.
• **Political Science** - 15 January; 15 December for applicants who hold any post-secondary transcripts from academic institutions outside of Canada.

• **Law** – Canadian applicants 31 January; international applicants 7 January.

• **Graduate Studies** – See calendar for application deadlines for other academic units or for an individualized interdisciplinary graduate program, as well as for direct application to the graduate certificate program in IN.

The IN admissions committee will review applications once a year, usually in April. The committee will contact students as soon as it make its decision, and official university notification will arrive shortly afterwards.

### 4.2. Admissions Committee

There will be a student Admissions Committee consisting, where possible, of at least one faculty member from each of the participating departments. The Director will chair the Committee. In consultation with the Graduate Admissions and Records Office and the Graduate Advisers of the participating departments, the Committee will establish appropriate procedures for reviewing student applications to the Program. Admission to a particular department does not guarantee admission to the Program, nor does admission to the Program guarantee admission to a department. The Admissions Committee will consider applications from students who have already been admitted to a graduate program at the University of Victoria, as well as from students who are seeking admission.

### 5. Areas of specialization and evidence of adequate faculty complements

See Appendix II

### 6. Program requirements

The graduate certificate in IN requires 7.5 units of study.

- The foundational course for the graduate certificate in IN is IN 601: Foundations of Indigenous Nationhood.

- In addition to the 1.5 units of IN 601, students must complete a total of 4.5 units from electives. Students must take one 1.5 unit course from each of the three participating units. For course offerings, see the list of approved elective courses.

- The final requirement is participation in IN 697: Capstone Experience. This course is 1.5 units and will involve either a comprehensive examination of Indigenous Nationhood or a committee-approved community internship, co-op placement, or other community-based work/service-integrated learning opportunity.

### 7. Curriculum Design

**Core IN Course:**

IN 601 Foundations of Indigenous Nationhood (new course)

This is a required foundational course for all incoming IN students. It offers a survey of the major historical and contemporary themes and issues in
Indigenous governance, politics and law. The course enables cross-disciplinary engagement in such areas as politics of recognition and refusal, revitalization and resurgence, nationhood and treaty-making, Indigenous critical theory, and Indigenous legal and political traditions.

**IN 697: Capstone experience.**
This capstone course is meant to provide an integration and synthesis of concepts, principles and practices discussed throughout the program. Students will write an integrative examination of IN (see suggested reading list and exam instructions), demonstrating their knowledge of the field of Indigenous Nationhood. Students can instead choose to participate in a community internship, co-op or other community-based work/service-integrated learning opportunity. In this case, they must be able to demonstrate their knowledge of the field of Indigenous Nationhood through the completion of an academic portfolio, developed in conversation with and approved by the Program Committee.

**Elective Course Offerings** (all courses are currently approved and offered regularly):
- **IGOV 540 Indigenous Resurgence**
- **IGOV 550 Indigenous Peoples and Self-Determination**
- **Law 340 Indigenous Lands, Rights and Governments**
- **Law 368 Indigenous Feminist Legal Theory**
- **Law 395 Comparative Indigenous Rights**
- **Law 397 Indigenous Legal Theories**
- **Poli 463/533: US/Canadian Comparative Indigenous Law and Policy**
- **Poli 533/633/Law 343: Special Topics Focus on Indigenous Politics**

**IGOV 540 Indigenous Resurgence:** This course will centre on the practices of Indigenous resurgence from theoretical underpinnings to strategic organizing to on the ground action. It will lead students toward a deeper understanding of Indigenous experiences and knowledges related to liberatory and decolonizing strategies in six key resurgence projects through engagement with readings, discussions, guest speakers and critical personal reflection illuminating key aspects of thought and action from a number of traditions and movements.

**IGOV 550 Indigenous Peoples and Self-Determination:** Indigenous peoples in Canada and around the world assert self-determination as being crucial for community survival and regeneration in all facets of life, including (but not limited to) governance, hunting and fishing, honoring homeland/water relationships, revitalizing languages, engaging in ceremonial life, remembering sacred living histories, and strengthening families/clans. This course examines prevalent theories and strategies for pursuing Indigenous self-determination from both inside and outside the state-centric global capitalist system and reflects on the realization of these goals. How are Indigenous peoples rearticulating powers of self-determination through their everyday actions of
resistance and regeneration? How are processes of self-determination, decolonization and resurgence intertwined? And how are Canada and other countries responding to Indigenous mobilization for freedom and self-determination?

Law 340 Indigenous Lands, Rights and Governments: This course examines the major legal issues concerning Indigenous peoples (Indian, Inuit and Metis) in Canada. It will explore the development of Canadian case law relative to these groups and its simultaneous preservation and dispossession of Indigenous people’s rights. It will provide an overview of aboriginal title, treaties, the distribution of legislative authority with respect to Aboriginal peoples, fiduciary law, the treatment of Aboriginal women in Canadian law, Aboriginal child welfare and criminal justice issues. Comparisons will be drawn from other countries dealing with Indigenous Rights. In exploring these issues the course will also examine aspects of legal pluralism, and assess a variety of normative and political justifications for aboriginal rights.

Law 368 Indigenous Feminist Legal Theory: This seminar course takes an interdisciplinary and intersectional approach to selected legal issues concerning indigenous women in Canada and elsewhere. Students will critically examine a range of legal and political issues (i.e., indigenous feminisms, indigenous feminist legal theories, citizenship, nationhood and political collectivities, governance, aboriginal rights and title, Charter rights and freedoms, human rights, Indian Act, indigenous legal traditions, and criminal justice). This is not a course about developing solutions to the political, economic and social challenges facing indigenous women and their families in contemporary Canadian and indigenous societies. Rather, in this course students will be invited to engage in creative critical thinking, and will examine case studies in a way that examines the continuum between practice and theory. Students will explore indigenous feminist perspectives and employ a standpoint analysis to examine and discuss indigenous women’s various experiences and perspectives; develop an overall analysis of the political, economic, legal, and social challenges faced by indigenous women; work toward a rigorous development and articulation of indigenous feminist legal theories, and; present weekly questions for discussion.


Law 397: Indigenous Legal Theories: Focuses on developing theoretical legal perspectives about Indigenous law, its engagement, operation, and practice.
Explores and challenges a range of theoretical approaches including Indigenous interpretive theories, Indigenous critical theories, and Indigenous feminist legal theories, broad theoretical constructs and theorization of specific themes within selected legal orders (e.g., property, lands and resources, justice, or gender). Engages western legal and political theories, Indigenous law research methodologies and substantive law, and Indigenous political and legal scholarship.

Poli 463/533: US/Canadian Comparative Indigenous Law and Policy: Indigenous nations maintain a unique legal and political relationship with the United States and Canada. Indigenous peoples, as the original inhabitants, engaged in diplomatic accords and treaties with newcomers that outlined their sovereign status and national character. In addition, the United States and Canada have further recognized and entrenched Indigenous rights within their state constitutions, statutes, executive orders, and judicial decisions. Yet, the United States and Canada continue to move away from the early principles outlined in their diplomatic relations with First Nations, instead placing narrow definitions and numerous constraints on Indigenous nations’ abilities to exercise their inherent sovereignty. This course will compare and contrast US and Canadian Indigenous law and policy, paying particular attention to the constitution, court cases, and legal doctrines.

Poli 533/633/Law 343: Special Topics in Indigenous Politics: This course introduces students to the field of Indigenous politics. Drawing on recent publications, students will be exposed to the seminal concerns taken up within the field of Indigenous Politics. The scholarly field of Indigenous politics emerged out of and has been primarily engaged in the quandaries and contestations surrounding sovereignty, nationhood and indigeneity. With the emergence of Indigenous Studies (Native Studies) as an autonomous discipline, scholars have pushed back and challenged western disciplinary inquiries and responded to Indigenous community concerns. Scholars have increasingly turned their attention to the political, social and economic concerns facing Indigenous communities; detailed the impacts of colonialism and state formation through an examination of Indigenous-state relations; and critiqued western disciplinary inquiries that objectify Indigenous nations and eclipse Indigenous epistemologies. This course, focusing on Indigenous politics in Canada, draws out the historiography of the field through an examination of central themes present in the scholarship: politics of recognition and refusal, revitalization and resurgence, nationhood and treaty-making, Indigenous critical theory, and Indigenous legal traditions.

7.1. Schedule of course delivery
Students will be admitted to the graduate certificate in IN every Fall, and IN 601 will be offered every fall as the foundational course. The electives listed above are consistently offered by each of the participating units but rotation is based on consultation with department/program, according to the MOU.
7.2. Delivery methods
On campus delivery, with potential for field experience (land-based courses) and/or study abroad under existing agreements (with Hawaii, New Zealand, Australia and continental United States.)

7.3. Linkages between the learning outcomes and the curriculum design
The specific learning outcomes for each course are found in the course outlines, which are available upon request. Overall, the aims of the graduate certificate in Indigenous Nationhood are to develop student knowledge of current and emerging Indigenous frameworks, and provide a solid grounding in a broad selection of some of the most important studies, conversations and debates in the field of Indigenous Nationhood. At the end of the program students will demonstrate the ability to:

- Understand and describe, at an advanced level, the theoretical, methodological and applied aspects of the emerging field of IN;
- Demonstrate an understanding of the different perspectives and types of analysis/synthesis that are brought to bear on IN issues in the fields of Political Science, Indigenous Governance and Law;
- Demonstrate an understanding of research principles, methods and practices across the three fields as they related to IN, including essential skills in the gathering, organization and deployment of evidence, and the use of data and information derived from a variety of primary and secondary sources;
- Demonstrate oral and written communication abilities, including the ability to construct a reasoned argument, synthesize relevant perspectives and exercise critical judgment;
- Demonstrate skills essential for careers in teaching, research and/or leadership in Indigenous communities/organizations in the fields of IN.

Learning outcomes for new courses:
IN 601: Foundations of Indigenous Nationhood; this foundational course will survey the field. Students will be able to demonstrate:

- An understanding, at an advanced level, of the theoretical, methodological and applied aspects of the emerging field of IN;
- An understanding of the challenges that articulations of Indigenous nationhood present for dominant state and non-state discourses;
- Articulate the new directions Indigenous nationhood research and scholarship promotes for Indigenous nations;
- Articulate the challenges and opportunities Indigenous nationhood scholarship poses for western disciplines such as anthropology, law, political science, history, and gender studies.

IN 697 Capstone Experience is an opportunity for students to demonstrate the culmination of their knowledge attained through the Certificate. Students will be able to demonstrate:

- An understanding of the different perspectives and types of analysis/synthesis that are brought to bear on IN issues in the fields of
Political Science, Indigenous Governance and Law;
- Knowledge of the breadth and depth of scholarship on Indigenous Nationhood;
- An ability to critically discern between different theoretical, epistemological, and methodological approaches to research in Indigenous Nationhood;
- An ability to develop critical arguments, supported by extensive evidence and capable of drawing on and distinguishing between scholarly debates in the field of Indigenous Nationhood.

7.4. Use and purpose of practica, co-op, or work terms
There is no requirement for participation in a work term or practice, though students may opt to undertake a community based experiential learning opportunity as part of the IN 697.

7.5. Residency requirements and anticipated times to completion
The certificate in IN is designed to be completed in 1-2 years. There are no specific residency requirements.

7.6. Policies on student evaluation
The assessment and grading of students for the certificate in Indigenous Nationhood will follow established guidelines detailed in departmental and university policies.

8. Enrolment plan for the length of the program
The certificate in Indigenous Nationhood is open to both Masters and Ph.D. students. We anticipate an intake of 6-8 students per year in the graduate certificate in IN, resulting in a steady state of 12-16 students in the program in future years. These numbers are estimates based on expressions of interest from existing and prospective students, as well as a fit with pedagogical goals for the program, and instructional capacity.

9. Plans for on-going assessment of program success
An initial review of enrolments, student retention and student success in the program will be undertaken after three years of program operation. Consideration will also be given to teaching evaluations and student satisfaction surveys. Students will also be followed to determine their engagement and success in other aspects of their academic programs, employment and career opportunities. Ongoing academic program reviews will follow standard university policy and practice.

10. Related programs in your own or other British Columbia post-secondary institutions
See Appendix VII of related programs across Canada. None of these programs currently provide the specialized training we are looking to offer through the graduate certificate in Indigenous Nationhood. The two most closely related programs are the University of Hawaii Indigenous Politics (UHIP) program and the
Political Science program at UBC which has recently attracted a number of graduate students interested in a study of Indigenous politics and nationhood due to their close relationship with First Nations Studies and the University’s committed growth of Indigenous faculty through cluster hires and Canadian Research Chairs specializing in Indigenous areas. UHIP concentrates on Indigenous Nationhood, specific to and contextualized within, the program’s geographic location, with Native Hawaiian and Pacific Island studies driving the content. UBC presents the greatest competition for students due to the recent hire of four additional Indigenous faculty members to strengthen their growing First Nations studies program that already consisted of four faculty members. A certificate in Indigenous Nationhood brings together the core faculty at UVIC that specialize in this research area to highlight the strengths and attributes of course offerings and programs at UVIC taught by internationally renowned faculty. With 7 core faculty comprising the membership across three units, the certificate in Indigenous Nationhood better highlights the potential collaborations and partnerships that have already been informally in existence, enabling greater access to coursework and faculty across the three units.
APPENDIX I: GRADUATE CERTIFICATE IN INDIGENOUS NATIONHOOD (IN)

**Graduate Certificate in Indigenous Nationhood requirements:**

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<th>Requirements</th>
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<tr>
<td>IN 601 (Foundations in Indigenous Nationhood – core course)</td>
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</tr>
<tr>
<td>Elective courses (1.5 units from IGOV, LAW, and POLI)</td>
<td>4.5</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
<td>1.5</td>
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<td>Total units</td>
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**EXAMPLE FOR POLI STUDENT:**

**Standard POLI PhD program requirements WITHOUT certificate:**

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<tr>
<td>Elective courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Professional Development Seminar (POLI 600)</td>
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<tr>
<td>POLI 693 (Completion of Candidacy Exams)</td>
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<td>Dissertation Proposal and completed Dissertation (POLI 699)</td>
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<td>Total units</td>
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**POLI PhD program requirements WITH certificate:**

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<th>Requirements</th>
<th>Units</th>
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<tbody>
<tr>
<td>3.0 units of field seminars:</td>
<td>3.0</td>
</tr>
<tr>
<td>- 1.5 units in IN 601 and</td>
<td></td>
</tr>
<tr>
<td>- 1.5 units in one of POLI 607, 608, 609, 616, 640 (POLI course counts toward 1.5 IN elective requirement, IN course counts as one of two classes allowed from outside POLI)</td>
<td></td>
</tr>
<tr>
<td>Elective courses:</td>
<td>6.0</td>
</tr>
<tr>
<td>- 3.0 units in POLI elective courses</td>
<td></td>
</tr>
<tr>
<td>- 3.0 units in preapproved IN elective courses (1.5 units must be in IGOV and 1.5 units must be in LAW; one of these courses will count toward the POLI requirement of 4.5 units of electives)</td>
<td></td>
</tr>
<tr>
<td>Professional Development Seminar (POLI 600)</td>
<td>1.5</td>
</tr>
<tr>
<td>POLI 693 (Completion of Candidacy Exams):</td>
<td>3.0</td>
</tr>
<tr>
<td>- 1.5 units in IN 697 will makeup one of two required candidacy exams</td>
<td></td>
</tr>
<tr>
<td>- 1.5 units from second candidacy exam in one of the POLI subfields (Political Theory, Comparative, International Relations, Canadian Politics, or Public Policy and Governance)</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal and completed Dissertation (POLI 699)</td>
<td>30.0</td>
</tr>
<tr>
<td>Total units</td>
<td>43.5</td>
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</table>
### Standard POLI MA program requirements WITHOUT certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>3.0 units of field seminars (POLI 507, 508, 509, 516, 540; CSPT 5011 POLI 510)</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective courses (one must be in POLI)</td>
<td>3.0</td>
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<tr>
<td>Thesis Proposal and completed thesis (POLI 599)</td>
<td>9</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
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</table>

### POLI MA program requirements WITH certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
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</thead>
<tbody>
<tr>
<td>3.0 units of field seminars:</td>
<td>3.0</td>
</tr>
<tr>
<td>- 1.5 units in IN 601 and</td>
<td></td>
</tr>
<tr>
<td>- 1.5 units in one of POLI 507, 508, 509, 516, 540 (POLI course counts toward 1.5 IN elective requirement, IN course counts as one of two classes allowed from outside POLI)</td>
<td></td>
</tr>
<tr>
<td>Elective courses:</td>
<td>4.5</td>
</tr>
<tr>
<td>- 1.5 units in POLI, must be preapproved IN elective course (1.5 units counts toward POLI 3.0 elective course requirement)</td>
<td></td>
</tr>
<tr>
<td>- 3.0 units in preapproved IN elective courses (1.5 must be in IGOV and 1.5 must be in LAW; one of these courses will count toward the POLI requirement of 3.0 electives)</td>
<td></td>
</tr>
<tr>
<td>IN 697</td>
<td>1.5</td>
</tr>
<tr>
<td>POLI 599</td>
<td>9.0</td>
</tr>
<tr>
<td>Total Units</td>
<td>18</td>
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### EXAMPLE FOR LAW STUDENT:

### LAW Ph.D program requirements WITHOUT certificate:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
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<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 693 (PhD Candidacy Examination)</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW 699 (PhD Dissertation)</td>
<td>21.0-36.0</td>
</tr>
<tr>
<td>Total units</td>
<td>30.0-45.0</td>
</tr>
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### LAW Ph.D program requirements WITH certificate

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
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<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
</tbody>
</table>
- Must take IN 601 for this requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline):</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take 1.5 units of IN electives for this requirement</td>
<td></td>
</tr>
<tr>
<td>Two additional IN elective</td>
<td>3.0</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 693 (PhD Candidacy Examination)</td>
<td>3.0</td>
</tr>
<tr>
<td>LAW 699 (PhD Dissertation)</td>
<td>21.0-36.0</td>
</tr>
<tr>
<td>Total units</td>
<td>34.5-49.5</td>
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**LAW LLM program requirements WITHOUT certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 599</td>
<td>9</td>
</tr>
<tr>
<td>Total units</td>
<td>15</td>
</tr>
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**LAW LLM program requirements WITH certificate**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 501 (Graduate Seminar in Law and Society)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 502 (Graduate Seminar in Applied Legal Methodology)</td>
<td>1.5</td>
</tr>
<tr>
<td>One non-law graduate-level seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take IN 601 for this requirement</td>
<td></td>
</tr>
<tr>
<td>One additional course (may be an upper-year law undergraduate course, law graduate course, or graduate-level course in another discipline):</td>
<td>1.5</td>
</tr>
<tr>
<td>- Must take 1.5 units of IN electives for this requirement</td>
<td></td>
</tr>
<tr>
<td>additional 3.0 units of IN elective</td>
<td>3.0</td>
</tr>
<tr>
<td>IN 697 (Capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td>LAW 599</td>
<td>9</td>
</tr>
<tr>
<td>Total units</td>
<td>19.5</td>
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**EXAMPLE FOR IGOV STUDENT:**

**IGOV PhD under SPARR program requirements WITHOUT certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550)</td>
<td>6.0</td>
</tr>
<tr>
<td>Additional Coursework chosen in consultation with student’s</td>
<td>6.0</td>
</tr>
<tr>
<td>Supervisory Committee</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>IGOV 693 (Candidacy Exam)</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV 699 (Dissertation)</td>
<td>30.0</td>
</tr>
<tr>
<td>Total Units</td>
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**IGOV PhD program requirements WITH certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550) Counts toward 1.5 elective course for IN requirement</td>
<td>6.0</td>
</tr>
<tr>
<td>Additional Coursework chosen in consultation with student’s Supervisory Committee:</td>
<td>6.0</td>
</tr>
<tr>
<td>- This must include 1.5 units in IN 601 and 3.0 units in pre-approved IN elective courses (of these elective courses, 1.5 units must be from POLI and 1.5 units must be from LAW)</td>
<td></td>
</tr>
<tr>
<td>IGOV 693 (Candidacy Exam)</td>
<td>3.0</td>
</tr>
<tr>
<td>IN 697</td>
<td>1.5</td>
</tr>
<tr>
<td>IGOV 699 (Dissertation)</td>
<td>30.0</td>
</tr>
<tr>
<td>Total Units</td>
<td>46.5</td>
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</table>

**IGOV MA program requirements WITHOUT certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550)</td>
<td>6.0</td>
</tr>
<tr>
<td>Elective</td>
<td>1.5</td>
</tr>
<tr>
<td>IGOV Mentorship</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV Community Governance Project</td>
<td>4.5</td>
</tr>
<tr>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

**IGOV MA program requirements WITH certificate:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Governance core courses (IGOV 520, IGOV 530, IGOV 540, IGOV 550) Counts toward 1.5 unit elective course for IN requirement</td>
<td>6.0</td>
</tr>
<tr>
<td>Two IN elective courses (one from LAW and one from POLI) fulfills IGOV elective course requirement</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV Mentorship</td>
<td>3.0</td>
</tr>
<tr>
<td>IGOV Community Governance Project</td>
<td>4.5</td>
</tr>
<tr>
<td>IN 697</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Units</td>
<td>18</td>
</tr>
</tbody>
</table>
Appendix II: Faculty Bios

Taiaiake Alfred
Gerald Taiaiake Alfred is a Full Professor in IGOV and in the Department of Political Science. He specializes in studies of traditional governance, the restoration of land-based cultural practices, and decolonization strategies. He has been awarded a Canada Research Chair, a National Aboriginal Achievement Award in the field of education, and the Native American Journalists Association award for best column writing. Educated at Concordia University in Québec and Cornell University in New York, Taiaiake’s writing includes scholarly articles, essays in newspapers, magazines and journals, stories, book-length research reports for First Nations and Canadian governments, as well as three published scholarly books, Wasáse: Indigenous Pathways of Action and Freedom (University of Toronto Press, 2005), named in 2010 as one of the most influential books in Native Studies by the Native American and Indigenous Studies Association; Peace, Power, Righteousness (Oxford University Press, 1999/2009); and Heeding the Voices of Our Ancestors (Oxford University Press, 1995).

Taiaiake’s current research involves studying the effects of environmental contamination on Indigenous cultural practices, with a special focus on the Mohawk community of Akwesasne. In the context of the United States’ Natural Resources Damages Assessment process, he works as a consultant with a number of Indigenous communities to assess cultural injury due to industrial and nuclear contamination of the natural environment, and to design land-based cultural restoration plans. His previous research and consulting work centered on retraditionalization, structural reform, and leadership training for First Nations governments and organizations. He also spent many a number of years as a researcher, writer, negotiator and advisor for First Nations governments in land claims and self-government processes in his own nation and in British Columbia. Taiaiake was born in Montréal in 1964 and was raised in the Kahnawake Mohawk Territory. Aside from his service in the US Marine Corps as an infantryman during the 1980s, he lived in Kahnawake until 1996.

John Borrows
John Borrows is a world-renowned law professor at the University of Victoria. He’s Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada. Dr. Borrows specializes in Indigenous legal rights and comparative constitutional law. He has written and spoken extensively on Indigenous legal rights and traditions, storytelling, treaties and land claims, and constitutional and environmental law. His publications include Recovering Canada: The Resurgence of Indigenous Law, Canada’s Indigenous Constitution, and Drawing Out Law: A Spirit’s Guide. Dr. Borrows is widely recognized as an authority in the field of Indigenous law, and has received many honors and awards for his work with and for Indigenous peoples in many countries. Dr. Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, and a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC), Canada’s
highest academic honor, and a 2012 recipient of the Indigenous Peoples Counsel from the Indigenous Bar Association, for honor and integrity in service to Indigenous communities.

Jeff Corntassel

Jeff Corntassel (Cherokee Nation), received his Ph.D. in Political Science from the University of Arizona in 1998, and is currently Associate Professor and Graduate Advisor in Indigenous Governance at the University of Victoria. Professor Corntassel’s research and teaching interests include Indigenous political movements, community resurgence, and sustainable self-determination. In 2008 Jeff was awarded the Faculty of Human and Social Development Award for Teaching Excellence. Jeff’s first book, entitled Forced Federalism: Contemporary Challenges to Indigenous Nationhood (2008, University of Oklahoma Press), examines how Indigenous nations in the U.S. have mobilized politically as they encounter new threats to their governance from state policymakers. Jeff’s next book is a co-edited volume (with Professor Tom Holm) entitled The Power of Peoplehood: Regenerating Indigenous Nations (Forthcoming), which brings together native scholars from Canada and U.S to discuss contemporary strategies for revitalizing Indigenous communities. Other works in progress focus on notions of sustainable self-determination, practicing insurgent education, and a comparative critique of state apologies/truth and reconciliation efforts as they impact Indigenous nations in Canada, Australia, Guatemala and Peru. Jeff’s research has been published in: Alternatives, American Indian Quarterly, Global Governance, Human Rights Quarterly, Nationalism and Ethnic Studies, and Social Science Journal.

Rita Kaur Dhamoon

Rita Kaur Dhamoon received her BA (Politics with Social Administration) from the University of Loughborough, UK, and MA (British Politics) at the University of Essex, UK. Her PhD is from UBC (2005). Before joining the University of Victoria as an Assistant Professor in 2012, she held a position at the University of the Fraser Valley (2008-12), a SSHRC Postdoctoral Fellowship at the University of Victoria (2007-08), and a Grant Notley Memorial Postdoctoral Fellowship at the University of Alberta (2005-07).

Her research interests have centered on issues of identity/difference politics and power, including multicultural policies and theories, culture, Canadian nation-building, gender politics and feminism, intersectionality, critical race studies, post-colonial and anti-colonial politics, democratic politics. As well as journal articles and book chapters, she has published a book called Identity/Difference Politics: How Difference is Produced and Why it Matters (UBC Press, 2009), and co-edited a book on Sexual Justice/Cultural Justice: Critical Perspectives in Theory and Practice with Barbara Arneil, Monique Deveaux, and Avigail Eisenberg (Routledge, 2007). Her current research program is grounded in critical race feminism, and includes a book project on Sikhs in Canada and nation-building; research on intersectionality and solidarity politics between people of colour and Indigenous people; an intersectional analysis of the Canadian Museum of Human Rights, with Dr. Olena
Hankivsky (SFU); research, as a collaborator, in a SSHRC Research-Creation grant for 'Project Barca: New Architectures of Memory & Identity' which brings together intersectionality politics and performance studies; and a collaborative project that explores how students learn and how instructors teach 'difficult' topics on race and racism.

**Val Napoleon**

Val Napoleon (LLB (UVic) 2001, PhD (UVic) 2009, called to the British Columbia Bar in 2002), was appointed Law Foundation Professor of Aboriginal Justice and Governance at the Faculty of Law, University of Victoria on January 1, 2012. She is from north east British Columbia (Treaty 8) and a member of Salteaux First Nation. She is also an adopted member of the Gitanyow (Gitksan) House of Luuxhon, Canada (Frog) Clan. Prior to joining the Faculty of Law at UVIC, she was an associate professor cross-appointed with the Faculties of Native Studies and Law at the University of Alberta.

She worked as a community activist and consultant in northwestern BC for over 25 years, specializing in health, education, and justice issues. She has also worked with a number of regional, provincial, national, and international projects relating to indigenous legal traditions, conflict management, education, and citizenship. Her dissertation on Gitksan law and legal theory was awarded the UVIC Governor General’s Gold Medal for best dissertation in 2009. Her current research focuses on indigenous legal traditions, indigenous legal theory, indigenous feminism, citizenship, self-determination, and governance. Several of her major initiatives include the proposed JID (joint JD and indigenous law degree) program and establishing an indigenous law clinic. She works with numerous community partners on a range of Indigenous law projects, and also with several national and international Indigenous law research initiatives. She has taught and published on aboriginal legal issues, indigenous legal theory, indigenous feminist legal studies, self-government, critical issues in restorative justice, oral traditions, and contemporary aboriginal issues. She also teaches property law. One of her interests is the development of Indigenous law materials that are plain language and non-text for use beyond the university.

**Heidi Kiiwetinepinesiik Stark**

Heidi Kiiwetinepinesiik Stark is an assistant professor in Political Science at the University of Victoria. She is Ojibwe from Turtle Mountain and has a Ph.D. in American Studies from the University of Minnesota. Her research interests include Aboriginal and Treaty rights and Indigenous politics in the United States and Canada. She is the co-editor of *Centering Anishinaabeg Studies: Understanding the World Through Stories* with Jill Doerfler and Niigaanwewidam Sinclair and is the co-author of the third edition of *American Indian Politics and the American Political System* with Dr. David E. Wilkins. Her research background includes collaborative work with Indigenous communities in the United States and Canada. She was awarded a SSHRC Insight Development Grant for her project titled “Sakimay First Nation Governance,” in collaboration with John Borrows which involves students,
Anishinaabe Elders, and Sakimay First Nation community members, and aims to advance the development and resurgence of Anishinaabe political structures and institutions that are informed and shaped by Anishinaabe philosophies, values, and teachings.

**James Tully**

James Hamilton Tully is a founding member of the IGOV program. He is the Distinguished Professor of Political Science, Law, Indigenous Governance and Philosophy at the University of Victoria. After completing his BA at UBC and PhD at the University of Cambridge he taught in the departments of Philosophy and Political Science at McGill University 1977-96. He was Professor and Chair of the Department of Political Science at UVic 1996-01. In 2001-03 he was the inaugural Henry N.R. Jackman Distinguished Professor in Philosophical Studies at the University of Toronto in the departments of Philosophy and Political Science and the Faculty of Law. In 2003 he returned to UVic.

He is Fellow of the Royal Society of Canada and Emeritus Fellow of the Trudeau Foundation. In 2010 he was awarded the Killam Prize in the Humanities for his outstanding contribution to scholarship and Canadian public life. His two-volume work, *Public Philosophy in a New Key* (Cambridge University Press 2008), was awarded the C.B. Macpherson Prize by the Canadian Political Science Association for the best book in political theory written in English or French in Canada 2008-10. He is consulting editor of the journals *Political Theory* and *Global Constitutionalism*, co-editor of the *Clarendon Works of John Locke* and former co-editor of the *Cambridge Ideas in Context Series*. He has published 11 authored & edited volumes and 90 chapters and articles on political theory, the history of political thought, Canadian political and legal theory and Indigenous politics.
APPENDIX III: INSTRUCTIONS FOR IN 697: CANDIDACY EXAM in INDIGENOUS NATIONHOOD

Section I: Indigenous Ways of Knowing & Indigenous Research Methods
Students should choose 20 texts in this section from the master list. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of IN.

Section II: Key Ideas, Debates, Theory, & Practice in IN
Students should choose 40 texts in this section from the master list. Students should ensure that the list covers a wide range of thinkers and perspectives in the field of IN.

Section III: Special Topic in IN
This section will be compiled separately by the student in consultation with the Examining Committee. The special topics list may consist of an expansion of a section from the master list or a topic not covered by the core list. Where possible, students are welcome to expand parts of the list that will complement their prospective thesis research. The special topics reading list will consist of no more than 15 works. Works on the special topics list must not overlap with works and themes already chosen for the core list. In constructing a special topics list, suggestions must retain a multidisciplinary IN focus. While the focus of the current list is Turtle Island (North America), students who wish to examine Indigenous IN are welcome to do so. Members of the Examining Committee may contribute to constructing the special topics list as well.

The final list has to be approved by the entire committee.

Advice on Personalizing the Core Reading List and Preparing for the Exam
Students are encouraged to visit members of the examining committee in developing the reading list and while preparing for the exam. The purpose of such meetings is to provide an opportunity for students to gain an understanding of how various committee members construe the field. Students are strongly advised to make good use of the consultation by doing readings in advance and preparing specific questions or areas of concern.

In building a reading list for their personal exam, students are generally encouraged to select a broad range of readings, with the intent of acquiring a broad familiarity with the literature. Multiple readings from a single author in a single area are justifiable primarily when substantively different issues or positions are staked out.

Please note that many items could justifiably be listed under multiple sections, and students’ readings in areas of specialization could well be found across multiple sub-lists given below. That said, readings ought to fit plausibly under the relevant sections, and come from a broad range of reading areas and authors.
One month before the written exam, the Examining Committee/Field Coordinator will meet with the student to review and clarify the entire process of the exam and answer any questions.

**Question Format for Exam**
The field exam in IN includes a written and an oral component.

All students will answer 3 questions from a choice of 6 questions, one from each of three sections. There will be a choice of two questions from each section. Students have the option of two formats:

1. 5-hour sit-down written exam, to be held in the students’ home department. The exam questions will be provided to the student 24 hours in advance of the exam start time. The exam will be written on electronic equipment that has been approved for this purpose.

2. Take home exam, in which students have 72 hours to complete the written exam.

Students must inform the IN Field Exam Coordinator and home department which format they will be following at least 1 month before the exam date.

After completing the written exam, a copy must be sent to the IN Field Exam Coordinator and to the home department Graduate Secretary/Advisor.

The oral exam will take place within two weeks of completing the written exam, and usually lasts 1.5 to 2 hours.

**Central Elements of the Exam Format**
The examining committee should consist of a minimum of three examiners from IN faculty, and a Chair who does not have to be a member of the IN faculty.

If the student is taking the 5 hour sit down written exam at the University, no notes, reading lists, or other materials may be in the room with the students during the written exam, apart from a clean copy of the exam questions.

During the oral exam, students may have a copy of their tailored reading list, a copy of their own answers, a copy of the exam questions, and notes for any preliminary remarks they may have to begin the exam. Students should bear in mind that these are meant to be supplementary tools, and that the primary purpose of the oral exam is to establish that the student can respond orally in a thoughtful but spontaneous way to oral questions on the written exam.

The oral exam typically lasts one-and-a-half to two hours. The student has the option to make opening remarks to amplify on their answers and/or to clarify them. These opening remarks should be no more than 15 minutes. At least one round of
questions, and potentially two rounds, will follow, with each member of the committee having the right to pose questions and receive answers in each round.

After the committee is satisfied that they have heard what they need to make a decision, the candidate will be asked to leave the room, and the committee will deliberate on the candidate's performance. Assessment of the exam is based on both written and oral components together. Upon reaching a decision, they will invite the candidate back in and advise the student of the committee decision. The committee may also offer advice about the student's next stages, according to the level and quality of the student's performance.

If a student fails the IN Comprehensive/Candidacy Exam, a retake of the failing exam will be allowed within two to four weeks, or in the following term. The committee can judge whether the written and oral portions both need to be re-taken, or whether just one portion is required. If the student fails an exam and the retake, the student must leave the program.

On the day of the oral exam, the Chair will sign a form stating the outcome of the exam and submit to the IN Field Coordinator, along with a printed copy of the exam questions and student answers. The form and exam questions and answers will be kept in the students file to ensure proper record of the work is kept and sent to the Faculty of Graduate Studies.
APPENDIX IV: MASTER READING LIST

SECTION I: Indigenous Ways of Knowing & Indigenous Research Methods
Students must choose 20 texts from section one of this master reading list. The themes in this section include:

- Indigenous Epistemologies and Approaches
- Indigenous Manifestos
- Indigenous Feminisms
- Anti-colonialism, Decolonization, and Postcolonialism

SECTION II: Key Ideas, Debates, Theory, & Practice in IN
Students must choose 40 texts from section two of this master reading list. The themes in this section include:

LAND & TERRITORIES
- The Politics of Making Territory
- Economies and Ecology

INDIGENOUS SUBJECTIVITIES
- Gender and Sexuality
- Indigenous Identities and Peoplehood
- Indigeneity in Global Politics

INDIGENOUS NATIONHOOD
- Indigenous Governance, Self-Determination, Sovereignty, & Nationhood
- Indigenous Legal and Political Traditions & Legal Theory
- Treaty and Diplomacy
- Indigenous Resurgence

CONTESTING COLONIAL ENCOUNTERS AND COLONIAL SOVEREIGNTY
- Locating Place: (De/Re)constructing British Columbia
- Mapping Colonial Relations
- Nation-States, State Constitutions, & Indigenous Rights
- Contesting Settler Colonialism and Settler Sovereignty
- Direct Action, Activism, & Solidarity Politics

SECTION III: Special Topic
Students must select 15 texts for their special topic section-reading list. An area of specialization can be selected from any of the topics/themes listed in the master IN reading list, or students can propose a different special topic of their choosing with approval from the Examining Committee. The Special Topic readings should NOT overlap with other readings on the students’ list.
SECTION I: INDIGENOUS WAYS OF KNOWING AND RESEARCH METHODS

Indigenous Epistemologies and Research Approaches


**Indigenous Manifestos**


**Indigenous Feminisms**


**Anti-colonialism, Decolonization, and Postcolonialism**


Williams, Robert. *Savage Anxieties: The Invention of Western Civilization,* (New York: Palgrave MacMillan, 2012), select chapters

SECTION II: KEY IDEAS, DEBATES, THEORY, & PRACTICE IN IGPI

LAND

The Politics of Making Territory


Knafala, Louis A. “This is Our Land”: Aboriginal Title at Customary and Common Law in Comparative Contexts” in Louis A. Knafala and Haijo Westra (ed) Aboriginal Title and Indigenous Peoples: Canada, Australia, and New Zealand.


http://www.ubcic.bc.ca/Resources/rlq.htm#axzz22iHsRRtB
Economies and Ecology


INDIGENOUS SUBJECTIVITIES
Gender and Sexuality


**Indigenous Identities and Peoplehood**


Tallbear, Kim. 2013. Native American DNA: Tribal Belonging and the False Promise of Genetic
Indigeneity in Global Politics
Maaka, Roger CA and Chris Andersen (ed), The Indigenous Experience: Global Perspectives (Toronto: Canadian Scholars’ Press, Inc, 2006)

INDIGENOUS NATIONHOOD
Indigenous Governance, Self-Determination, Sovereignty, & Nation
Andersen, Chris. “Moya Tipimsook (The People Who Aren’t Their Own Bosses): Racialization and the Misrecognition of the “Metis” in Upper Great Lakes Ethnohistory” Ethnohistory (Forthcoming)

Indigenous Legal and Political Traditions, & Legal Theory
Knafla, Louis A. “This is Our Land”: Aboriginal Title at Customary and Common Law in Comparative Contexts” in Luis A. Knafla and Haijo Westra (ed.) Aboriginal Title and Indigenous Peoples: Canada, Australia, and New Zealand
Saskatoon: Native Law Centre, University of Saskatchewan.

**Treaty and Diplomacy**


Miller, J.R. *Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada* (Toronto: University of Toronto Press, 2009) “We are all Treaty People”


**Indigenous Resurgence**


**CONTESTING COLONIAL ENCOUNTERS & SETTLER COLONIAL SOVEREIGNTIES**

Locating Place: De/Re-Constructing British Columbia


**Mapping Colonial Relations**


**Nation-States, State Constitutions, & Indigenous Rights**


Borrows, John. Canada’s Indigenous Constitutions, especially Chapter 1-2 plus pick 2 Indigenous legal orders outlined in Chapter 3 A-F


Royal Commission on Aboriginal Peoples – selections.


Tobias, John L. Protection, Civilization, Assimilation: An Outline History of Canada’s Indian Policy.
Contesting Settler Colonialism and Settler Sovereignty


Direct Action, Activism, & Solidarity Politics


Simpson & Ladner, eds. (2010). *This is an Honour Song: Twenty Years Since the Blockades*, Winnipeg: Arbeiter Ring Press.
February 18, 2016

Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

On February 16, 2016, the Faculty of Human & Social Development Faculty Council attendees unanimously voted to support the proposal for the Graduate Certificate in Indigenous Nationhood (IN). We consider this proposal to be an exciting initiative for the University of Victoria as it introduces a set of timely and new interdisciplinary opportunities for students and Faculty alike, and we strongly support it. The Faculty of Human & Social Development has a history of championing students who want to contribute to their community. We believe that the Graduate Certificate in IN reflects our strong belief in community partnerships, Indigenous student support and Indigenous programming, and the pursuit of social justice.

Additionally, we believe that the Graduate Certificate in IN will extend our faculty’s leadership in the study of the social well-being of communities, excellence in governance, community-based research, Indigenous partnership, and innovative graduate programs. Through the Indigenous Governance Program, our Faculty has become a leader on campus and beyond concerning the study of Indigenous Politics and Nationhood. The Graduate Certificate in IN will help us build on what is already one of our significant strengths.

The Graduate Certificate in Indigenous Nationhood builds on existing MA and PhD programs offered by our faculty as well as those of Political Science and Law. It also builds on the research and teaching strengths of current faculty in HSD and at UVic more broadly. In particular, we are excited about the ways that the IN certificate will allow us to build closer ties to faculty and programming in the Faculty of Law and the Department of Political Science. This will help promote interdisciplinarity in our programs and in the University and it will introduce our students to new ways of approaching the study of Indigenous Nationhood. Indeed, a major strength of this certificate is its formalization of a strong multidisciplinary perspective that is becoming increasingly more important in the field of Indigenous Nationhood and which is, at this time, not commonly offered at other institutions. With a specialization and focus on the intersections of governance, politics, and law, the Certificate in Indigenous Nationhood offers an important opportunity for graduate training across a variety of academic fields.

We expect that this certificate will aid in the recruitment and retention of Indigenous students, many of who are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. Particularly, there is increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America). Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and multidisciplinary foundation of this certificate will enable students to access graduate level courses in the participating academic units that were previously unavailable to them.
This is a compelling, well-crafted proposal detailing an important initiative. The Faculty of Human and Social Development supports this advancement in Indigenous graduate programming and interdisciplinary scholarship. We expect faculty and graduates from IN to substantially contribute to the University of Victoria’s relationships and work with Indigenous nations, communities, and organizations.

Sincerely,

Tricia Marek RN, PhD
Professor & Dean
Faculty of Human and Social Development
February 18, 2016

Graduate Executive Committee
Faculty of Graduate Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Committee Members:

Re: Indigenous Nationhood Graduate Certificate Proposal

I am pleased to provide a letter in strong support of the proposal for a Graduate Certificate in Indigenous Nationhood. The Faculty of Law’s Faculty Council unanimously approved the proposal at a meeting on January 27, 2016.

Sincerely,

Jeremy Webber
Professor and Dean of Law
February 19, 2016

The Faculty of Social Sciences is pleased to support the Graduate Certificate in Indigenous Nationhood. The Faculty of Social Sciences is committed to strengthening our Indigenous academic programming and the proposed certificate supports our commitment. Towards this end, the Graduate Certificate in Indigenous Nationhood was approved by faculty members of the Faculty of Social Sciences.

The certificate is soundly built on existing interdisciplinary collaboration among the faculty, and on existing strengths in each of the three units, which together provide a unique and rich program that more than adds value to each individual program.

Most directly, the certificate fills a gap in Political Science by offering an opportunity to expand the PhD comprehensive exam competency in Indigenous Studies. Within Social Sciences, the certificate will have broad appeal beyond Political Science. It is not difficult to see that the certificate will be relevant and valuable to an increasing number of students who incorporate some aspect of Indigenous studies in their research in all other Social Sciences disciplines, namely Anthropology, Economics, Environmental Studies, Geography, Psychology and Sociology. In addition, the option to just take the foundational course (with faculty permission) adds another opportunity to broadening indigenous knowledge and ways of knowing in graduate curriculum.

I have no doubt that the certificate will attract graduate students to UVic. This is a critical component of a strategy to provide more opportunities for Indigenous students in post-secondary education. One of the current challenges is a limited number of Indigenous faculty members because of a limited number of Indigenous PhDs. I will endeavor to continue making this a priority for social sciences.

This is an exciting opportunity for UVic and I am very pleased to be supporting it. The time is excellent in light of the recommendations of the TRC and UVic’s impending indigenous academic plan. The talented faculty members who will be involved in the certificate program will certainly add to its success and sustainability.

Sincerely,

Catherine Krull
Dean of Social Sciences
Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

As Director of the Office of Interdisciplinary Academic Programs, I am pleased to write a letter of support for the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. As you know, this office administratively supports a number of academic programs at the undergraduate and graduate level, including the undergraduate minor in Indigenous studies. I believe our unit offers the appropriate administrative home for this unique interdisciplinary program.

As the proponents note, there is a growing demand in British Columbia and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to people and peoples in our diversity. This certificate program will encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

One of the strengths of this proposal is how the Graduate Certificate in Indigenous Nationhood builds on existing BA, MA and PhD programs and research/teaching strengths of current faculty at UVic. Its unique program design draws from existing resources very creatively, thereby ensuring diverse student interests from three different faculties can be accommodated. Another major strength of this certificate is its formalization of a strong multidisciplinary perspective; as we have learned in developing and delivering Indigenous programming in the minor program, an interdisciplinary approach to pedagogy and instructional design is a strong feature of the field of Indigenous studies and one that is evident in this proposal as well. Finally, with a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood offers an important opportunity for graduate training and employment in a variety of academic fields and professional settings. This certificate will offer students an important career credential, particularly in light of the increasingly important emphasis on decolonization and reconciliation, a movement that is fueling rapid changes at the regional, provincial and national level. Our graduating students will become the leaders of these social and political initiatives.

While the above comments have spoken to the importance of supporting both the learning and career opportunities of all interested U Vic students, this certificate will also aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. There is
increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America), each with a regional tribal focus. Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and multidisciplinary foundation of this certificate will enable students to access graduate level courses in the participating academic units that were previously unavailable to them.

The Office of Interdisciplinary Academic programs has an existing policy and administrative structure that is ready and willing to provide support to the faculty members who will be actively engaged in program design and instruction. For example, we have models in place for how to budget for shared faculty funding of core and elective course offerings; we have policy on the appointment of Directors, how program committees should be constituted and governed, as well as processes of regular program review; we also have developed MOU’s that set out the shared responsibilities between the different faculties who co-sponsor the program, formalize governance structures, including program advisory groups, and decision making. We also have experience in working with graduate programs, as we currently are the home of two highly successful graduate programs: CSPT (Cultural, social and political thought) and SDH (Social Dimensions of Health). As such we have developed important mechanisms for supporting graduate students and program Directors in managing their programs. I am very pleased that our interdisciplinary office will be a partner in this new certificate program.

Sincerely,

Dr. Catherine McGregor,
Director, Interdisciplinary Academic Programs
January 15th, 2016

Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

On January 13th, the Department of Political Science met to discuss and approve the proposal for a Graduate Certificate in Indigenous Nationhood (IN). The proposal was circulated to all the members in the Department and then, at the meeting, it was presented to us by Professor John Borrows (UVIC Law) and Professor Jeff Corntassel (UVIC IG0V), who also answered questions faculty had about the proposal. After the discussion, the Department voted to approve the proposal. The approval was unanimous for the Certificate program at a PhD level as well as at the MA level, although the Department notes that the details of how the program will work at the MA level are not included in the draft we received.

Overall, we consider this proposal to be an excellent initiative for the Department, Faculty and the University as it introduces a set of new and exciting opportunities. First, it provides us with further opportunities to train Indigenous students. Currently, Political Science has the largest student/FTE of undergraduate Indigenous students in the Faculty and one of the largest graduate programs in the Faculty as well. The proposal helps us build on what is already one of our key strengths.

A second attraction of this proposal is that it strengthens the position of the Department as one of the leading places in Canada to study Indigenous Politics. In an environment that is increasingly competitive, we expect the IN program will help to recruit Indigenous students to join our graduate program and perhaps also help to retain undergraduate students who wish to continue their studies at the graduate level. The proposal provides a needed context for study in an already vibrant graduate program.

Third, the IN program allows us to forge closer ties to faculty in IGOV and Law and in this way, advances one of our leading priorities which is to promote interdisciplinarity in our programs and in the University. Political Science is a strong participant (and leading contributor) to the CSPT program. It has had strong programmatic ties at the graduate level to the School of Public Administration and it participates with Law and Philosophy in the Victoria Colloquium project. This proposal adds another important dimension to these efforts and introduces our students to another set of exciting interdisciplinary possibilities.
This is an impressive and well-crafted proposal that is well explained and that displays awareness of the ways in which existing resources at UVIC can be used effectively to offer new programs that serve a diversity of student interests and needs. That said, the proposal has concrete and practical implications regarding resources and the long term participation of the units which are worth considering and spelling out from the start.

First, our experience with interdisciplinary programs is that their viability depends on the continued and consistent commitment of units and faculty members to participate in all components of the program even when people go on study leave or take on new duties that are unforeseen at the time of launching the program. For this reason, we think it is important that the proposal include a memorandum of understanding that outlines these commitments amongst the participating units.

Second, the proposal has resource implications for the Department. Political Science only has one faculty member teaching Indigenous Politics at both the graduate and undergraduate levels. We are concerned that, once the IN program is approved, this faculty member will be spread too thinly if she remains the only faculty member in the area. We consider these resource issues to be important to the viability of our program and, in this way, to be relevant to the academic integrity of our programs.

This is an exciting proposal which, again, we unanimously support. We offer our support with the expectation that the implications mentioned above will be addressed by the time the IN program is launched.

Sincerely,

Avigail Eisenberg
Professor and Chair
January 4, 2016
Charlotte Loppie
Director
University of Victoria

Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

It is with pleasure that I write this letter on behalf of the Centre for Aboriginal Health Research in support of the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. This initiative is both timely and encouraging.

There is a growing demand in British Columbia and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to diverse people and peoples. This certificate program will encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

The Graduate Certificate in Indigenous Nationhood builds on existing BA, MA and PhD programs and research/teaching strengths of current faculty at UVic. A major strength of this certificate is its formalization of a strong multidisciplinary perspective that is becoming increasingly more important in the field of Indigenous studies and which is, at this time, not commonly offered at other institutions. With a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood offers an important opportunity for graduate training across a variety of academic fields.

This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. There is increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America), each with a regional tribal focus. Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and multidisciplinary foundation of this certificate will enable students to access graduate level courses in the participating academic units that were previously unavailable to them.

I applaud the university’s effort to advance Indigenous graduate programming, provide students with multidisciplinary training, and further the University of Victoria’s efforts to establish and maintain good relationships with Indigenous nations, communities, and organizations.

Sincerely,

Charlotte Loppie PhD
Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

I am writing this letter in my personal capacity to voice support for the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. It is very encouraging to be informed of such an initiative.

There is a growing demand in British Columbia, and Canada more broadly, to seek far greater understanding of Indigenous knowledge. This growth in the non-Indigenous world for the appreciation of the importance of Indigenous traditional knowledge (ITK) has been widely recognized as being of great value internationally since the Convention on Biological Diversity was signed as an international treaty by most of the countries of the world, including Canada, in 1992. The UN Declaration on the Rights of Indigenous Peoples passed by the United Nations General Assembly in September 2007 has heightened public awareness.

This global initiative has fostered provincial and local desires to form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to people as well as peoples in our diversity. The recent report of the Truth and Reconciliation Commission has furthered public acceptance of the urgent need to break with past approaches and pursue a new path forward.

The proposed certificate program is intended to encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC, coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

The proposed Graduate Certificate in Indigenous Nationhood clearly has the potential to build on existing BA, MA and PhD programs and research/teaching strengths of current faculty at UVic. A major strength of this certificate is its being structure to reflect a strong multidisciplinary perspective that is becoming increasingly more important in the field of Indigenous studies, and which is, at this time, not commonly offered at other institutions. With a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood offers an important opportunity for graduate training across a variety of academic fields.

I would naturally expect that implementing the proposed certificate would aid UVic in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous
There is increased demand for graduate programming in Indigenous nationhood. Additionally, the
demand for graduate-level directed studies courses in Indigenous governance, law, and politics has
grown significantly in recent years. The potential for collaboration and the intended multidisciplinary
foundation of this proposed certificate will enable students to access graduate level courses in the
participating academic units that were previously unavailable to them.

Having reviewed the background information supplied to me, I can say that I believe the proposed
Certificate of Indigenous Nationhood would be a significant addition to the curriculum currently offered
at the University of Victoria and add to its luster as one of the true leaders in fostering innovative
education on Indigenous issues overall and especially for Indigenous students from Canada as well as
from abroad. I applaud the University’s effort to advance Indigenous graduate programming, provide
students with multidisciplinary training, and further the University of Victoria’s efforts to establish and
maintain good relationships with Indigenous nations, communities, and organizations.

Sincerely,

Bradford W. Morse
Dean of Law
5 January 2016

Department of Political Science, the Faculty of Law, and the Indigenous Governance Program
University of Victoria
Lekwungen and WSANEC territory

Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

I am writing this letter on behalf of myself as a member of the faculty in the Department of American Indian Studies at the University of Minnesota to voice support for the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. I am delighted to know that this important initiative in developing the field of Indigenous Studies is underway at an institution that is renowned for its important scholarly and community engaged work in the field.

There is a growing demand in British Columbia, Canada more broadly, and in fact globally to seek understanding of Indigenous knowledge, form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to people and peoples in our diversity. This certificate program will encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

The Graduate Certificate in Indigenous Nationhood builds on existing BA, MA and PhD programs and research/teaching strengths of current faculty at UVic. A major strength of this certificate is its formalization of a strong multidisciplinary perspective that is becoming increasingly more important in the field of Indigenous studies and which is, at this time, not commonly offered at other institutions. With a specialization and focus on the intersections of governance, politics, and law, the certificate in Indigenous Nationhood offers an important opportunity for graduate training across a variety of academic fields.

This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. There is increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America), each with a regional tribal focus. Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and
I am enthusiastic in my support of the Certificate of Indigenous Nationhood at the University of Victoria and I applaud the university’s effort to advance Indigenous graduate programming, provide students with multidisciplinary training, and further the University of Victoria’s efforts to establish and maintain good relationships with Indigenous nations, communities, and organizations. It is my hope that such a program will set a new standard for the much needed development of similar programs, including at my own university (which houses the first department of American Indian Studies in the U.S., founded as a full department in 1969).

Sincerely,

Jean M. O’Brien
Distinguished McKnight University Professor
Tadd Johnson  
Professor and Director of Graduate Studies  
American Indian Studies  
University of Minnesota Duluth  

Re: Support for Graduate Certificate in Indigenous Nationhood  

To whom it may concern,  

I am writing this letter on behalf of the University of Minnesota Duluth, Department of American Indian Studies, to voice support for the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. It is very encouraging to be informed of such an initiative.

There is a growing demand in British Columbia and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to people and peoples in our diversity. This certificate program will encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

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This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. There is increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America), each with a regional tribal focus. Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and multidisciplinary foundation of this certificate will enable students to access graduate level courses in the participating academic units that were previously unavailable to them.

I am enthusiastic in my support of the Certificate of Indigenous Nationhood at the University of Victoria and I applaud the university’s effort to advance Indigenous graduate programming, provide students with multidisciplinary training, and further the University of Victoria’s efforts to establish and maintain good relationships with Indigenous nations, communities, and organizations.

Sincerely,

Professor Tadd Johnson, Esq.
January 5, 2016

Robert Alexander Innes
Assistant Professor
Department of Indigenous Studies
University of Saskatchewan

Re: Support for Graduate Certificate in Indigenous Nationhood

To whom it may concern,

I am writing this letter to voice my support for the proposed Graduate Certificate in Indigenous Nationhood (IN) at the University of Victoria. It is very encouraging to be informed of such an initiative.

There is a growing demand in British Columbia and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with Indigenous nations, communities, and organizations, and engage in social issues to better understand and relate to people and peoples in our diversity. This certificate program will encourage and train individuals who will serve the broader community as academics, policy makers, community advocates, leaders in Indigenous communities/organizations and in business. With ties to First Nations that are leading Indigenous nationhood struggles in BC coupled with the leadership of globally renowned scholars in Political Science, Law and Indigenous Governance at the University of Victoria, UVic is institutionally and regionally positioned to uniquely train students in the area of Indigenous Nationhood.

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This certificate will aid in the recruitment and retention of Indigenous students, many of whom are committed to the study of Indigenous Nationhood but have few options for these educational pursuits across Canadian and US Universities. There is increased demand for graduate programming in Indigenous nationhood. Currently, only three doctoral programs in Indigenous studies exist across Turtle Island (North America), each with a regional tribal focus. Additionally, the demand for graduate-level directed studies courses in Indigenous governance, law, and politics has grown significantly in recent years. The unit collaboration and multidisciplinary foundation of this certificate will enable students to access graduate level courses in the participating academic units that were previously unavailable to them.

I am enthusiastic in my support of the Certificate of Indigenous Nationhood at the University of Victoria and I applaud the university’s effort to advance Indigenous graduate programming, provide students with multidisciplinary training, and further the University of Victoria’s efforts to establish and maintain good relationships with Indigenous nations, communities, and organizations.

Sincerely,

Robert Alexander Innes
Date: July 6, 2016
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream

At its meeting of 11 May 2016, the Senate Committee on Planning, then chaired by Dr. Catherine Mateer, discussed and approved the proposal for a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream. The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, as described in the document “Proposal for M.A. in Germanic and Slavic Studies - Holocaust Studies Stream”, dated June 30, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:hhj

Committee Membership:
Dr. Catherine Mateer, Chair
Dr. Nancy Wright, Chair (as of July 1, 2016)
Ms. Lauren Charlton
Dr. Stan Dosso
Mr. Alexander Kovalchuk
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Jason Colby
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Jessica Gelowsky, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Philip Schrod
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
PROPOSAL

M.A. in Germanic and Slavic Studies  
- Holocaust Studies Stream -

Prepared by:  
Charlotte Shira Schallie, PhD, Department of Germanic and Slavic Studies  
schallie@uvic.ca; (250) 721 7321

June 30, 2016

A. INSTITUTIONAL AND PROGRAM IDENTIFICATION

1. Credential to be awarded:  
M.A. in Germanic and Slavic Studies – Holocaust Studies Stream

2. Location / Institution:  
University of Victoria

3. Department and Faculty offering the proposed MA:  
The Department of Germanic and Slavic Studies, the Faculty of Humanities, and the Faculty of Graduate Studies

4. Anticipated program start date:  
September 2017

5. Anticipated completion time:  
24 months
6. HISTORY AND CONTEXT OF THE PROGRAM

The Department of Germanic and Slavic Studies offers a Master’s in Germanic and Slavic Studies with two streams: one in Germanic Studies, and one in Slavic Studies.

The current shape of the department is the outcome of a number of structural changes, an amalgamation, and various curricular renewal initiatives prompted by cyclical reviews and departmental retreats.

The disciplines of Germanic and Slavonic Studies were offered by separate departments until 2001, when they were merged into a new academic unit, the Department of Germanic and Russian Studies. In 2006, the department changed its name to Germanic and Slavic Studies in order to reflect more accurately its research and teaching areas, to improve the community outreach efforts and to build bridges especially to the Ukrainian community, which, among other positive outcomes, has enabled the department to secure substantial donations for Ukrainian and Eastern European Studies.

The MA in German was established in 1991/1992 to formalize what until then was an MA in German by special arrangement. The MA in German (renamed MA in Germanic Studies in 2012) has experienced consistent interest among students and gradual, but steady increase in enrolments. The Honours Program in Germanic Studies was added to the curriculum in 1994, and it has proven to be an important recruitment tool as a good number of our graduate students are local.

Some of the restructuring of the Germanic and Slavic Studies programs has been in reaction to external pressures to be sure (e.g. amalgamation, retirements), and has resulted in the need to shift the focus of the curriculum and to some extent narrowed both curricula. However, after a significant number of retirements, the department has also experienced substantial faculty renewal since amalgamation (eight new positions since 2004). The department was thus able to embrace change as an opportunity to redefine its research and teaching profile. Consequently, we have been working consistently and proactively to streamline and integrate our two programs more and to develop a common vision away from the traditional model that treats language, culture and literature as separate disciplines towards more integrative and interdisciplinary approaches.

As a result of a number of departmental retreats in recent years, the curricula of both programs have been redesigned, and continuing effort has been made to develop common program goals and learning outcomes that explicitly stipulate among the common goals and outcomes proficiency respectively in German and Russian language (and to some extent Ukrainian), a grounding in a range of areas within literary, cultural and film studies, as well as cross-cultural and indeed plurilingual and pluricultural competencies. We have also made a concerted effort to develop common teaching approaches that offer opportunities for internationalization and experiential learning and that foster the development of transferable skills and professionalization beyond the specific disciplines, while also continuing to promote Germanic and Slavic Studies as core Liberal Arts disciplines that offer training in research, analytical and critical thinking skills.

These substantial common and concerted efforts to achieve program renewal and streamlining have proven to be successful. Ours is a highly collegial and collaborative department that is well positioned for increased integration as well as for increased synergies with other disciplines and academic units on campus. Both the Germanic Studies and the Slavic Studies programs have experienced consistent growth in undergraduate enrolments and have maintained this trend even with the recent teaching load reduction. In recent years
there has also been consistent interest among students for a graduate program in Slavic Studies, as demonstrated by the continuing recruitment of high quality students to an MA in Slavic Studies by special arrangement. Thus in order to deepen the integration of the two programs, we proposed both an Honours degree and an MA Stream in Slavic Studies in 2015. Both were successfully approved in the same year.

Our proposed third stream in Holocaust Studies would broaden the scope of the Master’s Program in Germanic and Slavic Studies while taking full advantage of the department’s considerable research expertise in Holocaust Studies and Holocaust education. Most notably in this area, we have been running the I-witness Holocaust field school since 2011 both as an upper-level undergraduate course and a graduate course. Not only have we garnered national visibility (and media coverage) through our innovative field school work, but we have also recruited students from across Canada, and inspired other departments and universities to follow suit (e.g. the “Witnessing Auschwitz” field school and program at The University of British Columbia). [Please see Appendix B for the 2012 I-Witness Holocaust Field School Project Community Report.]

Our graduate students’ theses in Germanic Studies provide further evidence that Holocaust Studies are already a major disciplinary focus in our department. Since 2012, six out of nine successfully defended MA theses have been written on Holocaust-themed topics. Furthermore, four colleagues in our department have been co-supervising students both in the English Department, the School of Music, and in the Interdisciplinary Graduate Program working on Holocaust-related theses. The same trend has been emerging on the honours level for several years (an indicator for future research work in graduate studies). At this point, it is thus a logical step and natural progression for our department to propose the formal implementation of a third stream – especially in light of the fact that the latter de facto already exists in our graduate program.

7. PROGRAM AIMS AND OBJECTIVES

7.1. Distinctive Characteristics

Our proposed stream in Holocaust Studies would be a pioneering graduate program in Canada. With the implementation of such a program, we would a) distinguish ourselves from other Germanic Studies/Slavic graduate programs in Canada, and b) strategically position ourselves at the forefront of an entirely new educational and research initiative on a postgraduate level.

Although there are major Holocaust Education Centres in Montréal, Toronto, Ottawa, Winnipeg and Vancouver,¹ there is no Canadian post-secondary institution offering MA Degrees in Holocaust Studies. In November 2015, Carleton University’s Zelikovitz Centre for Jewish Studies opened their new Centre for Holocaust Education and Scholarship (CHES). The centre’s mandate is to offer “year-round educational programs to develop teaching materials for high schools and other institutions, support survivor and second-generation

¹ Montréal Holocaust Memorial Centre (www.mhmc.ca), Sarah and Chaim Neuberger Holocaust Education Centre in Toronto (www.holocaustcentre.com), Freeman Family Foundation Holocaust Education Centre in Winnipeg (www.jhcwc.org/fffhec.htm), and the Vancouver Holocaust Education Centre (www.vhec.org).
narrative, and build an online destination for Holocaust education in Ottawa. Yet, no announcement has been made that this centre would also offer graduate courses in Holocaust Studies.

To date, Holocaust education has mostly been relegated to private institutions, foundations, and citizen-driven initiatives spearheaded by local Jewish communities such as the Montréal Holocaust Memorial Centre, the Sarah and Chaim Neuberger Holocaust Education Centre in Toronto, the Freeman Family Foundation Holocaust Education Centre in Winnipeg, and the Vancouver Holocaust Education Centre. Additional institutions, foundations, and communities are:

- The Asper Foundation Human Rights and Holocaust Studies Program (http://humanrights.asperfoundation.com/)
- Atlantic Jewish Council (www.theajc.ns.ca)
- Azrieli Foundation (www.azrielifoundation.org/memoirs)
- B’Nai Brith Canada (www.bnaibrith.ca)
- Calgary Jewish Community Council (www.jewishcalgary.org)
- Centre for Israel and Jewish Affairs (www.cij.ca)
- Canadian Society for Yad Vashem (www.yadvashem.ca)
- Friends of Simon Wiesenthal Centre for Holocaust Studies (www.fswc.ca)
- Facing History, Facing Ourselves (http://www.facinghistory.org/offices/toronto)
- Holocaust Awareness Committee, Jewish Federation of Winnipeg (www.jewishwinnipeg.org)
- Israel Experience Centre, Asper Jewish Community Campus (http://asperfoundation.com/asper-jewish-community-campus/)
- Jewish Federation of Edmonton (www.jewishedmonton.org)
- Jewish Heritage Centre of Western Canada (www.jhcwc.org)
- Kleinmann Family Foundation (www.kffeducation.org)
- Okanagan Jewish Community (www.ojcc.ca)
- Saint John Jewish Historical Museum (jewishmuseumsj.com)
- Victoria Holocaust Remembrance and Education Society (http://victoriahres.org/)
- Winnipeg Foundation (www.wpgfdn.org)

In preparing this proposal, the Department surveyed several Canadian universities and colleges that offer individual graduate courses in Holocaust Studies through Jewish Studies, History, and Genocide/Human Rights programs. In Eastern Canada, these are:

- University of Toronto (Anne Tanenbaum Centre for Jewish Studies): BA; MA; PhD
- University of Toronto: Dr. Doris L. Bergen (Department of History) holds the Chancellor Rose and Ray Wolfe Chair of Holocaust Studies
- Carleton University (Max and Tessie Zelikovitz Centre for Jewish Studies): Minor in Jewish Studies
- McGill University (Department of Jewish Studies): Honours/Major/Minor Concentration; MA in Jewish Studies

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2 http://newsroom.carleton.ca/2015/12/14/carleton-opens-centre-for-holocaust-education-and-scholarship/.
o Concordia Institute for Jewish Studies/Department of Religion: Judaic Studies BA
o Montreal Institute for Genocide and Human Rights Studies (MIGS): offers graduate student fellowships
o McMaster University: Interdisciplinary Minor in Jewish Studies
o Queen’s University: Minor in Jewish Studies
o University of Waterloo: Option/Minor and Diploma program in Jewish Studies
o Western University/Huron University College: Major and Minor in Jewish Studies
o Western University: Holocaust Literature Research Institute
o York University (Israel and Golda Koschitzky Centre for Jewish Studies): BA in Jewish Studies; Jewish Teacher Education Program; Graduate Diploma in Jewish Studies

In Western Canada, the University of Manitoba offers a Minor in Judaic Studies. Calgary houses an MA program with a specialization in Israel Studies. At The University of British Columbia, several PhD students have been conducting research in the field of Holocaust Studies under the supervision of Dr. Bozena Karwowska in the Department of Central, Eastern and Northern European Studies.

Our vision is to create an outstanding M.A. program that would be exemplary both in its configuration of courses and delivery methods. Our modus operandi would be interdisciplinary in that we propose to interlink scholarship with community-based field research—in effect drawing on the strengths of both academic research and experiential learning. Our proposed Stream in Holocaust Studies will provide individual learners with key competencies designed to prepare them for a career in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law. Future work environments might include Holocaust and Genocide education centers, public sectors, consulting firms, and NGOs. Our program will also provide students with a solid interdisciplinary foundation for further PhD studies in Holocaust Studies, Genocide Studies, or Human Rights and Equity Studies.

Within the framework of our current graduate program, opting for a third stream—instead of a concentration—in Holocaust Studies proves to be the most logical choice. As a stream, Holocaust Studies will be a distinct program with admissions requirements that are different from those required in Germanic and Slavic Studies. Moreover, given that graduate research in Holocaust Studies might involve access to primary sources in languages other than German, Russian, and Ukranian, it would be disadvantageous for our program to be offered as a concentration in Germanic and Slavic Studies.

UVic is ideally suited to offer an M.A. Stream in Holocaust Studies: in addition to our faculty’s research background, we have a host of faculty members in a wide range of disciplines (History, Cultural Heritage Studies, Education, Digital Humanities, Music, Sociology, Political Science, among other) who could lend their expertise to our program. Moreover, our location situates us in proximity of many relevant archives, museums, local Jewish communities, and education centers, where our students will have ample opportunities to conduct their summer internship/practicum. Offering summer practica—facilitated by UVic’s Cultural Resource Management Program—will provide our students with experiential professional opportunities, which are so critically important in today’s competitive labour market.
8. ANTICIPATED CONTRIBUTION TO UVIC STRATEGIC PLAN

The M.A. Stream in Holocaust Studies will contribute directly to several key commitments in the University’s strategic plan, *A Vision for the Future – Building on Excellence* (February 2012)³:

**Objective 4:** To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre.

Our program will be the first one of its kind in Canada. Both in its interdisciplinary focus and scholarly reach, the program has great potential to attract students from all across Canada (as has been already demonstrated based on our student enrolments in our I-witness Holocaust Field School, which included participants from UBC, the University of Alberta, the University of Calgary, the University of Manitoba, Saskatchewan, and Waterloo).

**Objective 12:** To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.

Our department’s teaching evaluations are consistently high. We have also established a strong and productive relationship with the Learning and Teaching Centre where many of our departmental members develop and take workshops on best practices in teaching and on curriculum design. Our faculty members specializing in Holocaust education and research have all attended the Hess Faculty Seminar at the United States Holocaust Memorial Museum in Washington DC.

**Objective 13:** To enhance the quality of our students’ classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom.

Research-based student learning is at the core of our program. The department will provide the necessary training and research support both on campus and during the students’ fieldwork program where professional supervision will be available (through UVic’s Cultural Resource Management).

**Objective 14:** To be nationally and internationally competitive in the quality of our graduate program offerings in recognition of the growing need for highly educated graduates.

Our proposed stream in Holocaust Studies responds to the demands of the labour market for highly qualified graduate students who will be employable in a number of sectors.

**Objective 15:** To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.

Our program offers a varied set of learning platforms, environments and opportunities (both on and off campus) meeting the needs of different learning styles.

Objective 18: *To increase co-op, internship and other experiential learning opportunities for UVic students.*

Each student in our program will have to complete a practicum/internship through the Cultural Management Program. We have numerous placement opportunities available both in Canada and in Europe. We also currently offer a Co-op position at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland.

Objective 19: *To increase opportunities for civic engagement in teaching and learning activities for all students.*

Our students are encouraged to plan and organize Holocaust Outreach activities and collaborate with members of local Holocaust remembrance groups. We also successfully introduced a new course (GMST 583: Teaching the Holocaust) in 2016—funded by a 2015 UVic Community-Engaged Learning Fund—in which our students collaborate together with the Victoria High School and the Art Gallery of Greater Victoria’s New Extreme Program jointly designing a teaching unit that links Holocaust education to the human rights and social justice curriculum in grades 11/12.

Objective 20: *To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning.*

During the last five years, we have initiated and developed working relationships with colleagues at post-secondary institutions and at Holocaust research centers in North America, Europe, and Israel. We are thus well placed to secure internship placements or our students both in Canada and abroad.

Objective 21: *To nurture our culture of excellence in research, scholarship and creative endeavours, enhancing UVic’s local, national and international impact and reputation as a leading, innovative, research-intensive university.*

Our program is innovative and brings together expertise from a wide range of disciplines. Our program contributors have outstanding research backgrounds and teaching portfolios. As such, we will be able to recruit and train first-rate graduate students.

Objective 23: *To enhance the societal benefit derived through mobilization of research knowledge and creative endeavours from across the disciplines.*

Given the interdisciplinary focus of Holocaust Studies and Education we have built working relationships at UVic with colleagues at the European Union Centre of Excellence, the Centre for Studies in Religion and Society, and the History Department. Internationally, we have been collaborating with colleagues at the University of Osnabrück, the Technical University of
Objective 29: To engage the community through programs and activities that meet the mandate of the university and the needs of the community.

We have a solid record of organizing Holocaust outreach activities, symposia and conferences. Most recently, in September 2015, we organized a well-attended international conference titled “Global Connections: Holocaust Education in a Time of Transition” at UVic. This conference brought together scholars, educators, activists, artists, and local community members. The conference emphasized global connections in both its form and content. Conference participants were encouraged to make joint presentations that encouraged personal connections and relationships within Holocaust education at a time when there will soon be no living testimony. The conference also investigated the extent to which Holocaust education can or should be used as a way to tackle contemporary issues of hatred, racism, antisemitism, islamophobia, homophobia, xenophobia, ethnic conflict, and genocide. It was funded by a SSHRC Connections Grant, and was supported by a wide range of co-sponsors. [See Appendix C]

Objective 31: To develop effective relationships with the diverse constituencies that make up our local, regional, national and international communities.

We have built successful working relationships with colleagues at post-secondary institutions, Jewish community members and Holocaust remembrance societies and groups both in North America, Europe, and Israel.

Objective 33: To further diversify our funding through philanthropy from individuals, corporations and foundations.

To date, our undergraduate field school ‘flagship’-program—the I-witness Holocaust field school program—has received donations in the total amount of $43,329 (2011-2015). We have also received $34,961 (2010-2016) for our Holocaust Studies Fund. These gifts are largely from individuals, with a few gifts from foundations. In 2015, we created an endowed travel award for the field school with a gift of $54,000 from an individual; it was matched by an anonymous donor.

9. STUDENT PROFILE

Our proposed stream will target qualified graduates who seek a high-quality M.A. training in a program that offers both academic credentials and hands-on internship experience.

Dr. Kristin Semmens’ undergraduate courses in Holocaust Studies generally reach maximum capacity (HIST 387 and HISTR 450); our own Holocaust-themed courses are very well attended, too. “Literature and Film of the Holocaust and the ‘Third Reich’” (GMST 353; formerly GERS 333) had enrolments in the range of 38 to 50 students. “After-Images of the
Holocaust in Text and Film” (GMST 453; formerly GMST 433) has attracted between 38 and 43 students in previous years.

In 2014, we distributed a survey to our I-witness Field School alumni, gauging students’ interests in a graduate program in Holocaust Studies. Our results are very encouraging: 88% (23 students) of former field school students (N=36) answered “yes” when asked if they “would have considered applying” for a program in Holocaust Studies at UVic. [See Appendix D for a breakdown of our survey findings.]

10. ADMISSION REQUIREMENTS

Admission to the M.A. Stream in Holocaust Studies is subject to the admission requirements of the Faculty of Graduate Studies. Admission to the M.A. program normally requires a Bachelor’s degree in a relevant academic discipline with a minimum overall average of B+ (6.00 GPA), or a Bachelor’s Degree with a minimum average of A- (7.0 GPA) in the final year’s work. Applicants who have appropriate community-based experience in the field of Holocaust Studies may be considered for admission without meeting the full requirements indicated above.

Applicants for admission whose first language is not English are required to demonstrate competence in the English Language in the following ways:

- reside in Canada or any exempted country* for at least three consecutive years immediately prior to the beginning of the applied for academic session
- hold a recognized degree from an accredited institution in an exempted country*
- completion of a recognized degree program from an accredited institution in which the language of instruction is solely English
- A minimum score on the Test of English as a Foreign Language (TOEFL) of 575 on the paper-based test or 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.
- An overall score on the International English Language Testing System (IELTS) of at least Band 6.5 with no score of less than 6.0 on each academic component
- A score of 90 on the Michigan English Language Assessment Battery (MELAB)

*Please consult the UVic Calendar for a complete list of exempted countries.

Language Requirements:

Students are required to demonstrate their reading competency in one research-appropriate language (other than English) prior to entering the program. Depending on the nature of the proposed thesis or research project, students may be expected to reach higher proficiency levels in a research-appropriate language (other than English).

A limited number of UVic students registered in other programs may register for individual courses, with the permission of the Graduate Committee.
11. FACULTY EXPERTISE

11.1. Department of Germanic and Slavic Studies Expertise

- Dr. Peter Gölz; **Film Studies and Theory; Nazism in Literature, Film and Popular Culture**

- Dr. Helga Thorson: **Holocaust Studies; Memory Studies; Community-Engaged/Community-based Scholarship; Oral History; Early 20th Century Literature, Film**

- Dr. Elena Pnevmonidou: **Critical Theory; Hannah Arendt; Post-Holocaust Poetics; Paul Celan**

- Dr. Charlotte Schallié: **Holocaust Education; Memory Studies; Community-Engaged/Community-based Scholarship; Second/Third-Generation Literature and Film**

- Dr. Matt Pollard: **Leni Riefenstahl, Third Reich Visual Culture; “Degenerate Art”**

- Dr. Serhy Yekelchyk: **Stalinism, World War I & II; Ukraine; Social History**

There are a considerable number of colleagues who would be available as thesis/project co-supervisors in other departments and faculties. The following is by no means exhaustive.

11.2. History Department Expertise

- Dr. Tom Saunders; **Weimar Republic; Nazi Germany; Modern Germany**

- Dr. Kristin Semmens: **The Holocaust; Commemoration; Public History**

- Dr. Jordan Stanger-Ross: **Community-based Partnerships with Museums and Cultural Organizations; Race, Ethnicity, and History of Immigration to Canada; Digital History**

- Dr. Oliver Schmidtke: **The Political Sociology of Ethnic conflict; the Role of Identities and Collective Memory in Modern Societies**

- Dr. David Zimmerman: **Military History; Holocaust Remembrance; Oral History; Community Outreach/Engagement**

11.3. Department of Hispanic and Italian Studies Expertise

- Marina Bettaglio: **Autobiographical Writings; Maternal Memoirs; Postmemory; Italian and Spanish Literature; Film; Cultural Studies**
11.4. Faculty of Fine Arts Expertise

- Dr. Allan Antliff: **Art History & Theory; Activism and Art; Anarchist Aesthetics**
- Dr. Dániel Péter Biró: **Music Composition; Music Analysis; Ethnomusicology; Critical Theory**
- Dr. Carolyn Butler-Palmer: **Documentary Photography; Oral Art History**
- Dr. Suzanne Snizek: “**Suppressed Music**”; **Music of WWII Era British Internment**

11.5. Digital Humanities Expertise

- Dr. Jentery Sayers: **Teaching with Technologies**

11.6. Curriculum and Instruction

- Dr. Jason Price: **Teacher & Educational Leadership Preparation; Education for the Advancement of Human Rights**

11.7. Department of Anthropology Expertise

- Dr. Alexandrine Boudreault-Fournier: **Visual Culture; Media; Digital Culture, Arts-based Research; Visual Anthropology and Sound (Storytelling and Music)**


The Cultural Resource Management Program has over 30 years of experience developing education and training programs in the areas of museum and heritage studies. Developed through the Division of Continuing Studies and working in partnership with the Department of Art History and Visual Studies, CRM courses are led by distinguished, internationally recognized experts engaged in professional practice across Canada, North America, and beyond.

12. CURRICULUM DESIGN

12.1. Requirements for the Program

12.1.1. Non-thesis option (10.5 units course work; 1.5 unit practicum/internship term; 4.5 units major research paper):

Students in the Holocaust Studies stream (non-thesis option) would take seven courses, complete one summer practicum/internship term, and write a major research paper in the form of a journal article (30-35 pages). Students can also opt to submit a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry). All creative submissions
must be complemented by a scholarly essay (15-20 pages) that discusses the creation of the art work and places it in a historical context. All projects should be preferably linked to the focus of the practicum/internship placement. They will be graded by the supervisor and an additional faculty member (whose expertise is relevant to the student’s research) and will not be subject to an oral defense.

**Non-thesis MA**

- GMST 501/SLST 501 (1.5)
- GMST 502/SLST 502 (1.5)
- GMST 580 (1.5) Foundation Course in Holocaust Studies
- ONE ELECTIVE in Holocaust Studies (GMST 581; GMST 583; GMST 585; GMST 589; SLST 581) (1.5)
- THREE ELECTIVES IN GMST OR HOLOCAUST-RELATED COURSES IN OTHER DEPARTMENTS (4.5)
- Summer Practicum/Internship Term – this course will be administered by the Cultural Resource Management Program (AHVS 491B) (1.5)
- Major Research Paper (4.5)

**TOTAL: 16.5 units**

**Year I – Non-thesis MA**

<table>
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<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>GMST 501/SLST 501 (1.5)</td>
<td>GMST 502/SLST 502 (1.5)</td>
<td>AHVS 491B (1.5)</td>
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<tr>
<td>Introduction to the Disciplines of Germanic and Slavic Studies</td>
<td>Theory and Practice</td>
<td>Practicum in Cultural Resource Management</td>
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* GMST 580 (1.5) Introduction to Holocaust Studies (offered in conjunction with HSTR 450: The Holocaust)

* One Elective in Holocaust Studies (1.5) (GMST 583; GMST 585; SLST 581)

* GMST 598/SLST 598 Research Paper or Project or:
  GMST 589 (1.5) (offered in even years, e.g. 2018, 2020)
  I-witness Field School

* This course will be taught by Dr. Kristin Semmens (Department of History).
Year II – Non-thesis MA

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<th>FALL</th>
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<tr>
<td><strong>One Elective</strong> in GMST or in one Holocaust-related course in another department (1.5)</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
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<tr>
<td>Recommended: HSTR 515A Public History</td>
<td><strong>One Elective</strong> in GMST or in one Holocaust-related course in another department (1.5)</td>
<td>GMST 598/SLST 598 Research Paper or Project</td>
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** Similar to our other two streams, up to two courses can be taken at the advanced undergraduate level.**

12.1.2. Thesis option (9 units course work; 1.5 unit practicum term; 6 units thesis credit)

The thesis-based MA program in Germanic and Slavic Studies consists of a minimum of 16.5 units of graduate credit:

- at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
- a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
- In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic or Slavic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

**Thesis MA**

- GMST 501/SLST 501 (1.5)
- GMST 502/SLST 502 (1.5)
- GMST 580 (1.5)
- ONE ELECTIVE in Holocaust Studies (GMST 581; GMST 583; GMST 585; GMST 589; SLST 581) (1.5)
- TWO ELECTIVES IN GMST OR ONE HOLOCAUST-RELATED COURSE IN ANOTHER DEPARTMENT (3)
- Summer Practicum/Internship Term (1.5) – this course will be administered by the Cultural Resource Management Program (AHVS 491B) (1.5)
- Thesis (6)
TOTAL: 16.5 units

Year I – Thesis MA

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<th>FALL</th>
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<td>AHVS 491B (1.5)</td>
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<td>Slavic Studies</td>
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<tr>
<td>* GMST 580 (1.5)</td>
<td>One Elective in Holocaust Studies (1.5)</td>
<td>GMST 599/SLST 599 Thesis</td>
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<tr>
<td>Introduction to Holocaust</td>
<td>(GMST 583; GMST 585; SLST 581)</td>
<td>or:</td>
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<td>Studies (offered in</td>
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<td>GMST 589 (1.5) offered in even years, e.g.</td>
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<tr>
<td>conjunction with</td>
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<td>2018, 2020/)</td>
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<tr>
<td>HSTR 450: The Holocaust)</td>
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<td>I-witness Field School</td>
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* This course will be taught by Dr. Kristin Semmens (Department of History).

Year II – Thesis MA

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<th>FALL</th>
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<td>One Elective in GMST or in one</td>
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<td>GMST 599/SLST 599 Thesis</td>
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<td>Holocaust-related course in another</td>
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<td>department (1.5)</td>
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<tr>
<td>Recommended: HSTR 515A Public History</td>
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<td>** One Elective in GMST or in one</td>
<td>GMST 599/SLST 599 Thesis</td>
<td>GMST 599/SLST 599 Thesis</td>
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<td>Holocaust-related course in another</td>
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<td>department (1.5)</td>
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** Similar to our other two streams, up to two courses can be taken at the advanced undergraduate level.
### 12.1.3. Full List of Required / Elective Courses in GMST/SLST

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tr>
<td>GMST 501/SLST 501</td>
<td>Introduction to the Disciplines of Germanic and Slavic Studies</td>
<td>(1.5)</td>
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<tr>
<td>GMST 502/SLST 502</td>
<td>Theory and Practice</td>
<td>(1.5)</td>
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<tr>
<td>*GMST 580</td>
<td>Introduction to Holocaust Studies</td>
<td>(1.5)</td>
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<td></td>
<td>(cross-listed with HSTR 450)</td>
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<tr>
<td>*SLST 581</td>
<td>Twentieth-Century Genocides in Eastern Europe</td>
<td>(1.5)</td>
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<tr>
<td></td>
<td>(offered every three years)</td>
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<tr>
<td>*GMST 583</td>
<td>Teaching about the Holocaust</td>
<td>(1.5)</td>
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<td>(offered every three years)</td>
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<tr>
<td>*GMST 585</td>
<td>Holocaust and Memory Studies</td>
<td>(1.5)</td>
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<td></td>
<td>(offered every three years)</td>
<td></td>
</tr>
<tr>
<td>GMST 589</td>
<td>I-witness Field School</td>
<td>(1.5)</td>
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<tr>
<td></td>
<td>(offered every two years)</td>
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<tr>
<td>*GMST 565</td>
<td>Adorno, Benjamin and Frankfurt School Critical Theory</td>
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<td>(offered intermittently)</td>
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<td>GMST 598 (1.5)</td>
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<tr>
<td>GMST 599 (1.5)</td>
<td>Thesis</td>
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* Submitted and approved in the Humanities Curriculum Changes for the 2016-17 Calendar (Cycle 2). [Please see Appendix I]

### 12.1.4. Required Course in another Department

**AHVS 491B**
Practicum in Cultural Resource Management [Please see Appendix E for a detailed description of this course.]
12.1.5. Elective Courses in other Departments

Depending on the students’ research interests, other courses may be listed. The listed courses in Sociology are for students intending to work with quantitative or qualitative research methods.

**ANTH 571** (1.5)
Visual Anthropology and Materiality

**DHUM 501** (1.5)
Introduction to Digital Humanities

**DHUM 504** (1.5)
Creation, Communication and Dissemination

**EDCI 575** (1.5)
Global Education

Explores critical global issues through the strands of environment, development, peace and human rights. Pedagogical concerns vary with student interest and include values education, teaching controversial issues, and dealing with children’s despair about the future.

**HSTR 500** (1.5)
Historiography

**HSTR 505** (1.5)
World History

**HSTR 511** (1.5)
Military History

**HSTR 515A** (1.5)
Public History

**HSTR 516** (1.5)
Digital History

**ITAL 590** (1.5)
Directed Studies: The Holocaust from an Italian Perspective

This course will focus on literary and cinematographic representations of the Holocaust including autobiographical and fictional accounts of this period. Primo Levi's pioneering writing, Giorgio Bassani's fiction, Natalia Ginzburg's, Edith Bruck's, Dasa Drndic and Rosanna Turcinovich Guiricin's narratives will form the basis for the course. Issues of memory, postmemory, identity, and family relationships will be discussed.
### 12.1.6. Advanced Undergraduate Courses in Holocaust Studies

*Outlines for the undergraduate course offerings are found in Appendix A.*

#### GMST 353
**Literature and Film of the Holocaust and “Third Reich”**
Focus on Nazi popular culture and entertainment films and an exploration of a variety of Holocaust narratives that emerged during the Second World War and its aftermath.

#### GMST 452
**Representations of Nazism in Contemporary Film and Visual Culture**
Explores portrayals of Nazi perpetrators in 20th- and 21st-century cinema as well as in popular culture; historically and politically contextualizes the aesthetics and ethics of ‘Nazi films,’ and examines broader questions of how these productions represent the Holocaust in the contemporary imagination.

#### GMST 453
**After-Images of the Holocaust in Text and Film**
Examines how writers, filmmakers and visual artists attempt to come to terms with the legacy of the National socialist regime while portraying the after-effects of the Holocaust for the second and third generations in Germany, Israel, the United States and Canada.
HSTR 344C  
The Second World War and the Recovery of Western Europe  
Examination of the effects of the Second World War on Europe, and the recovery of the Western European states in the postwar period.

HSTR 345  
The Eastern Front in the First and Second World Wars  
Examines the military, political, and social aspects of the Eastern Front in Europe during both World Wars. Aims to analyze the Eastern Front's difference from the warfare in the West, and how this specificity explains the origins of revolutionary violence and genocide.

HSTR 350B  
Weimar and Nazi Germany  
Examination of the principal themes and developments in German history between the end of World War I and the collapse of the Third Reich in 1945.

HSTR 450 (cross-listed with GMST 580)  
The Holocaust  
Examines the origins, progression, central characters and legacies of the Nazi genocide. Focuses on Jewish experiences of Nazi terror and investigates how Nazi racial policy targeted other social and ethnic groups. Considers the post-1945 representation of the Holocaust in film, museum exhibits and memorials.

HSTR 482A  
Issues in the History of the Second World War  
Examines current historiographical issues of the Second World War.

12.1.7. Digital Humanities Summer Institute  
(Please note: these courses might be eligible if they meet the Faculty of Graduate Studies guidelines for transfer credits.)

  o  Digital Storytelling  
  o  Digital Documentation  
  o  Imaging for Humanists
12.2. Delivery Methods

The program would be delivered over a 20-24-month period with two courses offered each term. GMST/SLST 501 & GMST 502/SLST502 are offered each year both in the fall and spring term respectively. GMST 580 and HSTR 515A will be offered yearly. GMST 589 will be offered biennially; GMST 583, GMST 585 & SLST 581 will be offered once every three years.

12.2.1. Use of Practica and Internships

During the summer, AHVS 491B (1.5) will be offered off-campus in various locations in Canada and abroad. To date, together with the Cultural Resource Management Program, we have secured—or are in the process of finalizing—the following practica placements:

- The Jewish Museum and Archives of BC in Vancouver, BC
- The Vancouver Holocaust Education Centre in Vancouver, BC
- Canadian Museum for Human Rights in Winnipeg, MB

In addition, Dr. Wassilis Kassis of the University of Osnabrück (Germany) has offered us to secure internships at the Bergen-Belsen and Ravensbrück Memorial Sites in Germany. We also currently offer a Co-op position at Auschwitz-Birkenau Memorial and Museum in Oświęcim, Poland. [See Appendix G]

12.3. Program Learning Outcomes

At the conclusion of an M.A. Stream in Holocaust Studies, students will have acquired the following skills:

- analyze representations of the Holocaust in texts, films, media, as well as visual and material objects and spaces
- compare differences in genre and form (fiction and non-fiction, graphic novels, memoirs, drama, novels, poetry, and film)
- explore intricacies of propaganda and how it functioned in Germany and occupied Europe under National Socialism
- develop a teaching unit as part of a cross-cultural Holocaust education project
- understand creative presentations of cultural trauma, memory, and post-memory
- [non-thesis option:] produce a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry).
13. ENROLMENT PLAN

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Our projected maximum enrolment is six new students/year. We estimate that we will reach this number in our third year. Our ultimate goal would be to teach twelve students in any given year. As our Holocaust courses are open to all students in our graduate program, we project that we will be able to meet a minimum requirement of 5 students in all GMST/SLST graduate courses.

14. COMMUNITY SUPPORT AND CONSULTATION

We have consulted across and off-campus with the following colleagues on the feasibility of implementing this program. We received strong support from all of the consulted parties. [Please see Appendix G for letters of support.]

- Dr. Evanthia Baboula; Associate Dean; Faculty of Fine Arts; UVic
- Dr. David Blades; Curriculum and Instruction: UVic
- Dr. Erin Campbell, Chair; Art History & Visual Studies; UVic
- Dr. Leslee Francis-Pelton; Chair; Curriculum and Instruction; UVic
- Dr. Susan Lewis, Dean; Faculty of Fine Arts; UVic
- Dr. John Lutz; Chair; History Department; UVic
- Dr. Jordan Stanger-Ross; History Department; UVic
- Dr. Peyman Vahabzadeh; Director; Cultural, Social and Political Thought Program; UVic
- Dr. Bozena Karwowska; Associate Professor; Chair of Modern European Studies; Central, Eastern and Northern European Studies; UBC
- Nina Krieger; Executive Director; Vancouver Holocaust Education Centre
- Dr. Aaron Devor; President; Jewish Federation of Victoria and Vancouver Island Society
- Dr. Robert Oppenheimer; Member of the local Jewish Community
- Krzysztof Olendzki; Ambassadeur Titulaire; Consul General; Consulate General of the Republic of Poland in Vancouver
APPENDICES

- Appendix A: Course Outlines for Holocaust-Themed Graduate and Undergraduate Courses at UVic
- Appendix C: Scholarly Initiatives in Holocaust Studies: Global Connections - Critical Holocaust Education in a Time of Transition Conference
- Appendix D: Survey on Graduate Program in Holocaust Studies
- Appendix E: Practicum/Internship Placement – Cultural Resource Management Program
- Appendix F: Library Assessment for M.A. in Holocaust Studies
- Appendix G: Letters of Support
- Appendix H: Curriculum Changes for the Calendar 2016-17 (Cycle 2)
- Appendix I: Program and Curriculum Change Submissions for the Calendar 2016-17 (Cycle 3)
- Faculty Curriculum Vitae (Dr. Charlotte Schallié, Dr. Kristin Semmens, Dr. Helga Thorson, Dr. Serhy Yekelchyk) - available upon request
APPENDICES
APPENDIX A

Course Outlines for Holocaust-Themed Graduate and Undergraduate Courses at UVic

GMST 353
Literature and Film of the Holocaust and “Third Reich”

GMST 452 (formerly GMST 410)
Representations of Nazism in Contemporary Film and Visual Culture

GMST 453 (formerly GERS 433)
After-Images of the Holocaust in Text and Film

GMST 583 (formerly GMST 551)
Teaching about the Holocaust
(offered every three years)

GMST 585 (formerly GER 550)
Holocaust and Memory Studies
(offered every three years)

GMST 589
I-witness Field School
(offered every two years)

HSTR 344C
The Second World War and the Recovery of Western Europe

HSTR 350B
Weimar and Nazi Germany

HSTR 450
The Holocaust

HSTR 482A
Issues in the History of the Second World War
Department of Germanic & Slavic Studies  
University of Victoria  

**GMST 353: September - December 2015**  
The Power of Propaganda and the Politics of Persecution: Literature and Film of the Holocaust and the ‘Third Reich’

**Time and Place:** Tuesdays 4:30 – 7:20 pm, Clearihue A303

**Instructor:** Dr. Helga Thorson, CLEA D242, 721-7320, helgat@uvic.ca

**Office Hours:** Mondays 1:30-2:30 pm and by appointment

**Course Materials:** Coursepack (available in the bookstore)  

In addition, there are recommended secondary readings on reserve at McPherson library. Film showings will take place during class. If you miss the film showing, you are expected to check out the film from the library once it is returned. (For more detailed information, see Reading List and Film Showings handout.)

**Learning Outcomes:**

- to understand how propaganda functioned in Nazi Germany—from the most blatant forms to the most subtle
- to analyze how Nazi Germany presented itself in text, image, and film and how the story of the Holocaust has been represented in diaries and memoirs
- to compare different mediums of representation (from oral presentations to text and film) and to compare different genres of written representation (from diaries to newspaper articles to memoirs to children’s books) across time and location
- to discern differences in experience based on gender, race, ethnicity, age, etc. and to do so in an intersectional way
- to transfer textual and cinematic analytical skills to different time periods and settings, including your own
- to make connections to your own life so that you can begin to understand your place and responsibility in the world in which we live.

**Course Description:**

This course focuses on Nazi popular culture and entertainment films and explores a variety of Holocaust narratives that emerged during the Second World War and its aftermath. Students will analyze how propaganda was designed and used to achieve its desired goals as well as how it served as a basis for mass persecution. Its potential effects/consequences are detailed by the personal narratives selected for the course.
Subtopics of the course include:

- Language and the Holocaust
- Youth and the Sense of Belonging
- The Nazi Image and its Image Makers
- Researching the Past: History and Narrative
- Bearing Witness: Writing as Resistance
- Courageous Acts of Resistance
- Escapism or Propaganda? Nazi Entertainment Films
- Uncovering the Past: Family Research
- Speaking the Unspeakable: Life in the Camps
- Gender, Genre, and Memory
- The Construction of the Jew as “Other”

Primary texts discussed in class include three full memoirs: two about life in the camps and one about the experience of going underground (hiding in public). Other texts include diaries, a children’s book, newspaper articles, and excerpts from other memoirs. Guest speakers will also be invited to share their own research and/or recollections.

**Course Requirements**

Students are expected to attend the course regularly, to have the readings and assignments completed on time, and to participate in the class discussions. There will be several film showings in this class. If you miss class for any reason on one of the days a film is shown, you must view it on your own at home or at the McPherson library.

Most class sessions will include an opportunity for reflective writing. This is a time to process the course material in your own way, to reflect on the readings and class discussions, and to ask any questions you may have. Since this activity takes place during class and is based on the individual class sessions, you may not make it up for any reason. These reflections will be calculated into the participation/preparation score.

In addition, there is a mid-term exam, a final exam, and a final project in this course. The exams will include a short answer and an essay component. The essay questions will be distributed in advance. All questions will be based on the readings, films, course lectures, and class discussions. If you know you are going to miss an exam, you must contact me in advance.

The project should be 5-7 pages (typed, double spaced) and is due at the beginning of class on November 17, 2015. Late projects will lose 2% of your final grade each day after the November 17th due date and will not be accepted after December 1st. If you are going to miss class on the date the project is due, you are allowed to email the project—but it must reach me before the class begins.

**Topic of the Project:** Write a 5-7 page paper (typed, double spaced) on a topic you think would have been interesting to cover this term. How would you have gone about teaching it? What text(s)/film(s)/image(s) would you have focused on? How would you have approached the text(s)/film(s)/image(s)? What skills have you learned in this course (textual analysis, film sequence analysis, etc.) that you could apply to the material? How would you go about doing so? Please provide specific examples.
### Evaluation

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<thead>
<tr>
<th>Participation/Preparation</th>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Project (5-7 pages)</td>
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<td>Final Exam</td>
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### Grading Scheme

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<td>C+</td>
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To familiarize yourself with the UVic grading guidelines, please consult the University Calendar.

### Departmental Course Policies

#### Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

#### Concessions and Documentation

Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer, or faculty member. It must be dated before or close to the time of the missed work or classes.

#### Withdrawals and Deferrals

Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. Students are to familiarize themselves with the withdrawal dates in the current academic calendar.

#### A Note on Academic Integrity and Plagiarism

Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating, or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations (see UVic Policy on Academic Integrity).

#### Add/Drop Deadlines

It is the student’s responsibility to attend to ADD/DROP dates as published in the Calendar and the Undergraduate Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.
Classroom Conduct
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform her or his teaching duties in a cooperative, distraction-free, and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. Students are expected to turn off their cell phones, mp3 players, and other electronic devices during class. The use of laptops is not necessary in the dynamic and participatory environment of a discussion-based course.

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

Course Experience Surveys
I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.
Representations of Nazism and the Third Reich in Contemporary Film and Popular Culture

COURSE DESCRIPTION

In this course, we will explore cinematic portrayals of Nazi perpetrators in 21st century cinema as well as in popular culture. We will historically and politically contextualize the aesthetics and ethics of ‘Nazi films,’ and examine broader questions of how these productions represent the Holocaust in the contemporary imagination.

The main learning objectives are as follows:

• to gain a deeper and critical understanding of perpetrator narratives
• to self-reflectively discuss films that challenge the limits of language and visual representation

To offer a psychological explanation for the atrocities committed by perpetrators is not to forgive, justify, or condone their behaviors. Instead, the explanation simply allows us to understand the conditions under which many of us could be transformed into killing machines. When we understand the ordinariness of extraordinary evil, we will be less surprised by evil, less likely to be unwitting contributors to evil, and perhaps better equipped to forestall evil.


“No no: they definitely were human beings: uniforms, boots.”

Dan Pagis, Testimony (trans. from Hebrew by Stephen Mitchell)

Charlotte Schallie
schallie@uvic.ca
(250) 721 7321
Office Hours: Wednesday, 13:30 - 14:30, and by appoint.

GMST 410
FILM NAZIS: MOVIES, METAPHORS AND MEMES

SPRING 2014
TEXT EXCERPTS*

*All texts are available on Moodle.

FILMS*
Hannah Arendt (Germany 2012): *Lore* (Australia / Germany 2012); *A Film Unfinished* (Israel 2011); *The Flat* (Israel 2011); *Hitler’s Children* (Israel / Germany 2011); *The Debt* (USA / UK 2011); *Jew Suss: Rise and Fall* (Germany 2010); *Harlan - In the Shadow of Jew Suss* (Germany 2010)

EVALUATION

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<td>C+ 65 - 69</td>
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<tr>
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COURSE REQUIREMENTS

**Attendance: (10%)**

Attendance for all classes shall be taken by your instructor and will count for 10% of your final grade. Although this percentage represents a relatively small portion of your final grade, it is an expected and mandatory course requirement. Please be aware of the academic regulations cited on page 30 in the University Calendar: “Students are expected to attend all classes in which they are enrolled . . . Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.” Students missing more than four classes in this course may be debarred without notice from writing the final examination. Students may ask for an academic concession regarding missed or late work upon providing proper documentation of a personal or medical affliction.
Participation: (10%)
This class is formatted to allow for a maximum of discussion time. Therefore, participation and preparation make up 10% of your final grade.

Midterm Exam (25%)
This test (90 minutes) is scheduled on February 19th and will examine your knowledge of the material covered up to February 5. In addition, the midterm will test your knowledge of the reading week’s viewing assignment. The midterm has a brief answer section as well as multiple-choice questions and also includes a 350-word essay.

Quiz (15%)
The quiz (50 minutes) consists of short answers and definitions. It is scheduled on March 26th.

Reflective Essay (10%)
You are expected to write a reflective essay (three pages or 750 words) in response to an assigned reading or film viewing. This essay will be submitted on Moodle and will only be read by the instructor; it is intended for students to personally and critically reflect on the issues and themes covered in class (the use of secondary sources is optional). A detailed rubric outlining the evaluation criteria will be provided at the beginning of the class. This short essay is due on February 5th.

Take-Home Examination (30%)
The final take-home examination will cover all aspects of the course. It is due on April 16th at 4pm.

A Note on Due Dates:
All due dates are fixed as they stand. Unless there are extenuating circumstances, late submissions will receive a 5% penalty per day, including weekends.

COURSE POLICIES

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca).

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

Classroom Conduct
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform his or her teaching duties in a cooperative and distraction-free manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices.

Plagiarism and Cheating
Plagiarism and cheating will not be tolerated in this course. Please refer to the appropriate section in the University Calendar for more information.
COURSE DESCRIPTION
This course examines the Holocaust and its impact on subsequent generations through the lens of literature, film and art. Exemplary texts, documentaries and feature films probing the limits of representation will challenge students to reconsider their own assumptions and historical knowledge. As we move from eyewitness accounts to the after-images of the Holocaust, we will explore the deeply unsettling spaces of memory inhabited by Second and Third Generation writers, filmmakers and visual artists.

It is highly recommended that students take this class in conjunction with GERS 333 (Literature and Film of the Holocaust and the Third Reich).

READING LIST (available at the bookstore):
Richard Glazier, Trap with a Green Fence. Survival in Treblinka
Art Spiegelman, Maus: A Survivor’s Tale (My Father Bleeds History / And Here My Troubles Began)
Isa Milman, Prairie Kaddish*
Bernhard Schlink, The Reader

* The author will read from her book in class.

Students with advanced knowledge of German are encouraged to read Trap with a Green Fence and The Reader in German (available at the bookstore and on reserve at the library)

On reserve at MacPherson Library and on Moodle:
Primo Levi, The Gray Zone; Paul Celan, Death Fugue; Hannah Arendt, Eichmann in Jerusalem (excerpts); James E. Young, At Memory’s Edge (excerpts)

FILMS (on reserve at the Library Music & Media Desk):
EVALUATION

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<th>B- 65 – 69%</th>
<th>A 85 – 89%</th>
<th>C+ 60 – 64%</th>
<th>B+ 75 – 79%</th>
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COURSE REQUIREMENTS

Attendance & Preparation:
Students will be expected to keep up with the reading and film viewing assignments. Regular attendance is obligatory. Please be aware of the academic regulations cited on page 30 in the University Calendar: “Students are expected to attend all classes in which they are enrolled … Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.” Students missing more than 8 classes in this course may be barred without notice from writing the final examination.

Midterm Exam:
This test (90 minutes) will examine your knowledge of the material covered up to February 22. The midterm will have brief answer and multiple-choice questions and will also include a 350-word essay.

Quiz:
The quiz (50 minutes) consists of short answers and definitions.

Critical Engagement Pieces:
Throughout the semester, students are expected to write eight critical engagement pieces (350-400 words each) in response to the assigned readings and film viewings. These writings are submitted on Moodle and will only be read by the instructor; they are intended for students to personally and critically reflect on the issues and themes covered in class (the use of secondary sources is optional). A detailed rubric outlining the evaluation criteria will be provided at the beginning of the class.

Students with an interest in visual arts, video/digital media, and creative writing can substitute two of the written assignments with one artistic response, which they then will submit in the last class. Students who opt to submit a creative project (i.e. poems, short stories, video documentaries, installations, illustrations and design proposals for a public Holocaust memorial) are requested to supplement it with a concise summary discussing their own approach (250-300 words). A rubric listing the evaluation criteria will be handed out. Please note that all creative project proposals will have to be approved by the instructor.
A Note on Due Dates:
All due dates are fixed as they stand. Unless there are extenuating circumstances, late submissions will receive a 5% penalty per day, including weekends.

COURSE POLICIES

Accessibility Statement:
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation:
Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor’s note or a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals:
Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course.

Students are to familiarize themselves with the withdrawal dates in the academic calendar.

A Note on Plagiarism:
Plagiarism and cheating will not be tolerated in this course. Plagiarism is a very serious offence, and you must inform yourself about the university regulations (consult the University Calendar, pages 32-34).

Images:
(1) Jewish Museum Berlin (Daniel Libeskind)
(2) Memorial to the Murdered Jews of Europe (Berlin)
(3) “The Deserted Room” (Karl Biedermann, Berlin 1995)
(4) Art Spiegelman. “Maus II”
GER 550 (A01) / ENG 503 (A01)
“Memory Matters”: Eyewitness (I-Witness) Accounts of the Holocaust and WWII, Fall 2012

Dr. Helga Thorson, Associate Professor, Department of Germanic & Slavic Studies

Course Description:
This seminar explores issues of memory from the perspective of both gender and genre. Drawing on the title of Caroline Schaumann’s book (Memory Matters), participants will examine issues of memory and postmemory, aspects of “truth” and positionality in memoirs, diaries and documentaries, as well as the fascination with the Holocaust and WWII as a site of cultural memory. Topics include: boundaries between fiction and creative non-fiction, authenticity and false memoir, genre ambiguity (imagetext), postmodernism and the Holocaust, gender and representation, and ways in which cultural memories of the Holocaust and WWII have been regionally and temporally processed.

Instructor: Dr. Helga Thorson (Clearihue D254)
Tel: 250-721-7320
Email: helgat@uvic.ca

Office Hours: Tuesdays 1-2, Thursdays 2-3 and by appointment

Time and Place: Thursdays 9:30 – 12:20 (Clearihue C316)

Course Requirements:
Students are expected to attend the course regularly, to have the readings and assignments completed on time, and to participate in class discussions. Unwarranted absences will affect students’ participation/preparation marks in the course. Students should be aware that the instructor will notify the respective Graduate Advisor if a student has three such absences.

Each course participant will give a presentation on one of the secondary readings assigned in the seminar and will lead the class discussion on that article. The presentation should last approximately 15-20 minutes, followed by 20-30 minutes of discussion (for a total of 35-50 minutes). Students will begin to sign up for their presentations on the first day of class and are expected to give their presentations on the day listed in the course calendar. Each presenter should provide a handout to each class member on the day of the assigned presentation summarizing the main points of the reading.

A further focus of this seminar is an emphasis on preparing students to engage in academic conferences. The course will feature a “mock” conference entitled “Memory Matters.” All participants are expected to submit an abstract for the conference to all
course participants (5% of the mark), present a 20-minute conference paper to the class followed by questions and responses (10% of the mark), and to hand in the mock conference paper to the instructor (10% of the mark). The mock conference will be held during the final two class sessions. Papers are due on the day each student is scheduled to present. Late papers will lose 2% each day towards the final grade and will not be accepted after November 29, 2012. You should note that a 20-minute conference presentation generally translates to 8-10 typed (double-spaced) pages.

Throughout the course, participants are required to document a local story of the Holocaust or WWII. Class members will research the experiences of a specific person and decide in what form and medium to present the person’s “story.” Students are expected to not only submit their project in its final form, but also to write a corresponding paper analyzing the choices that were made and the methodological issues encountered. The final paper should be written as though it were to be included in an edited volume on the topic. Both the final project and the corresponding paper are due on December 10, 2012. Late papers will lose 2% each day towards the final grade and will not be accepted after December 20, 2012.

**Assignments:**
Class Participation 10%  A+ 90-100%  B- 70-72%
Presentation 10%  A 85-89%  C+ 65-69%
Mock Conference Participation 25%  A- 80-84%  C 60-64%
Project 30%  B+ 77-79%  D 50-59%
Paper on Project (12-15 pages) 25%  B 73-76%  F 0-49%

*The course project and corresponding paper are essential for passing the course. Failure to complete these requirements will result in a failing N grade.*

**Course Material:**
Primary Texts:
Secondary Texts:

Film (to be viewed on own):

Plagiarism and Cheating:
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on "Academic Integrity" on page 26 in the University of Victoria Graduate Studies Calendar for more information.

Grade Extension Policy:
Grade extensions will only be given in consultation with the instructor and the respective Graduate Advisor. These extensions can only be granted at the end of the term and only with very good reasons—i.e., reasons of health or extenuating circumstances such as death of a family member.
Commitment to Inclusivity and Diversity:
The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all of its members.

Departmental Course Policies

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Concessions and Documentation
Students may ask for an academic concession, such as the rescheduling of a quiz or test or an extension for an assignment, upon providing proper documentation of a personal or medical affliction or of a time conflict. Proper documentation would include a doctor's note or a memo from Counseling Services, or a memo from a coach, employer or faculty member. It must be dated before or close to the time of the missed work or classes.

Withdrawals and Deferrals
Students who miss substantial amounts of class and assignments without documentation will be asked to withdraw, or will receive an ‘N’ at the end of the semester. Even when the reasons for failing to meet course requirements are valid, it is not academically sound to allow students missing significant amounts of work to continue in the course. Students are to familiarize themselves with the withdrawal dates in the current academic calendar.

A Note on Academic Integrity and Plagiarism
Actions such as plagiarism, multiple submissions, falsifying materials used in academic evaluations, cheating or aiding others to cheat violate University policies on academic integrity and are considered serious offence. You must inform yourself about the university regulations. Please refer to the section on "Academic Integrity" on page 26 in the University of Victoria Graduate Studies Calendar for more information.

Classroom Conduct
Since the quality of the learning environment is paramount, every student has the right to learn and your instructor has the duty to perform his or her teaching duties in a cooperative, distraction-free and effective manner. Activities that could disrupt the learning environment for you and your instructor would include the non-academic use of electronic devices. Students are expected to turn off their cell phones, PDAs and mp3 players during class. The use of laptops is not necessary in the dynamic and participatory environment of a graduate seminar.
Add/Drop Deadlines
It is the student's responsibility to attend to ADD/DROP dates as published in the Calendar and the Registration Guide and Timetable. You will not be dropped automatically from a class that you do not attend.
In this interdisciplinary graduate seminar/advanced undergraduate course, students will be introduced to teaching approaches, methodologies and scholarly discourses in Holocaust Education. We will explore a range of primary and secondary sources (with a focus on graphic novels), and discuss how they can be used in various educational settings. In collaboration with the Art Gallery of Greater Victoria’s NEW EXTREME Program, students will also participate in a high school project (co-designing a teaching unit on the Holocaust) and plan a Holocaust outreach event. Particular emphasis will be on the question of how we can/should effectively interlink Holocaust studies with human rights education.

Instructor: Dr. Charlotte Schallié (CLE D 250); Tel: (250) 721 7321; email: schallie@uvic.ca
Office Hours: Wednesdays: 11:30 -12:30, or by appointment

**Time and Place:** Wednesdays, 14:30 -17:20 (CLE D 241)

**Evaluation (GMST 551):**
- Preparation, Participation & Project Planning 30%
- Presentation and Handout 15%
- Research Paper Proposal and Annotated Bibliography 15%
- Research Paper (16-18 pages including bibliography) 40%

**Evaluation (GMST 410):**
- Preparation, Participation & Project Planning 25%
- Two Reflection Papers (3-4 pages each) 20%
- Presentation and Handout 15%
- Research Paper Proposal and Annotated Bibliography 15%
- Research Paper (9-10 pages including bibliography) 25%

Images credits: Pascal Croci, Auschwitz, Joe Kubert, Yossel, Stan Lee and Jack Kirby, Magneto: Testament, Michel Kichka, Deuxième génération: ce que je n'ai pas dit à mon père
ASSESSMENT AND GRADING

Preparation, Participation and Project Planning
Weekly attendance and participation is expected. It is also expected that students participate in learning and teaching activities at Victoria High School and actively engage in the project planning process of a Holocaust outreach event. A student who must be absent for a serious reason is expected to contact the instructor before the missed class and explain why she or he will not be in attendance.

Two Reflection Papers (for GMST 410 students only)
Students will write two reflective narratives about their experiential and collaborative learning activities throughout the term.

Presentation and Handout
Students will discuss a course reading (a primary or secondary text) in an oral presentation of max. 20 minutes. In addition, presenters will facilitate the in-class discussion and prepare a handout stating the key arguments and research questions.

Research Paper Proposal and Annotated Bibliography
This assignment takes the form of a concise proposal outlining the compositional structure of the research paper. The annotated bibliography should include at least five secondary sources. Due date: March 23rd. Late submissions will lose 2 percentage points per day.

Research Paper
The research paper addresses one of the specific topics covered in the course. Students may use any common style manual (as long as they do so consistently). The paper may be submitted electronically or as a hard copy. The due date is April 18th, 2016. Late submissions will lose 2 percentage points per day and will not be accepted after April 25th, 2016. Research papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented, and carefully proofread.

COURSE POLICIES

Accessibility Statement
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach the instructor and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (http://rcsd.uvic.ca).

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

Plagiarism and Cheating
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on “Academic Integrity” on pages 23-25 in the University of Victoria Graduate Calendar for more information.

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Image credit: Rutu Modan, The Property
GMST 591: Directed Studies
I-witness Field School (1.5 units)

I–witness: Exploring the Past – confronting racism, antisemitism, and homophobia in the present EU

Course Description
By analyzing what Andreas Huyssen has termed “present pasts”, course participants explore how the past is negotiated in the present and, specifically, how issues such as racism, antisemitism, and homophobia are addressed in the present European Union. This 3-unit field school explores and analyzes the ways in which the Holocaust is memorialized in Central Europe and builds an understanding of how the lessons of the Holocaust are relevant in today’s world. The course promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums, and monuments of the Holocaust. Upon return to Canada, participants share their experiences through formal presentations and discussions on campus, in high schools, and with the local community.

Class Meetings and Travel
GMST 591 runs during the May-August term, although actual class sessions and travel occur exclusively during the month of May. The first week of classes (May 2 -through May 6) takes place on the University of Victoria campus. Class sessions are held during that week from 9:30 am to 3:30 pm (with a break for lunch) Monday through Thursday and from 9:30 am to 12:30 pm on Friday. Class sessions resume in Berlin on Monday, May 9th at 9:00 am. The typical daily schedule in Europe includes class sessions, walking tours, and site visits.

Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Monday, May 2 – Friday, May 6</td>
<td>Class sessions at UVic</td>
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<tr>
<td>Monday, May 9 - Friday, May 13</td>
<td>Class sessions in Berlin, Germany</td>
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<tr>
<td>Sunday, May 15</td>
<td>Flight to Cracow, Poland</td>
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<tr>
<td>Monday, May 16 –Thursday, May 19</td>
<td>Class sessions in Cracow Poland</td>
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<tr>
<td>Friday, May 20</td>
<td>Flight to Vienna, Austria</td>
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<tr>
<td>Sunday, May 22</td>
<td>Coach to Linz, Austria</td>
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<tr>
<td>Monday, May 23</td>
<td>Coach to Vienna, Austria</td>
</tr>
<tr>
<td>Tuesday, May 24 – Wednesday, May 25</td>
<td>Class sessions in Vienna, Austria</td>
</tr>
<tr>
<td>Wednesday, May 25</td>
<td>Train to Budapest, Hungary</td>
</tr>
<tr>
<td>Thursday, May 26 – Saturday, May 28</td>
<td>Class sessions in Budapest, Hungary</td>
</tr>
</tbody>
</table>
Texts
The reading list is made available to field school participants in January and all the films and texts are available in the Department of Germanic and Slavic Studies Reading Room (Clearihue D-252). Participants should complete all the readings and film showings prior to the first day of class in May.

Office Hours
During the first week of classes, I will be holding office hours Monday and Thursday from 3:30 – 4:30 pm. After that, office hours will be held by appointment only (since I will not have a regular office during our travels). Field School participants are encouraged to talk to the instructor at any time during the field school travel as well as in the remaining months of the summer term.

Learning Objectives
- Understanding EU policies on war crimes, human rights, and genocide
- Observing how the Holocaust has been memorialized in Austria, Germany and Poland
- Exploring how memorialization changes over time and place
- Understanding the developmental stages of genocide
- Discovering how various groups were affected by the Holocaust
- Acquiring a deeper understanding of antisemitism, racism, religious intolerance, homophobia and the stigmatization of the mentally and physically disabled communities
- Participating in the ongoing intercultural dialogue of the Holocaust
- Reflecting on the consequences of hatred.

Description of Assignments
Assignments are divided up according to the three stages of the field school, pre-travel assignments, experiential-learning assignments during our travels in Central Europe, and post-travel assignments.

1. Pre-Travel assignments include reading and discussing the course readings. You are also expected to research one of the sites we will be visiting and make a presentation on it.

2. You will lead a pre- and post-site discussion on the specific site you researched and will act as our “guide” during the site visit. I also strongly encourage you to keep a course journal during our travels.

3. Post-Travel Assignments include the content of a post-travel presentation to the community, a reflective paper, and a seminar paper. You are expected to make a public presentation (either orally or in writing) about the field school experience. This public forum may take various forms (e.g., an article for a newspaper, a presentation to a community group, an exhibit). You are also expected to write a 10-12 page (double-spaced) reflective paper on the trip that not only includes personal reflections on the experience, but also addresses some of the topics and
issues discussed in the course regarding how the Holocaust has been memorialized in Central Europe. The seminar paper is a 15-20 page (double-spaced) academic paper addressing one of the specific topics covered in the course.

Assessment and Grading

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
<th>Grading Scheme</th>
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</thead>
<tbody>
<tr>
<td>Participation/Preparation</td>
<td>10%</td>
<td>A+ 90 - 100%</td>
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<tr>
<td>Site Research</td>
<td>15%</td>
<td>A 85 - 89%</td>
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<tr>
<td>Public Presentation</td>
<td>20%</td>
<td>A- 80 - 84%</td>
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<tr>
<td>Reflective Paper</td>
<td>20%</td>
<td>B+ 77 - 79%</td>
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<tr>
<td>Seminar Paper</td>
<td>35%</td>
<td>B 73 - 76%</td>
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<td>B- 70 - 72%</td>
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<td>C+ 65 - 69%</td>
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<td>F 0 – 49%</td>
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Participation/Preparation: This includes coming to class prepared (having done all of the reading assignments before the class begins) and active participation during class sessions and site visits.

Site Research
In February, each participant is asked to sign up for a specific site to research. You are responsible for completing individual research on the site you choose and sharing it with the class. During the first week of instruction, you are expected to give a 10-minute presentation on your site. You should prepare a handout and include at least one visual (either on your handout or in the form of a slide in a projected presentation). During the trip, you will lead two discussions about your site (one short pre-visit discussion and one 20-minute post-visit discussion). You will also act as our unofficial “guide” during our site visit. Your initial presentation is worth 10% of the grade and the two discussions are worth 5% combined.

Public Presentation
Course participants are expected to make a public presentation (either orally or in writing) about the field school experience. Students are free to choose the type of presentation they wish to give (newspaper article vs. oral presentation) and need to make the necessary arrangements with the educational or community group they have chosen. The presentation can take place in Victoria, in Europe after the program is over, or in some other geographic location. Participants giving an oral presentation are expected to turn in a summary of their talk (e.g., where and when it took place, how many people were in attendance, what was presented) an analysis of how it was received (e.g., questions that were asked, discussions that took place), as well as a reflection on the choices that were made in terms of content and delivery (e.g., the message you were trying to get across, how you went about doing so, and the effectiveness of your delivery). Students writing newspaper articles should submit a copy of their submitted article, the
name of the newspaper where it was submitted, and a discussion of the choices that were made when putting the article together (e.g., the message you were trying to get across, how you went about doing so, and why you chose to submit it to this particular newspaper). The reflections you submit on your presentation should not exceed five double-spaced pages. The actual talk (if you wrote it out) or newspaper article can be attached as an appendix. The material may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Reflective Paper**
While in Europe, you are expected to write in a journal every day. These journals will not be handed in—but you may find them helpful when you work on your final reflective paper (and you may even choose to quote from your journal). The reflective paper should be 10-12 double-spaced pages in length. The focus of this paper is on the experiential learning that took place on this trip as well as your insights as to how the Holocaust has been memorialized in Central Europe. The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Seminar Paper**
The seminar paper is a 15-20 page (double-spaced) academic paper addressing one of the specific topics covered in the course (e.g., memorialization in East and West Germany, gender and memory, etc.). This is a research paper and should include at least 10 outside sources (including any relevant readings from the reading list). You may use any common style manual (as long as you do so consistently). The paper may be submitted electronically or as a hard copy. The due date is **August 1, 2016**. Late submissions will lose 2 percentage points per day and will not be accepted after August 10, 2016.

**Plagiarism and Cheating:**
Plagiarism and cheating will not be tolerated in this course. Please refer to the section on "Academic Integrity" in the University of Victoria Undergraduate Calendar for more information.

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

**Course Experience Survey (CES)**
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
History 344C provides a substantive understanding of events and trends in Europe during the tumultuous times of the 1940s and 1950s. Successful completion of the course requires: i) attending classes on a consistent basis and participating in two tutorial sessions; ii) submitting a term paper; and iii) writing the requisite mid-term test and final exam. Attendance and participation in the tutorials accounts for 10% of the final grade; the term paper accounts for 40%; and the mid-term test and final exam together account for 50% (25% each).

The two tutorials are based upon assigned readings. The first of these (covered in the session on 21 January) is Jean-Paul Sartre’s play “Dirty Hands,” which is contained in the No Exit compilation; the second (on 24 March) is Aleksandr Solzhenitsyn’s short novel One Day in the Life of Ivan Denisovich. Once the class has settled into place, it will be broken into two discussion groups, each of which will meet during our regularly scheduled class times (one at 8:30 and the other at 9:15). Please read and be ready to discuss each of the two books.

The choice of essay topic is left to your discretion, but you should clear your topic with the course instructor before starting work. The length of the term paper should be 2500-3000 words. Anything falling substantially short of this threshold will be penalized in the assignment of a grade. The essay is due on 29 February. Late papers are penalized at the rate of one grade per day; for instance, an “A-” paper handed in two days late would receive a “B.” Upon passing in your essay, you must keep a copy of your submission, either digitally or as a spare hard copy. This reserve copy may be requested by the instructor, so you should hold it until the paper you have submitted is marked and returned. Term papers are assessed on the basis of research, strength of argument, grammar and quality of presentation. In compiling a student’s final grade for the course, letter grades for the essays will be converted to numerical values upon the basis of the following conversion scale: A+ = 95%; A = 87%; A- = 82%; B+ = 78%; B = 75%; B- = 71%; C+ = 67%; C = 62%; D = 55%; F = 25%.

The mid-term and final exams are both three part tests. The mid-term will be held during regular class-time on 25 February. On each exam, Part I is composed of seven mandatory multiple choice questions, and Part II is comprised of three “short answer” questions, out of a
choice of five. On the mid-term, which is an eighty-five minute exam, Part III consists of one essay question out of a choice of three. On the final, which is slotted for a two-hour time frame, Part III consists of two essay questions, out of a choice of four. Each test is graded from a total of 25 points: seven points for Part I; nine grades for Part II, and nine grades for Part III. Multiple choice questions are marked right or wrong; “short answer” and essay questions are graded through an assessment of factual knowledge and the persuasiveness of the argument in the responses. Considerations of grammar and style are not vital criteria in evaluating responses on exams. There is no provision for writing supplemental exams, although students who need to defer course completion for documented reasons of illness, accident or family affliction can make appropriate arrangements with the course instructor.

COURSE TEXT AND TUTORIAL READINGS

James Wilkinson and H. Stuart Hughes, Contemporary Europe: A History

Jean-Paul Sartre, “Dirty Hands,” in No Exit and Three Other Plays

Aleksandr Solzhenitsyn, One Day in the Life of Ivan Denisovich

LECTURE AND TUTORIAL SCHEDULE

Each lecture lasts 80 minutes. Lectures are grouped under headings meant to reflect broad themes.

WAR AND NEO-BARBARISM

4 Jan. —Lecture: Barbarossa and the Germans in Russia

7 Jan.—Lecture: The Holocaust

11 Jan.—Lecture: Women in/at War

14 Jan.—Lecture Collaboration

18 Jan.—Lecture: Resistance


25 Jan.—Lecture: Götterdämmerung

28 Jan.—Lecture: The Great Flight
THE NEW EUROPE

1 Feb.—Lecture: The British Labour Government of 1945
4 Feb.—Lecture: Denazification
8, 11 Feb.—No Classes: February Reading Break
15 Feb.—Lecture: Purges and Retribution
18 Feb.—Lecture: The Rise of Christian Democracy
22 Feb.—Lecture: The Origins of the Franco-German Trade Bloc
25 Feb.—Mid-Term Exam

THE COLD WAR

29 Feb.—Lecture: The Marshall Plan, German Currency Reform and the Berlin Blockade

TERM PAPER DUE

3 March—Lecture: the “People’s Democracies”
7 March—Lecture: Containment
10 March—Lecture: East European Revolts

EUROPE IN THE 1950s

14 March—Lecture: German Sovereignty and Kanzlerdemokratie
17 March—Lecture: The Rise and Fall of the Fourth Republic
21 March—Lecture: The “New Course,” DeStalinization and the Khrushchev Reforms
24 March—Tutorials: Aleksandr Solzhenitsyn, One Day in the Life of Ivan Denisovich
28 March—No Class; Easter Monday
31 March—Lecture: The Reign in Spain
4 March—Lecture: Materialism
HISTORY 350B (A01)
Weimar and Nazi Germany

January – April 2016
Mondays and Thursdays, 8:30-9:50am

Instructor: Dr. Kristin Semmens
Office: CLE B306
Phone: 250-853-3809 (office)
E-mail: ksemmens@uvic.ca

Office Hours: Mondays and Thursdays, 10:00am – 11:00am, or by appointment
CRN: 21926
COURSE DESCRIPTION

This course covers the history of Germany from the end of the First World War in 1918 to the end of the Second World War in 1945. It is structured thematically within a rough chronological framework. The course focuses primarily on social and cultural historical aspects, but political and economic factors will also be discussed. One of the course’s key themes will be Germany’s ‘search for normality’ after defeat and revolution in 1918 and again after Hitler came to power in 1933.

LEARNING OUTCOMES

Students who successfully complete requirements for History 350B will be able to:

- describe and compare Germany under democracy and dictatorship between 1918 and 1945
- identify key turning points in German history between 1918 and 1945, and describe the relationship between those turning points and various political, social, cultural and economic consequences for Germany and the world
- distinguish broadly shared trends and continuities across the two periods, Weimar and Nazi
- identify, describe, and evaluate distinct scholarly approaches to historical questions about the interwar crisis
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- devise an independent primary source analysis or final research essay, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing argument about either the historical value of that source or a compelling thesis about the research topic
- explain and evaluate themes, concepts, and approaches relevant to the cultural history of Weimar and Nazi Germany

TEXTBOOKS

Your core textbooks will be Eric Weitz, Weimar Germany: Promise and Tragedy (new and expanded edition) and Jackson Spielvogel and David Redles, Hitler and Nazi Germany: A History (seventh edition). Both are available at the University Bookstore. Ideally you should read both books in full, but if that isn’t possible, then you must read at least the excerpts outlined in the course schedule below.

READINGS

Please see the course schedule that follows. Readings not from the course textbooks are all available online. The readings are integral to the course, an important supplement to the lectures, and the basis for our seminar discussions. They are examinable material!
EVALUATION AND ASSIGNMENTS

1) One midterm examination (20%) and one primary source analysis (30%) – or – one research essay 50%

2) Final Examination 45%

3) Seminar Questions 5%

Students MUST complete assignments 1 and 2 to pass the course.

Assignment 1: Students have the option of (A) taking one midterm examination and writing one primary source analysis or (B) completing one research essay (50%).

* Note: Students must choose one or the other of these options; they may not do both and take the higher mark. You do not need to let me know ahead of time which option you will choose.

Option A –

Midterm Examination (20%): This 75 minute exam will evaluate all material covered (lectures, readings, group discussions) through a mix of short answer identification questions and longer essay questions.

Date: Monday, 22 February at 8:30am

Primary Source Analysis (30%): Due Monday, 29 February at 8:30am

The purpose of this assignment is to read/view, contextualize and analyze a primary source from the Weimar Republic OR the Third Reich by referring to at least three academic secondary sources, including at least one full-length monograph (book), NOT including your core texts, discussion group readings or the volumes listed below. Websites, encyclopedias, dictionaries, newspaper articles, etc., may only be used in addition to your three academic secondary sources.

You will be responsible for finding the primary source (a letter, a postcard, a poster, a song, etc.). A good collection can be found in The Weimar Republic Sourcebook, ed. Kaes et. al. (1995) and the four volume series Nazism 1919-1945, ed. Noakes and Pridham, on reserve in the library under my name. There are also good online collections of primary sources (eg. http://germanhistorydocs.ghi-dc.org), but if using an online source, I would STRONGLY advise running the website by me in advance. If the primary source is taken from a dubious website, you will not pass the assignment and
there are no rewrites of submitted analyses. In any case, if using an online source, you MUST cite the full website address with the date accessed when first referring to your source in the assignment. **You will need to provide a copy of the primary source (*not just a website address*) with your essay.**

You will then place the primary source into an appropriate historical context, while analyzing the language or imagery used. You need to ask: What does this source tell me more about? How? Does it do so effectively? Reliably? What are some of the problems that might arise in using this as an historical source (ie. author’s bias, photographic editing, issues of translation, etc.)?

**Format**

1. Analyses must be in essay form with **endnotes or footnotes** and MUST include a list of ‘**Works Cited**’ at the end on a separate page. *Analyses without proper source citation will not be marked.*

2. Length and Presentation: 1200 words minimum, 1500 words maximum. It must be presented on 8 ½ x 11 inch paper and double-spaced, in 12 point font. Please number the pages.

3. References: Footnotes or endnotes – no parenthetical documentation. References must clearly indicate the sources for your ideas and ALL direct quotations with **specific page numbers**. If in doubt, provide a citation. Also, do NOT rely too heavily on direct quotations; you should express yourself in your own words.

4. Internet Sources: Use at your own risk! Few websites count as “academic” sources. See me if you have questions.

5. Style: Consult the Department of History style guide, available online via the Department’s website (web.uvic.ca/history/). Choose a citation style and then be consistent.

6. Please do not use binders or folders, etc. Staple the pages. Use a plain cover page with the essay title, course number (History 350B-A01), my name (Dr. K. Semmens), your name, student number and the date.

7. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.

**LATE ASSIGNMENTS:** A penalty of 3% per day (including weekends) will be deducted for late assignments. In special circumstances a student may arrange for an extension. Such arrangements must be made **in person no less than one week before the assignment is due.** I do not accept requests for extensions over the phone or by e-mail. There are no re-writes once a paper has been submitted. **NO ASSIGNMENTS WILL BE ACCEPTED MORE THAN TWO WEEKS AFTER THE DUE DATE.**
Option B –

Research Essay (50%): Students will write one research essay, either in response to one of the questions at the end of this syllabus or on a topic devised in consultation with me. Students devising their own topic **MUST** receive my formal permission. They must submit, in hard copy (not by e-mail), one typewritten page outlining the topic to be investigated along with the titles of three secondary sources to be consulted. This topic proposal must be submitted by **Thursday, 10 March**.

**Essay Due Date: Thursday, 17 March at 8:30am**

LATE ASSIGNMENTS: See above.

**Format** -

The essay must:

1. Be **2000-2500 words** in length (you must include a word count at the end)
2. Be typed and double-spaced (12 point font)
3. Include page numbers
4. Include a “Works Cited” (ie. books and articles referenced in your notes)
5. Use footnotes or endnotes as references (consult the Departmental style guide, available online for proper format). *Essays without proper source citation will not be marked!* *
6. Cite a minimum of **SIX** different academic sources, two of which must be post-2000 if possible. One of these six sources must be a published monograph, not an incomplete “Google book”. Internet sources may only be used in addition to the required six sources, and the complete web address and the date on which they were accessed must be provided. The course textbooks and readings may also be used, but only in addition to your six other sources. Ditto for atlases, dictionaries, encyclopedias, newspaper articles, etc.
7. Have a clear and strongly argued thesis statement. Introduce your reader to your argument in the first paragraph and use the following paragraphs to defend your claims, or raise a question at the outset, provide the evidence and build to a clearly-stated answer by your conclusion.
8. Include a cover page with essay title, student name and number, class and instructor name (History 350B-A01; Dr. K. Semmens).
9. No written assignments accepted by e-mail. Submit in class or to the History office, Monday-Friday, 8am-4pm.
10. **Please note:** I reserve the right to use plagiarism detection software or other platforms to assess the integrity of all student work.
Assignment 2: Final Examination (45%)

Your final examination in April will contain both short-answer questions and essay questions. You will be tested on everything covered in class, in the seminars and in your readings up to the date of the exam. It will be a two-hour exam. The date of the final examination is still to be determined. **Students are required to wait until the final examination timetable is posted before making travel or work plans.**

Assignment 3: Seminar Questions (5%)

On four days, we will be breaking into two smaller groups to discuss the readings assigned for that date (see syllabus). One half of the class will come for the first 40 minutes; the second half will come for the remaining 40 minutes. **At the beginning of each seminar, students will submit a list of at least five (5) typewritten questions that arose from that week’s readings and from thinking about that week’s topic more generally. You may only submit these questions at the beginning of the relevant class. No early or late questions will be accepted, no handwritten questions will be accepted, questions on the wrong readings/topics will not be accepted and they will not be accepted by e-mail. NO EXCEPTIONS!** Evaluation: 4 sets of questions = 5%; 3 sets = 4%; 2 sets = 3%; 1 set = 2%; 0 sets = 0%.

Seminars are an interactive process and they introduce you to a different kind of learning. But they only work if you have read the assigned material and are willing to discuss it with your classmates. Please come prepared. Students are expected to attend each seminar although participation will not be formally evaluated (ie. there are no participation marks). **Students will also be examined on material and topics discussed in the seminars.**

**PLAGIARISM**

Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation **including material taken from Internet websites AND including work you have submitted for other courses!** Any plagiarism and/or insufficient citations will be penalized, ranging from a zero on the assignment to a failing grade for the course. Please see the University calendar and the History Department’s handout for further information. **NOTE: I am required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. If you still have questions, please ask me.**
COURSE SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>4 January</td>
<td>Course Introduction</td>
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<td>7 January</td>
<td>The November Revolution</td>
<td>Weitz, <em>Weimar Germany</em>, 1-27</td>
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<td>14 January</td>
<td>Hyperinflation</td>
<td>Weitz, <em>Weimar Germany</em>, 129-145</td>
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<td>18 January</td>
<td>The “Worker Problem”</td>
<td>Weitz, <em>Weimar Germany</em>, 81-127</td>
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<td>21 January</td>
<td><strong>WRITTEN ASSIGNMENTS WORKSHOP</strong></td>
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<td>25 January</td>
<td>Seminar 1 – The “Culture Problem”</td>
<td>Weitz, <em>Weimar Germany</em>, images between 274 and 275;</td>
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<td>Lidlke, “Abstract Art and Left-Wing Politics in the Weimar Republic”,</td>
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<td><em>Central European History</em> 37, no. 1 (2004): 49-90 – available online</td>
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<td>via UVic library)</td>
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<td>1 February</td>
<td>The “Youth Problem”</td>
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<td>4 February</td>
<td>The Rise of Hitler and the NSDAP</td>
<td>Weitz, <em>Weimar Germany</em>, 331-349</td>
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<td>8 and 11 February</td>
<td><strong>READING BREAK – NO CLASSES</strong></td>
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<td>173-187 – available online via UVic library; Borut,</td>
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<td>7-50 – available online via Google)</td>
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<tr>
<td>18 February</td>
<td>Depression and the End of Weimar</td>
<td>Weitz, <em>Weimar Germany</em>, 161-168, 349-408</td>
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</tbody>
</table>
22 February  MIDTERM EXAMINATION AT 8:30AM

25 February  The Seizure of Power (Machtergreifung) (Spielvogel, Hitler, 69-80)

29 February  Economic Recovery under Hitler (Spielvogel, Hitler, 89-100)

**PRIMARY SOURCE ANALYSES DUE AT 8:30AM**

3 March  Nazi Racism (Spielvogel, Hitler, 100-107)

7 March  Women in the Third Reich (Spielvogel, Hitler, 165-166, 169-179)

10 March  The Terror Apparatus (Spielvogel, Hitler, 107-114; 155-162)


17 March  The Road to War (Spielvogel, Hitler, 184-200)

**RESEARCH ESSAYS DUE AT 8:30AM**

21 March  Resisting Hitler (Spielvogel, Hitler, 114-116, 119-120)

24 March  Hitler’s War (Spielvogel, Hitler, 200-249)

28 March  NO CLASS – EASTER MONDAY

31 March  The Holocaust (Spielvogel, Hitler, 253-279)

4 April  Seminar 4 – Coming to Terms with the Nazi Past (Niven and Paver, Memorialization in Germany since 1945, 114-133; 157-167; 243-252 (*E-BOOK available via UVic library website*)
SUGGESTED ESSAY QUESTIONS:

The November Revolution: real or rhetorical?
The Treaty of Versailles: a fatal or merely critical “illness” for the Weimar Republic?
Women in Weimar: emancipated or restricted?
Weimar youth culture: modern or anti-modern?
Jews in Weimar society: integrated or alienated?
Big business in the Third Reich: influential or ultimately unimportant?
Nazi propaganda: consistent or contradictory?
Women in the Third Reich: victims or beneficiaries of the Nazi regime?
The Third Reich’s mobilization for war: successful or ineffectual?
The road to Auschwitz: twisted or straight?
History 450 A01

The Holocaust

Fall 2015

CRN: 12032

Time: Mondays, 2:30-5:20 pm

Instructor: Dr. K. Semmens

Office Hours: Mondays and Thursdays, 10:00am-11:00am, or by arrangement

Office: Clearihue B306

E-mail: ksemmens@uvic.ca

Telephone: 250-853-3809
COURSE DESCRIPTION:

This seminar course examines the origins, progression, central characters, and enduring legacies of what is arguably the most horrific event of the twentieth century: the Holocaust. It is intended for students with a substantial background in twentieth century German and/or European history.

The Holocaust was the systematic mass murder of the Jews of Europe by the Nazis and their collaborators during the Second World War. This course will therefore prioritize Jewish experiences of Nazi terror. However, the course will also look at how Nazi racial policy targeted other social and ethnic groups. In addition, we will cover the post-1945 representation of the Holocaust by historians, film makers, museum and memorial designers, and even graphic artists, in an attempt to assess the meaning the Holocaust still has today. Everyone should be clear at the outset that studying the Holocaust is deeply upsetting. All of us, at various points during the term, will find ourselves disturbed and unnerved.

LEARNING OUTCOMES:

Students who successfully complete requirements for History 450 will be able to:

- describe and compare the evolution, key events and central figures of the Holocaust in diverse European countries at various times between 1933 and 1945
- distinguish diverse axes of identity (e.g. race, gender, class, religion, nation) that shaped Holocaust experiences, both of victims and perpetrators
- identify key turning points in Holocaust history, and describe the relationship between those turning points and the course of the Second World War generally
- identify, describe, and evaluate distinct scholarly approaches to historical questions about perpetrators, bystanders and victims
- read original evidence, scholarly arguments, and relevant popular depictions closely and critically
- devise an independent primary source analysis, exploring and synthesising a range of sources, weighing their relative merits and limitations, and crafting a coherent and convincing argument about the historical value of that source
- devise, as a group, and complete an individual final in-class essay that explains and evaluates themes, concepts, and approaches relevant to the cultural history of the Holocaust

We will practice these skills regularly in reading for discussions, preparing discussion questions, debating and discussing readings and ideas, writing primary source analyses and writing the final in-class essay.
COURSE REQUIREMENTS:

In addition to completing the assigned readings and actively participating in seminar discussions every week, students will be expected to submit discussion questions, write one primary source analysis, and write a two hour, in-class, open book final essay (see ASSIGNMENTS below). Students must complete assignments 1, 3 and 4 to pass the course.

1. Seminar Participation (ongoing) 25%
2. Discussion Questions (ongoing) 5%
3. Primary Source Analysis (due 2 November) 35%
4. Final In-Class Essay (written 30 November) 35%

READINGS:

Please see the COURSE SCHEDULE. The following texts are required and are available at the UVic Bookstore:

Marion Kaplan, Between Dignity and Despair.
Art Spiegelman, Maus I: A Survivor’s Tale.
Elie Wiesel, Night.
Judith Isaacson, Seed of Sarah.

All other required readings, videos and exhibits are available online and via the UVic library homepage. I would strongly recommend saving the online readings where possible for easy and repeat access. Please contact me if there are any problems accessing these materials.

ASSIGNMENTS:

1. Seminar participation (25%)

Seminars allow students to enter into a dialogue with other students, the instructor, the authors we read and, indeed, the past itself. You are expected to attend all classes and to complete the readings by the date assigned. Participation in the discussion of these readings is an essential part of the course and makes up a large part of your final grade. Simply attending classes is not enough. Both the quantity and quality of your contributions to class discussions will be assessed. Please note: If students cannot ground their comments in specific examples from the readings, they will receive significantly reduced participation marks.

2. Discussion questions (5%)

Each week, at the beginning of class, you will submit a list of at least five (5) typewritten questions that arose from that week’s readings and from thinking about that week’s topic more generally. To receive full marks, you need to submit a set of five applicable,
appropriate and typewritten questions each week. You may only submit these questions at the beginning of the relevant class. No late questions will be accepted, no handwritten questions will be accepted and they will not be accepted by e-mail.

Evaluation: 9 sets of questions = 5%; 8 sets = 4%, 7 sets = 3%; 6 sets = 2%; 5 sets = 1%; 0-4 sets = 0%.

3. Primary Source Analysis (35%)

You will analyze a primary source of your choice relating directly to the topics and themes covered in this course, due 2 November at 2:30pm. The purpose of this assignment is to read, analyze and contextualize your chosen primary source. A copy of the source (photograph, postcard, newspaper article, document, etc., etc.) must accompany your paper. You must use at least three academic secondary sources to complete your analysis, not including course texts, readings, encyclopedias, newspaper articles or websites. Some of the questions you might wish to consider include:

What can you say about the author of the document?
What perspective did he or she have on the event?
What were his or her biases, prejudices, etc.?
What was the purpose behind creating the document?
Is its timing significant?
How reliable is the document?
Is it internally consistent?
What kinds of sources might be used to corroborate or overturn its statements?
How useful is it as a historical source?
How does it differ from what historians have later said about its subject matter?

Word length: 1200 words minimum, 1500 words maximum. You must include a 'Works Cited', a cover page, footnotes or endnotes, and numbered pages.

In addition, students must submit an identical version of their research paper to http://turnitin.com, on the same day (2 November 2015). Further instructions for using turn-it-in will be given in class as the due date approaches.

PLEASE NOTE: You must submit your analysis BOTH online (through turnitin.com) AND in hard copy form. Your assignment will not be considered received until you submit via both methods.

LATE ASSIGNMENTS: Late primary source analyses will be penalized 3% per day. No rewrites will be granted and NO PRIMARY SOURCE ANALYSES WILL BE ACCEPTED AFTER 16 NOVEMBER. Late assignments should be submitted to the History Department office, Monday-Friday, 8am-4pm. DO NOT SUBMIT ASSIGNMENTS BY E-MAIL!
4. Final In-Class Essay (35%)

On the final day of class, 30 November 2015, at 2:30pm, students will write a two hour in-class essay. We will devise possible essay questions together as a class. During this time, students may consult their course texts and/or their class notes, but not their laptops – ie. You should print off your class notes if you have been taking them on your laptop. **You must write the essay on this date and at this time.**

***PLAGIARISM***

Students are expected to submit their own original work and are not permitted to re-submit material written for another course. Plagiarism consists of using the words and ideas of another author without appropriate citation, including material taken from Internet websites (ie. Wikipedia)! Any plagiarism and/or insufficient citations will be penalized, ranging from a zero on the assignment to a failing grade for the course. Please see the University calendar and the History Department’s statement attached here. Please note: I am required by the History Department to submit all cases of suspected plagiarism to our Undergraduate Coordinator for further investigation without exception. *If you still have questions, please ask me.*

**COURSE EXPERIENCE SURVEY (CES)**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.
COURSE SCHEDULE:

September 14 – Introduction: Modern Anti-Semitism and European Jews before the Holocaust

September 21 – Hitler and the Holocaust

Readings:

Adolf Hitler, Mein Kampf (at least Vol. 1, Chapters X, XI and Vol. 2, Chapters III, IV) (available online at: http://www.archive.org/details/meinkampf035176mbp)

Robert Carr, “Mein Kampf: The Text, its Themes and Hitler’s Vision”, History Review 57, (March 2007): 30-35 (available online via “Articles” on the UVic library homepage)

Suggested readings for this topic and next week:

Chapter 2 and Chapter 8 in Dan Stone, ed. The Historiography of the Holocaust (available online via “Books and More” on the UVic library homepage)

September 28 – The Beginning of the End: The 1938 Pogrom and the Evolution of the ‘Final Solution’

Readings:

Marion Kaplan, Between Dignity and Despair, 119-200

Online Survivor Testimony:

“Survivors Remember Kristallnacht” (online: http://www.ushmm.org/learn/timeline-of-events/1933-1938/kristallnacht)

October 5 – The Perpetrators

Readings:

Chapters 1, 3 and 5 (pp. 25-54, 78-96 and 120-142) in Olaf Jensen and C-C. W. Szejnmann, eds. Ordinary People as Mass Murderers (available online via “Books and More” on the UVic library homepage)

Continued next page ...
Online Images:

Browse through photographs of perpetrators at: http://digitalassets.ushmm.org/photoarchives/result.aspx?max_docs=1000&Submit=Search&search=perpetrators (OR: Go to ushmm.org. Type “perpetrators” in search box on the right; click “Photo Archives” on the left)

October 12 – NO CLASS (THANKSGIVING MONDAY)

October 19 – The Camps

Readings:

Elie Wiesel, Night

Judith Isaacson, Seed of Sarah

Marion Kaplan, Between Dignity and Despair, 1-16

October 26 – Children and the Holocaust

Readings:

Marion Kaplan, Between Dignity and Despair, 94-118


Website:


November 2 – Other Voices, Other Victims: Varied Experiences of Nazi Terror

*Primary Source Analyses Due*

Readings:

Marion Kaplan, Between Dignity and Despair, 201-228

And at least one of the following options (all available online via “Summon” or “Books and More” on the UVic library homepage):
Guenter Lewy, “Introduction”, Chapter 1, and Chapter 10 in *Nazi Persecution of the Gypsies* (p.1-23, 152-166)


**November 9 – NO CLASS (READING BREAK)**

**November 16 – Museums and Memorials**

**Readings:**


**Images:**


**November 23 – Representation, Memory and Holocaust Denial**

**Readings:**

Art Spiegelman, *Maus I: A Survivor’s Tale*

Frederick Schweitzer and Marvin Perry, Chapter 5, “Denying the Holocaust” (p.175-212) in *Anti-Semitism: Myth and Hate from Antiquity to the Present* (available online via “Books and More” on the UVic library homepage)

**November 30 – Final In-Class Essay (2:30-4:30pm)**
History 482A -- The Historiography of the Second World War

Instructor: David Zimmerman  Office: Cle B225 email:dzimmerm@uvic.ca
Class: Monday & Thursday 11:00  Office Hours Monday and Thursday 10:30 to 11:00

This course is designed to examine some of the current historiographical issues concerning the Second World War. The main theme of the course is to understand how historians are revising our understanding of the conflict. This course is not designed to be a comprehensive history of the war. Students are expected to already have a good general grasp of the events of the conflict.

Evaluation
Class Participation 40%
Bibliographies, Thesis statement and Essay Outline 10% Due 9 October 2014
Essay 30% (12-15 pages) Due 1 December 2014
Debate 20%

The Great Debates
Up to five classes will be devoted to debates on historiographical issues related to the Second World War. Each debate will involve two, two person teams. One team will be the government, arguing in favour of the resolution. The other team will oppose the motion. The structure of the debate will be as follows:

20 Minutes Government Presentation
20 Minutes Oppositions Presentation
10 Minute Government Rebuttal
10 Minute Opposition Rebuttal
15 Minutes Members of the House Question Period

The teams must be prepared to take play devil's advocate, argue their position relentlessly trying to win the approval of the Members of the House (the other members of the class). Essay and Bibliographies

The essay will be a historiographical paper on a topic of your choice on a topic related to the Second World War. All topics are to be approved by Dr. Zimmerman. Essay are to be around 12-15 pages in length. Students will hand in a thesis statement, essay outline and bibliography. The thesis statement will explain in one or two paragraphs the historiographical issue you will explore in your essay. The outline will provide a brief (2 page), point form overview of your paper. The bibliography will show that you have identified the important books and journal articles related to your topic.

Course Schedule

4 September – Valour and Horror Film

8 September – The Valour and the Horror
*David Bercuson and Sid Wise, *The Valour and Horror Revisited*, pp. 14-15, 24-32; 38-51; 61-91 (ebook)

11 September Practice Debate – The Canadian War Museum and Bomber Command

Resolved: “The Canadian War Museum was Justified in Resisting Veterans Demands to Change their Display”

Robert Bothwell, Randall Hansen, Margaret Macmillan “Controversy, Commemoration, and Capitulation: The Canadian War Museum and Bomber Command”, Queen’s Quarterly 115/2 (Fall 2008) 1, 367-387.

15 September – The Fall of France

18 September – Debate Preparation

21 September – The Battle of Britain


22 September – The Battle of the Atlantic


25 September – German Army and the Holocaust
Readings of articles on the German Army and the Holocaust (Course Space)


29 September – Dieppe and the Writing of History
Brian Loring Villa, “Mountbatten, the British Chiefs of Staff, and Approval of the Dieppe Raid,” *Journal of Military History*: Apr90, Vol. 54 Issue 2, p201-226, 26p

*C.P. Stacey, *Six Years of War*, pp. 325-348

2 October – The Great Debates First Debate
I-witness participants in front of Berlin’s Jewish Theatre Bimah. Photo: Charlotte Schallié

“I can’t speak for all Canadian kids, but I don’t think the Holocaust is talked about enough. This has given me a deeper understanding of the extent of what happened, and the importance of taking a lesson away from it… the importance of being aware of the seeds of hate and racism and anti-Semitism.”

Tristan Swainson, undergraduate student in International Relations at the University of Calgary, 2012 I-witness participant.

I-witness is one of only two experiential programs about the Holocaust offered by a Canadian university, and it is the only one that is open to any undergraduate or graduate student from any discipline at any Canadian university. The I-witness Field School Project takes participants to Central Europe where they see firsthand the ways in which the Holocaust is memorialized. The program strives to build an understanding of how the lessons of the Holocaust are relevant for today’s world.

PROJECT GOAL

The history of the Holocaust provides one of the most effective subjects for an academic and personal examination of basic moral issues and yields critical lessons for an investigation into human behavior. The goal of the I-witness Holocaust Field School Project is to provide students a life-changing experience that will build personal and cultural awareness and motivate them to recognize and respond ethically to prejudice, hatred and injustice. The project promotes action in the face of intolerance and encourages a personal investment in creating a better world.
2012 FIELD SCHOOL

Itinerary
Following a week of intensive study at the University of Victoria that included readings, lectures and guest speakers, participants embarked for Berlin, Germany. The typical daily schedule for the three week course involved class sessions in the mornings and site excursions in the afternoons. The following is a brief overview of the 2012 field school’s itinerary:

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<tr>
<th>Country</th>
<th>Activities</th>
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<td>Berlin, Germany</td>
<td>Morning classes were held at the Neue Synagoge – Centrum Judaicum.</td>
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<td>Excursions:</td>
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<td></td>
<td>Memorial to the Murdered Jews of Europe - Jewish Museum</td>
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<td>Roma-Sinti Holocaust Memorial</td>
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<td>Gay Holocaust Memorial</td>
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<td>Weißensee Cemetery</td>
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<td>Sachsenhausen Concentration Camps</td>
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<td>Cracow, Poland</td>
<td>Galicia Jewish Museum</td>
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<td>Kazimierz - the Former Jewish Quarter of Cracow</td>
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<td>New Museum of German Occupation located in the Former Schindler Factory</td>
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<td>Auschwitz-Birkenau Memorial and Museum</td>
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<td>Warsaw, Poland</td>
<td>Warsaw Ghetto</td>
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<td>Nozyk Synagogue</td>
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<td>Umschlagplatz</td>
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<td>Monument to the Ghetto Heroes</td>
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<tr>
<td>Prague, Czech Republic</td>
<td>In Prague, students had the opportunity to meet with noted Czech novelist and Teresienstadt child survivor Ivan Klima and his wife, psychotherapist, Helena Klimova.</td>
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<td>They also visited:</td>
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<td></td>
<td>Memorial and Museum at Terezin</td>
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<td></td>
<td>Prague National Jewish Museum</td>
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<td></td>
<td>Old Jewish Cemetery - one of the oldest burial grounds in Europe</td>
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<tr>
<td>Osnabrück, Germany</td>
<td>Students were given a guided visit of the Bergen-Belsen Memorial Site and participated in an Anti-Semitism Project and Seminar with Dr. Wassilis Kassis and his students at the University of Osnabrück.</td>
</tr>
</tbody>
</table>
2012 Field School Leader - Dr. Charlotte Schallié

Dr. Charlotte Schallié is Assistant Professor of Germanic Studies at the University of Victoria. She holds an MA in History and a PhD in German from the University of British Columbia. Her research interests include post-1945 Swiss German literature, transcultural studies, diasporic writing, theories on cultural memory and post memory.

Dr. Schallié is the author of *Heimdurchsuchungen: Deutschschweizer Literatur, Geschichtspolitik und Erinnerungskultur seit 1965* (Zurich: Chronos, 2008). In this publication, she examines how Swiss authors such as Walter Matthias Diggelmann, Max Frisch and Niklaus Meienberg revisit Switzerland’s role and attitude toward the Second World War, while portraying a society in which various individuals fought any attempt to tarnish the nation’s carefully constructed image of wartime heroism.

Dr. Schallié has also published articles on contemporary Jewish writing in Germany and Switzerland. In her current research project (funded by SSHRC), she examines transcultural literature and filmmaking in German-speaking Switzerland. Together with Dr. Wassilis Kassis (University of Osnabrück), she works on a collaborative research project examining public opinions and attitudes on cultural, ethnic and religious diversity in post-secondary institutions in Germany and Canada.
## 2011 FIELD SCHOOL

### Itinerary

As with the 2012 program, the 2011 field school began with an intensive study period at the University of Victoria. Once in Europe the typical schedule consisted of class sessions in the mornings and site excursions in the afternoon. The field excursions included:

<table>
<thead>
<tr>
<th>Country</th>
<th>Activities</th>
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| Berlin, Germany | Memorial to the Murdered Jews of Europe  
                        Jewish Museum  
                        The site for the Roma-Sinti Holocaust Memorial  
                        Topography of Terror  
                        Otto Weidt Workshop for the Blind  
                        Memorial to Homosexuals Persecuted under Nazism  
                        House of the Wannsee Conference  
                        Weißeinsee Jewish Cemetery  
                        Sachsenhausen and Ravensbrück Concentration Camps |
| Cracow, Poland | Galicia Jewish Museum  
                        Auschwitz-Birkenau Memorial and Museum  
                        In addition, field school participants met with students studying the Holocaust at Jagiellonian University in Cracow. |
| Vienna, Austria | Mauthausen Concentration Camp  
                        Schloß Hartheim Castle  
                        While in Vienna, students also met with young people involved in the Gedenkdienst (Memory Service) project. |
2011 Field School Leader and Co-founder - Dr. Helga Thorson

Dr. Helga Thorson is Associate Professor of Germanic Studies at the University of Victoria. She received her PhD from the University of Minnesota and taught at the University of Arkansas at Little Rock before moving to Canada in 2005.

Dr. Thorson’s dissertation, *Re-Negotiating Borders: Responses of German and Austrian Middle-Class Women Writers to Medical Discourses on Sex, Gender, and Sexuality at the Turn of the Century* (1996), won the first annual Women in German dissertation prize. Since then her research has focused on modernist German and Austrian literature, gender studies, history of medicine and Holocaust Studies.

Dr. Thorson is the co-founder, with Michael Gans (PhD Candidate), of the I-witness Holocaust Field School Project. In 2012 she received the Faculty of Humanities Award for Excellence in Teaching.

2011 I-Witness participants at Mauthausen concentration camp, Austria.  
Photo: Helga Thorson
PROJECT OUTCOMES

Strengthening UVic and its students

The I-witness Holocaust Field School Project has been an overwhelming success. Student participants became more independent and confident both personally and academically. They made commitments to share their experiences and knowledge about the Holocaust with others and many have expressed interest in learning about Jewish life and culture. As well, UVic’s teaching staff have developed many new connections with European Holocaust scholars creating the potential for future collaboration. Finally, the University of Victoria has added an important element to its existing strengths in Holocaust studies as well as a foundation for the future development of a broader Jewish studies program.

Building an Archive

An important and completely unanticipated outcome of the I-witness Holocaust Field School Project is a new project to collect stories from Victoria based Holocaust survivors for inclusion in the University of Victoria Archives. Building an Archive: Local Stories and Experiences of the Holocaust is a joint project led by Dr. Helga Thorson, co-founder of the I-witness Field School, Rick Kool, former president of the Victoria Holocaust Remembrance and Education Society, and Jason Michaud and Andrea von Noord, participants in the inaugural I-witness Field School. It is the initiative and dedication shown by Jason and Andrea that is the driving force behind this new archives project.

The archive project will capture the stories of individuals whose lives, or the lives of their families or friends, were directly affected by the Holocaust. These include people who survived concentration camps, hidden and rescued children, individuals who emigrated due to the threat of National Socialism, as well as those in the Canadian Armed Forces who came into contact with the horrors of the camps during the Second World War. Objectives of this ambitious project are to collect local stories of the Holocaust before these stories are lost; to preserve the voices of individuals whose lives were affected by the Holocaust in a form and medium that reflects their own wishes; to strengthen relationships between participants, members of the research team and community groups; to research the use of stories and storytelling in memory work; and to find effective ways to communicate about the Holocaust once survivors are no longer able to tell their own stories.
COMMUNITY SUPPORT - KEY TO SUCCESS

The I-witness program is a success because of the support it has received from the broader community. The 2012 program received over $25,000 in donations from a wide range of businesses, institutions and individuals in Victoria and Vancouver. These donations helped to offset some of the expenses individual students faced – costs such as accommodation, ground travel, and entrance fees to the many memorial and educational sites visited during the three week tour. This support helps to ensure that the program is more accessible to a wider range of interested students.

Other factors that have contributed to the success of the program include the quality of the activities and teaching. The students are well prepared in Victoria through lectures and background reading and the itinerary in Europe is extraordinary for giving the students experiential learning opportunities. A further essential element to the program’s success is the paid administrative position assigned to the project. This position is essential in coordinating the logistics of travel and to supporting the professor and students while they are in Europe.

NEXT PROGRAM – MAY 2014

The next I-witness Holocaust Field School will take place in May 2014. We are looking forward to meeting a new group of dedicated students from the University of Victoria and other Canadian institutions. To make the 2014 field school even stronger, Dr. Thorson will meet with 2011 and 2012 participants to gather their thoughts and suggestions for the program.

Travel to Europe is expensive. The cost of the program for 15 students is almost $80,000. In addition, students are responsible for their own airfare, travel insurance, 2 meals/day and UVic tuition. In order to keep the added program costs to less than $2,000 for each student participating in the 2014 field school we are aspiring to raise at least $50,000 from generous supporters in the community.

Fundraising for the 2014 I-witness Holocaust Field School will begin early in 2013.
Generous donations and financial support helped make the first two I-witness Holocaust Field Schools possible by underwriting program costs and providing students with travel awards. Our heartfelt thanks to:

<table>
<thead>
<tr>
<th>Generous Donors and Financial Support</th>
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<tr>
<td>Graham &amp; Jean Dragushan, Victoria, BC</td>
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<td>Jewish Federation of Victoria and Vancouver Island, Victoria, BC</td>
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<td>Kolot Mayim Reform Temple, Victoria, BC</td>
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<td>Lohn Foundation, Vancouver, BC</td>
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<td>MK Family Foundation, Vancouver, BC</td>
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<td>Residence Services (University of Victoria)</td>
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<td>Saanich Bikram Yoga, Victoria, BC</td>
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<td>University Food Services (University of Victoria)</td>
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<td>Victoria Holocaust Remembrance and Education Society, Victoria, BC</td>
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<td>Waldman Endowment for Holocaust Education (University of British Columbia)</td>
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<td>Zalkow Family Foundation, Vancouver, BC</td>
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In addition, many people are involved in organizing the field schools, both here and in Europe. Our sincere thanks and appreciation to our European partners:

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<th>European Partners</th>
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<tr>
<td>Dr. Annamaria Orla-Bukowska, Jagiellonian University, Cracow, Poland</td>
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<tr>
<td>Carolyn Gammon and Katharina Oguntoye, Berlin, Germany</td>
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<tr>
<td>Dita Snajdrova, Prague Jewish Community, Prague, Czech Republic</td>
</tr>
<tr>
<td>Frantisek Banyai, President, Prague Jewish Community, Prague, Czech Republic</td>
</tr>
<tr>
<td>Helena Klimova and Ivan Kilma, Prague, Czech Republic</td>
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<tr>
<td>Dr. Hermann Simon, Director, New Synagogue Berlin – Centrum Judaicum Foundation, Berlin, Germany</td>
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Our gratitude to our Canadian colleagues:

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<th>Canadian Colleagues</th>
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<tr>
<td>Dr. Chris Friedrichs, Department of History (University of British Columbia)</td>
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<tr>
<td>Colleen Jackson, Travel Cuts, Victoria, BC</td>
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<tr>
<td>Dr. Emmanuel Brunet-Jailly, Director, European Studies Program (University of Victoria)</td>
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<tr>
<td>Erik Fleischer (University of Victoria)</td>
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<tr>
<td>Frieda Miller, Executive Director (Retired), Vancouver Holocaust Education Centre, Vancouver, BC</td>
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<tr>
<td>Irina Gavrilova, Dept of Germanic &amp; Slavic Studies (University of Victoria)</td>
</tr>
<tr>
<td>Isa Milman, Victoria, BC</td>
</tr>
<tr>
<td>Dr. John Archibald, Dean, Faculty of Humanities (University of Victoria)</td>
</tr>
<tr>
<td>Julius Maslovat, Victoria, BC</td>
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| Dr. Lynne Marks, Chair, Department of History (University of Victoria) |
| Dr. Marketa Goetz-Stankiewicz, Professor Emerita (University of British Columbia) |
| Michael Moses Gans, Co-Founder, I-witness Holocaust Field School Project (University of Victoria) |
| Dr. Oliver Schmidtke, Department of History (University of Victoria) |
| Dr. Peter Golz, Chair, Department of Germanic & Slavic Studies (University of Victoria) |
| Dr. Phyllis Senese, Director, Victoria Holocaust Remembrance and Education Society, Victoria, BC |
| Tracy Thomas, Victoria, BC |
MEDIA & COMMUNITY PRESENTATIONS
2011 - 2012


“Emotional project,” Heath McCoy, UToday, University of Calgary, Nov. 9, 2012


“We must never forget,” Tom Hawthorn, Boulevard Magazine, Victoria, November 2012

“(Re)living the past: witnessing the Holocaust in 2012,” public presentation by 2012 I-witness participants at the Legacy Art Gallery, Victoria, BC, August 2012

“Studying the Holocaust: A Nuu-chah-nulth Experience,” presentation by Dawn Smith in Port Alberni, BC, June 2012

“University of Victoria I-witness Holocaust Field School Project,” Shawn Burns, Vancouver Holocaust Education Centre Newsletter, Winter 2012

“University of Victoria I-witness Holocaust Field School Project,” Kailey Buchanan, Vancouver Holocaust Education Centre Newsletter, Winter 2012

CTV 5 & 6 Vancouver Island coverage of joint project with UVic and North Saanich Middle School, Jan. 13, 2012

“Harsh Lessons,” Times Colonist, July 2011

‘A’ News coverage of “Our Piece: presentation”, July 2011

“Our Piece: a creative collective from the 2011 I-witness Holocaust field school,” University of Victoria, July 2011

“Presentation to the Annual General Meeting of the Jewish Federation of Victoria and Vancouver Island,” Helga Thorson, June 2011

Tour shines new light on horrors of holocaust for U of C student


Tristan Swainson, an undergraduate student taking International Relations, recently became the first University of Calgary student to participate in a University of Victoria program, I-Witness Holocaust Field School, that saw students spend three weeks studying the Holocaust and visiting concentration camp sites in
For Tristan Swainson, Remembrance Day will never again be about dates or statistics.

The fourth-year University of Calgary student, who will soon complete a degree in International Relations, once thought about the Holocaust in numeric terms — six million Jews, 11 million people in total murdered by the Nazis.

But after becoming the first U of C student to participate in the University of Victoria’s I-Witness Holocaust Field School, Swainson has a deeper perspective on that horrific chapter in human history.

“Rather than just thinking of the numbers, you actually start to think about the individuals and what they suffered. It takes it from the abstract and brings it into the reality,” she said.

The University of Victoria program — the only one of its kind in Canada — takes students on a three-week tour of Central and Eastern Europe, where they study the Holocaust and its causes by visiting first-hand the locations where atrocities took place. Swainson and the rest of the group visited five Nazi concentration camp sites — Sachsenhausen and Bergen-Belsen in Germany, Terezin in the Czech Republic, Plaszow and Auschwitz in Poland.

Many of the sites have been converted into memorials and museums, and the instruments of industrialized murder — the train tracks that the deportees arrived on, the crematoriums — are still visible.

Swainson said the visits were at times emotionally overwhelming. She was particularly haunted by the story of a young woman who was pregnant when she arrived at a camp, only to be subjected to a forced abortion and unwilling sterilization by the Nazis.

“It was heartbreaking. You just can’t even fathom something like that,” she said.

Swainson added it was interesting to see the ways different countries...
chose to memorialize the events of the Holocaust. In Germany, for example, memorials are plentiful, as the country tries to come to terms with its own dark history.

“Our tour guides in Germany were really good and I remember us asking one of them why he does it, because it can’t be easy giving these tours day after day,” Swainson said. “He said, ‘My grandfather was in the SS. I feel like this is my way of giving back and making up for his role in it.’ ”

Swainson has already given one presentation in Victoria about her experiences and has been approached by several U of C professors who are interested in having her speak to their students. For her part, Swainson wishes the Holocaust occupied a larger space in high school curricula.

“I can’t speak for all Canadian kids, but I don’t think it’s talked about enough,” she said. “This has given me a deeper understanding of the extent of what happened, and the importance of taking a lesson away from it ... The importance of being aware of the seeds of hate and racism and anti-Semitism.”

astephenson@calgaryherald.com
(mailto:astephenson@calgaryherald.com)
Studying the Holocaust in Europe

Wed, 2014-07-30 14:30 The Ring

At the Jewish Monument, former Mauthausen camp in Austria. Photo by student Rowan Meredith, 2014 Field School.

Rowan Meredith is a UVic Slavic Studies student who attended the 2014 I-witness field school and is currently immersed in a summer co-op at the Auschwitz-Birkenau Memorial Museum. She sent these "notes from the field" while still in Europe.

Learn more about 2014 I-Witness Holocaust Field School

In the fall of last year, I was walking the halls of UVic, when I happened upon a poster advertising the May 2014 I-witness Holocaust Field School with the Department of Germanic and Slavic Studies. The chance to spend three weeks travelling through Germany, Austria and Poland learning how the Holocaust is memorialized in Central Europe sounded incredible.

And even better, the program description also noted an opportunity to stay on in Europe and complete a summer co-op term at the Auschwitz-Birkenau State Museum. Little did I suspect just how profoundly this immersion in Holocaust studies would affect me.

The I-witness program started with one week of classes at UVic discussing readings about the memorialization of the Holocaust and listening to survivor testimonies first-hand. We then flew to Berlin, where we spent our days visiting memorials and museums and meeting with other student groups from Europe. Emotionally exhausted by a barrage of images and stories, we found ourselves sharing a wide range of thoughts and feelings. Our cultural and personal biases were illuminated and challenged by our experiences, observations and encounters, and many of our frameworks of belief were torn down. Only now are they starting to be built anew.

At the end of May, I left the I-witness group and moved to Oswiecim, Poland to volunteer at the Auschwitz-Birkenau State Museum. I write this from the former camp commander’s office, where I will be living until the end of the summer.

Every day, a new task awaits me: from preparing 70-year-old straw mattresses for display and sorting artifacts for collections, to transcribing video interviews of survivors. The experience of photographing and labelling spoons confiscated from the belongings of families arriving at
Auschwitz can be chilling – and certainly causes one to reflect in a more visceral way than any history lecture can. Throughout all of the tasks, I work with dedicated and multi-lingual museum staff who offer a breadth of insights into the ways in which different communities view the work of remembering the Holocaust.

Throughout both of these experiences, I have had the opportunity to make friends from across the globe. Whether they be coworkers, classmates or roommates, I have met people from Taiwan, Norway, Germany, and the United States.

The understanding I have gained about the Holocaust from people with such varied backgrounds and perspectives has been tremendous. I could not have asked for a better Holocaust education, and I am more motivated than ever to work to prevent genocide and human rights violations worldwide.

The Holocaust may seem far removed from our daily lives; yet, while our cohort was studying in Cracow, we read in the Times Colonist that racist and antisemitic graffiti had appeared on the streets of Victoria.

This is a reminder there is much more to learn.
The emotions, bonding and lifelong impact of studying the Holocaust where it happened.

BY KIM WESTAD

JENNIFER MOYSA CAME TO UVIC FOR A COURSE THAT WAS MAINLY TAUGHT half a world away.

The I-witness Field School takes students to Germany, Poland and Austria, to spaces dedicated to Holocaust memorialization. The students stood in the places where the mass murder of millions of European Jews and non-Jewish victims occurred between 1941 and 1945. They walked the streets where events that changed the world happened, learning through a sense of place and personal connection.

Moysa is one of a growing number of students who look for experiential learning in their university education, who want to augment the classroom learning with in-the-world experiences that make coursework come to life.

"No longer were these sights mythical places you see only in photos. We saw history in the very place it happened," Moysa says. "We were able to look at and almost touch the history."

The 23-year-old was one of 17 students who took part in the 2014 I-witness Field School, a course offered by the Department of Germanic and Slavic Studies. It has drawn a broad cross-section of students since it started in 2011 as the first Canadian university offering a course of its kind for undergraduate and graduate students.

Students explore how the past is reflected in the present by studying the sights, memories and history of the Holocaust, focusing on racism, anti-Semitism and homophobia. The class analyzes the ways in which the Holocaust is memorialized. The aim is to understand how the lessons of the Holocaust are relevant.

For Moysa, studying and critically thinking about the Holocaust is crucial in her goal of becoming a Holocaust educator: "It's a gateway to look at other genocides. What led up to it? What was happening in the culture, with the people who were whipped up by propaganda? How can we educate so this isn't repeated?"

This year, the three-week field course included visits to concentration camps in Sachsenhausen, Ravensbrück, Auschwitz-Birkenau, Mauthausen-Gusen and Dachau, Jewish museums, documentation centres, as well as monuments and memorials of all shapes and sizes.

There were joint sessions with students from the University of Osnabrück who met the UVic group in Berlin, a workshop with students from Jagiellonian University, a meeting with students at the Ludwig-Maximilian University in Munich, and lectures from noted professors such as Jonathan Webber and Annamaria Orla-Bukowska.

Seeing the sites was often emotionally difficult. Dr. Helga Thorson, the UVic Slavic and Germanic Studies professor who created the field school along with graduate student Michael Gans, prepares students as best she can. But ultimately that too is part of the learning process.

"We talk a lot before we leave about what it means to rally your critical thinking skills when you are really digging deeply to find out what a site means to you on many levels. Add to that the pure emotion and it can bring you to a place that most classrooms can't," Thorson says.

Students are often surprised by what they feel. "We talk a lot about how our expectations are shaped by the emotions we think we should feel. But everyone reacts differently at every site," Thorson says. "A lot of students don't know when it will hit them or what or if. They might expect it will be at a certain place, and then feel horrible when it doesn't."

Several students found that sharing such intense experiences and emotions with a group created a bond many hadn't felt before.

"Constantly thinking about the fate of the victims of the Third Reich is a heavy burden to carry at all times," Miles Gelmoun wrote in a paper after the trip. "This perpetual engagement allowed for amazing group cohesion as our discussions and immense..."
support for one another fused us into a tightly knit group — a group where we could discuss any topic, particularly what troubled us.”

That experience is unlike anything he could have studied, Gelmon says.

Often, learning comes from discussions with European students from the other universities who joined the UVic group for parts of the trip.

Gelmon remembers a student discussion about dealing with pasts and family history. One German woman told the group about her grandfather. He had been one of Hitler’s physicians. He lived to the age of 105, believing in Nazi ideals until the day he died.

Another German student wore a Star of David.

“He sincerely expressed to me that Germany today and Germans today are nothing like the Germans of the past. He spoke to me about learning about the past to build a better future.”

Gelmon says that meant even more to him than the student could know: Gelmon is Jewish, something the German student didn’t know.

Another group of German students were shocked to find out that Hitler’s manifesto Mein Kampf is readily accessible in Canada, and that UVic has several copies in its library. In Germany, it can’t be checked out of a library unless the person has permission. (Technically, the two-volume book is not banned in Germany because copies are online and millions of originals are still available from the days when the book was mandatory reading and the Nazis gave copies to all newlyweds. But it has not been published in Germany since 1945.)

Students met with several local Holocaust survivors before leaving on the trip, and met more while in Europe. Those close human interactions — sitting with someone and hearing about life in a time most of us know only from reading or movies — was a highlight for many students.

It was for Thorson too, particularly this year.

Before the travel portion of the class, students read a comprehensive list of books and articles in preparation. One is Outcast: A Jewish Girl in Wartime Berlin by Inge Deutschkron. It tells the story of her hiding in plain sight, working in the office of a Workshop for the Blind that made brooms and brushes. The owner of the factory, Otto Weidt, saved many lives, including many of his blind Jewish workers as well as that of Inge Deutschkron.

Students visited the actual broom and brush factory where this took place. This year, Thorson was able to contact Deutschkron, who met them at the factory and talked with the group for hours. She is 92 years old.

Being a witness to such stories, and keeping those experiences alive and relevant, is something that Russell Tse, a fourth-year History student, Takes to heart. “They often said they felt they had an obligation to share their experiences. That obligation now falls to us, the future generations, to share their experiences and wisdom so that their stories and Holocaust education in general does not become diluted as it may with time.”

**Power of Field Schools**

Professor Helga Thorson of the Department of Germanic and Slavic Studies designed the I-witness Field School. When she and sessional instructor Michael Gans surveyed students during the inaugural field school in 2011, and again in 2014, the results surprised them.

They found evidence that the experience “had been transformative for many of the participants.” Combining the experiential components of the field school with the integration of critical thinking and emotional learning created a perfect storm of learning. “Its potential to change students’ lives,” they wrote, “was truly unexpected.”

Along with organizing an international conference on field schools next year, Thorson is compiling a book on the subject with campus colleagues and with support from the Learning and Teaching Centre and the Office for Global Engagement.
APPENDIX C

Scholarly Initiatives in Holocaust Studies: Global Connections - Critical Holocaust Education in a Time of Transition Conference
Global Connections: Critical Holocaust Education in a Time of Transition Conference

September 1-3, 2015  |  University of Victoria  |  Free and open to the public

Seventy years after the end of WWII, this conference poses critical questions about the relevance and impact of Holocaust education in today’s world.

Register at: onlineacademiccommunity.uvic.ca/globalconnections
Email: globalconnections@uvic.ca for more information.

September 1
8:45 am - 5:15 pm
David Lam Auditorium, MacLaurin A144

September 2*
9:00 am - 4:45 pm
David Lam Auditorium, MacLaurin A144

September 3
9:00 am - 5:15 pm
Phillip T. Young Recital Hall

*There is also a special film screening of Carl Lutz - The Forgotten Hero (directed by Daniel von Aarburg) at 7:00 on the evening of September 2nd in The Vic Theatre, 808 Douglas St, Victoria, BC. The film showing is free, but seating is limited.
APPENDIX D

Survey on Graduate Program in Holocaust Studies
Survey on Graduate Program in Holocaust Studies

An anonymous survey was set up by the HCMC and an email was sent to all 52 former I-witness Field School students to complete the survey. In total, 36 students responded (a 69% response rate). The survey was posted from November 24, 2014 – December 15, 2014.

1. Have you graduated from UVic?
   Yes = 26
   No = 10

2. If you have not graduated, would you be interested in a graduate program in Holocaust Studies if there were one offered?
   Yes = 7 (70%)
   No = 3
   I've already graduated = 26

3. If you have graduated, when you graduated, if there had been a graduate program in Holocaust Studies at UVic would you have considered applying?
   Yes = 23 (88%)
   No = 3
   I have not graduated yet = 10

4. Would you consider enrolling in a graduate program in Holocaust Studies in the Department of Germanic and Slavic Studies at UVic if you had the opportunity and met all the admissions requirements?
   Yes = 27 (75%)
   No = 9

5. Would you consider enrolling in graduate-level courses in Holocaust Studies at UVic in the future (a certificate program rather than an MA program)?
   Yes = 33 (92%)
   No = 3
APPENDIX E

Practicum/Internship Placement
Cultural Resource Management Program
Guidelines for a Practicum in Cultural Resource Management
AHVS 491B (1.5 or 3.0 units)

Overview
A practicum in Cultural Resource Management provides you a unique opportunity to integrate theory with practice in a museum, art gallery or heritage organization. As an elective activity in your Program, it enables you to consider your learning in a practical context, to experience new working environments, and to build professional networks through a placement in a museum, art gallery or heritage organization. The key characteristics of a practicum are that it:

- is planned to meet your specific learning objectives;
- is a minimum of two months in duration (or approximately 85-100 hours);
- focuses on a defined project as well as related duties that support real work at the host agency;
- is supervised by a person in the host organization who has the qualifications—and time—to provide guidance and to address your learning needs; and
- can be effectively monitored and evaluated by the Cultural Resource Management Program (CRMP) office.

Please note that there is no programmatic funding for practicums; while the host agency may provide a stipend or external grant funding may be arranged, you should be aware that there is no guarantee of compensation as you enter the practicum planning process.

Timeline of Responsibilities
Planning – You are encouraged to begin planning for a practicum after the completion of your core courses.

Practicum site selection – Unless a host organization has already been identified through prior contacts or as a result of your specific interest in a particular institution, the normal process is to work with CRMP staff to explore your learning objectives, interests, and circumstances as a basis for identifying practicum opportunities.

You may approach the identification of a site in a number of ways. Think first about the kind of work you want to do and the kinds of things you want to learn, keeping in mind that the larger the host organization, the more specialized the practicum tasks that you are likely to experience. Then talk with CRMP staff since they may be able to recommend certain organizations based on your interests and can advise you on your selection. Alternatively, you can locate a site on your own, and
propose it to CRMP staff. Finally, you might turn your paid employment into a practicum if you are able to arrange a secondment to another area, or put your normal duties aside to focus on something new. If you are tackling a project within the context of your existing position, you should frame this as a Directed Study (see AHVS 491A).

Once a prospective site for a practicum has been identified, you should call your contact person there for an appointment to discuss the details of the arrangement: practicum project description; hours; supervision; learning goals, etc. The CRMP office can provide you with a document entitled “Information for Practicum Host Organizations” that you should share with your contact at the possible site. After you make the initial approach to a host agency, you will work collaboratively with the host agency and CRMP staff to write a proposal which will define the nature of the practicum and to confirm logistical arrangements. If you have concerns about making the first contact with a potential practicum site, please discuss these with CRMP staff so that a strategy to explore a potential placement can be worked out.

Writing the Proposal—Once a practicum placement is confirmed, you are required, in cooperation with the host, to prepare the following information as a draft practicum proposal (approximately 500-800 words). The proposal provides an effective planning and evaluation framework for the practicum and ensures that all parties have a common understanding of their roles, responsibilities, and expectations over the practicum period.

The proposal should be drafted prior to the start of the practicum and provides the basis for registration in your practicum. The draft proposal should include:

- **Identification** – Your name, student number, and the title of your proposal
- **Host Organization Information** – the name and address of the Host Organization, and the name, contact information, position information, and a brief description of the professional background of your proposed practicum supervisor.
- **Timeline** – this sets out the pacing and benchmarks for the practicum project and provides a framework for assessing progress and adjusting expectations. The timeline should include the start and end date for your practicum, and estimated dates for your mid-term evaluation and submission of your mid-term progress report and final report. The final report and journal should be submitted to the CRMP office no later than one week after the completion of your practicum.
- **Practicum Project Description** – this describes the nature and scope of the project(s) in which you will be involved, including the specific outcomes that will result from your participation.
- **Position Description** – this provides a detailed description of your primary activities, the levels of responsibility and accountability involved, the reporting relationships with other staff, and the supervisory relationship(s) planned.
- **Learning Objectives** – these articulate the specific skills, knowledge, and attitudes that you expect to develop through the practicum experience.
- **Mentoring/Learning Strategies** – this provides an indication of the ways you will be oriented to the organization, project and other staff and how you will develop the skills and knowledge articulated in the learning objectives. Normally, most of this takes place 'on-the-job', through individual and staff meetings, independent and directed study, and coaching by the supervisor or other staff.
• **Evaluation Strategy** – this sets out a framework for monitoring and assessing your progress. It normally involves regular face-to-face or telephone meetings with the supervisor as well as a mid-term evaluation with staff from the Cultural Resource Management Program to review the learning objectives, the project description, timeline, and projected outcomes to ensure that the practicum is proceeding effectively. This section should describe the four evaluation components explained in further detail below.

Please note that while the draft proposal is completed as part of the registration process, you should revisit and finalize it within the first two weeks of the placement, in consultation with your host agency and CRMP staff. While your draft proposal may require little revision, the review ‘on-the-job’ allows you to confirm details and ensure that your role and goals are accurately reflected.

**Completing the Registration Process**

In accordance with University policy, registrations for practicum should take place no later than the first month of the Fall, Spring or Summer term in which your practicum begins. In addition to submitting your draft proposal, you must complete a Pro Forma Registration Form, which you are required to sign. The original form with your signature must be returned to the CRMP office before you can be registered in the practicum. Because the Pro Forma must also be signed by the Chair of History in Art and the Dean of the Faculty of Fine Arts, it can take up to two weeks after we receive your proposal and Pro Forma to complete your registration.

Note that 1.5 units of fees are assessed upon registration. (For current fee information, please visit the UVic website: [http://web.finance.uvic.ca/tuition](http://web.finance.uvic.ca/tuition)) If you reside in Victoria, you are also expected to pay UVSS, Athletics and Transit fees. Fees are payable to the University of Victoria in accordance with the UVic fee payment guidelines. The fees are normally due by the end of the month in which you are registered.

**Evaluating Your Practicum**

You will be asked to complete the following items in order to be evaluated on your practicum:

• **Journal** (25%) – we ask you to keep a journal as a means of recording both the activities in which you are involved and your reflections on the experience as it relates to the learning goals set out in the proposal. Journal entries are submitted bi-weekly to the CRM Coordinator. The journaling process is intended to encourage you to critically reflect on what you are learning, the degree to which it is consistent with your learning goals and your evaluation strategy. The Program Coordinator will review your journal submissions and check in with you if any quality issues are noted (see Rubric 1). The journal entries are used during the mid-term evaluation to measure learning outcomes and revisit your evaluation strategies.

• **Mid-term evaluation** (10%) – this is a face-to-face or tele-meeting between you, the host supervisor and the Program Coordinator to review learning objectives, roles, the timeline and projected outcomes to ensure that the practicum is proceeding effectively. Substantial changes in learning outcomes or in the nature of work, are reported to the CRMP coordinator and discussed at this time. You may be asked to revise your initial proposal to reflect your current practicum experience (see Rubric 2).

• **Final report** (50%)
o Graduate level: CH 591 – the final report (approximately 4000 to 5000 words in length, excluding the journal) should critically reflect on the degree to which you have achieved your learning objectives and practicum goals. It should refer to some external sources and be grounded in conceptual and practical knowledge. It should be submitted to the Program Coordinator, together with your journal, no later than one week after the completion of your practicum. Your final report will be assessed by the Academic Advisor. Please let us know if you would like feedback. Among other things, the report should reflect on the questions below.

o Undergraduate level: AHVS 491B – the final report (2000 to 3000 words in length, excluding the journal) should reflect on the degree to which you have achieved your learning objectives and practicum goals. It should be submitted to CRMP staff, together with your journal, no later than one week after the completion of your practicum. The report should address the following points:

o In what ways did this experience in the workplace enhance what you learned through coursework? Discuss examples that demonstrate how you synthesized knowledge and practice.

o What new knowledge and/or skills did you learn through this experience? Discuss examples of new knowledge and skills learned through direct experience in the workplace.

o In what ways did your learning strategies allow you to meet your learning goals, and how did you change strategies to overcome challenges? Through specific examples, compare what “worked” in terms of achieving a learning goal and what didn’t.

o Evaluate your experience working with the supervisor? Provide specific examples to demonstrate your points.

o Would you recommend this organization as a practicum site in the future? Why or why not?

o In what ways has this experience impacted your career goals?

o In what ways could the experience have been improved (if at all)?

• Supervisor’s evaluation (15%) – the host supervisor will be asked to complete a brief evaluation form that reflects on the results of the student practicum and performance. CRMP staff will provide this form to the supervisor. The host supervisor rates and comments on the following aspects of the student’s work performance (see rubric 4):

  o The intern’s respect for the organization, staff, volunteers and/or public
  o The intern’s attendance and punctuality
  o The intern’s sense of professionalism and personal responsibility
  o The intern’s management of projects and tasks (as defined in the proposal)
  o The intern’s analytical and problem-solving skills
  o The quality of his/her work (projects, research, etc.)
  o The intern’s ability to communicate with staff, volunteers, and/or public
  o The intern’s approach and contributions to collaboration and teamwork

A final grade of INP (in progress), COM (complete), N (incomplete) or F (fail) is awarded on the basis of the above academic evaluation criteria and in conjunction with the following rubrics.
<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Criteria</th>
<th>Outstanding (Student encouraged and given positive feedback)</th>
<th>Competent (Student encouraged to make adjustments to journal entries through feedback)</th>
<th>Requires Rethinking (student meeting requested and possible resubmission discussed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Consistent and appropriate connections drawn between work journal entries and learning goals</td>
<td>Connections between work journal entries and learning goals are made sometimes but not consistently</td>
<td>Journal entries do not pertain to learning goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clearly documents student development and provides clear examples</td>
<td>Development documented sometimes, but examples are not always clear or appropriate</td>
<td>Student’s development is not addressed</td>
</tr>
<tr>
<td>Professionalism and Personal Responsibility</td>
<td></td>
<td>Shows enthusiasm for feedback from supervisors on journal entries and makes adjustments to improve quality</td>
<td>Makes some adjustments to journal entries</td>
<td>No adjustments made to journal entries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seeks feedback from program coordinator when issues arise – shows willingness to engage in discussion</td>
<td>Waits for program coordinator to initiate contact – will engage in discussion</td>
<td>Avoids contact with program coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides timely and thorough completion of journal entries</td>
<td>Most entries completed on time</td>
<td>Journal entries frequently late or not submitted</td>
</tr>
<tr>
<td>Teamwork and Collaboration</td>
<td></td>
<td>Demonstrates a new understanding of the synthesis of knowledge and practice through examination of specific experiences at work</td>
<td>A few references to new understandings of knowledge and practices</td>
<td>No new understanding is discussed. Student produces more of a “list of duties”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shows connections in learning by referring to material in other courses or readings</td>
<td>A few connections made to readings or courses</td>
<td>No connections to readings, courses or external knowledge discussed</td>
</tr>
<tr>
<td>Project Management and Problem Solving</td>
<td></td>
<td>Fully communicates thinking and provides analysis and rationales behind decision making</td>
<td>Rationales behind decision making are briefly communicated most of the time, but analysis is missing</td>
<td>Rationales behind decision making are not present or are misinformed or faulty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clearly articulates understanding of the important relationship between theory and practice</td>
<td>Relationship between theory and practice is acknowledged but not clearly articulated</td>
<td>No attempt to relate theory to practice</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>All journal entries are submitted on time and meet the criteria</td>
<td>All journal entries completed, but some revisions to meet criteria may not have been made</td>
<td>Some journal entries missing</td>
</tr>
<tr>
<td>Overall quality of work</td>
<td></td>
<td>Correct grammar, spelling and punctuation</td>
<td>Some issues with grammar, spelling and punctuation</td>
<td>Significant issues with grammar, spelling and punctuation</td>
</tr>
</tbody>
</table>
## Rubric 2 – Mid term evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student encouraged and given positive feedback)</th>
<th>Competent (Student encouraged to make adjustments to learning goals)</th>
<th>Requires Rethinking (student meeting requested and possible resubmission of revised proposal discussed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Student clearly articulates relevance of learning goals and how they are implementing strategies to attain them</td>
<td>Student refers to learning goals but does not clearly articulate strategies examples are given, but may not be clearly related</td>
<td>Student has not thought about learning goals and can’t articulate strategies Host supervisor may comment on student’s need for more support Student cannot come up with examples</td>
</tr>
<tr>
<td>Coherence and Alignment with proposal</td>
<td>Student provides examples drawn from work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>Shows enthusiasm for feedback from supervisors and engages in discussion about future challenges and strategies for achieving learning goals Discusses challenges and adjustments Makes suggestions for overcoming obstacles or revisiting proposal</td>
<td>Engages in discussion about future challenges and seeks feedback on strategies Waits for suggestions on how to overcome obstacles</td>
<td>No references made to learning goals No reference made to original proposal – possible unwillingness to revisit Host may comment on student’s inability to focus on learning goals</td>
</tr>
<tr>
<td>Critical Reflection</td>
<td>Shows an understanding of how specific experiences at work relate to knowledge within the discipline of Heritage, Culture and Museum Studies</td>
<td>Makes some references to how work experience relates to knowledge within the field</td>
<td>No references to knowledge within the field or how it applies to the student’s experience. Student may focus entirely on “duties” or “tasks”.</td>
</tr>
<tr>
<td>Quality/Completeness</td>
<td>A full discussion and future direction are understood by all three parties. Arrangements for any changes or revisions made</td>
<td>Some issues discussed and revisions pointed out. (A follow up meeting may be scheduled).</td>
<td>Lack of understanding and/or direction A follow up meeting planned with both student and host supervisor</td>
</tr>
</tbody>
</table>
### Rubric 3 – Final report evaluation

<table>
<thead>
<tr>
<th>Level of achievement</th>
<th>Outstanding (Student given positive feedback)</th>
<th>Competent (Student given encouraging feedback)</th>
<th>Requires Rethinking (student meeting requested, feedback provided and resubmission requested)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coherence and Alignment with proposal</strong></td>
<td>Clearly answers the questions listed in the final report instructions and discusses specific examples that demonstrate a synthesis of knowledge and practice.</td>
<td>Most questions are clearly answered and some examples provided to demonstrate synthesis of knowledge and practice.</td>
<td>Questions are not answered satisfactorily.</td>
</tr>
<tr>
<td></td>
<td>Sophisticated links made between learning goals and learning strategies.</td>
<td>Learning goals and strategies are discussed.</td>
<td>Self-reflection is present, but analysis may be absent.</td>
</tr>
<tr>
<td></td>
<td>Clear and relevant analysis of student learning and self-reflection.</td>
<td>Self-reflection is present, but analysis may be absent.</td>
<td></td>
</tr>
<tr>
<td><strong>Formative</strong></td>
<td>Demonstrates a competency for self-directed learning.</td>
<td>Addresses the notion of self-directed learning but does not demonstrate fully.</td>
<td>No evidence of self-directed learning.</td>
</tr>
<tr>
<td></td>
<td>Incorporates any feedback that occurred during the practicum.</td>
<td>Mentions feedback and may incorporate some examples into discussion.</td>
<td>No mention of feedback or incorporation.</td>
</tr>
<tr>
<td><strong>Critical Reflection</strong></td>
<td>Demonstrates a new understanding of the synthesis of knowledge and practice through examination of specific experiences at work.</td>
<td>A few references to new understandings of knowledge and practices.</td>
<td>No new understanding is discussed.</td>
</tr>
<tr>
<td></td>
<td>Organizes this discussion into a cohesive essay with a clear introduction and conclusion.</td>
<td>Student may answer each question with a paragraph, but it will be well-developed, specific and relevant.</td>
<td>Student answers each question with a vague paragraph.</td>
</tr>
<tr>
<td></td>
<td>Shows connections in learning by referring to material in other courses or readings.</td>
<td>A few connections made to readings or courses.</td>
<td>No connections to readings, courses or external knowledge discussed.</td>
</tr>
<tr>
<td><strong>Explication</strong></td>
<td>Clearly communicates ideas through essay format and provides analysis of experiences backed up by detailed evidence.</td>
<td>Ideas are clearly communicated most of the time, but any significant analysis is missing and ideas are frequently not illustrated with examples.</td>
<td>Ideas are not clearly communicated.</td>
</tr>
<tr>
<td></td>
<td>Clearly articulates understanding of the important relationship between theory and practice.</td>
<td>Relationship between theory and practice is acknowledged but not clearly articulated.</td>
<td>No attempt to relate theory to practice.</td>
</tr>
<tr>
<td><strong>Quality/Completeness</strong></td>
<td>Final paper is submitted on time and meets the criteria.</td>
<td>Final paper is submitted on time but not all of the questions listed are fully addressed.</td>
<td>Final paper may be late, of poor quality, or may focus entirely on one question rather than addressing all of them.</td>
</tr>
<tr>
<td></td>
<td>Correct grammar, spelling and punctuation.</td>
<td>Some issues with grammar, spelling and punctuation.</td>
<td>Significant issues with grammar, spelling and punctuation.</td>
</tr>
<tr>
<td></td>
<td>Essay format and any references properly cited.</td>
<td>An attempt to properly cite has been made if referring to external information.</td>
<td>A rewrite may be requested.</td>
</tr>
<tr>
<td>Level of achievement</td>
<td>Outstanding (Student encouraged and given positive feedback)</td>
<td>Competent (Student encouraged and given positive feedback to foster desirable workplace performance)</td>
<td>Requires Rethinking (meeting requested with student and program coordinator to encourage student to develop desired performance)</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Professionalism and Personal Responsibility</strong></td>
<td>Consistently shows respect for co-workers, supervisor, and public</td>
<td>Is respectful of staff and public and shows significant development in this regard if this area is weak to begin with</td>
<td>Does not make an effort improve in this area if weak to begin with. May not understand why this is important.</td>
</tr>
<tr>
<td></td>
<td>Is punctual and accountable for time</td>
<td>Strives to be punctual and understands the connection between accountability and responsibility</td>
<td>Is not concerned with punctuality, nor can account for time spent on various tasks</td>
</tr>
<tr>
<td></td>
<td>Consistently takes ownership of work and interactions with staff and public</td>
<td>Shows willingness to take ownership of work and interactions with staff and public</td>
<td>Not interested in taking ownership or responsibility</td>
</tr>
<tr>
<td><strong>Teamwork and Collaboration</strong></td>
<td>Shows enthusiasm for feedback from supervisor and co-workers</td>
<td>Listens to feedback from supervisor and co-workers</td>
<td>Ignores feedback from supervisor and co-workers</td>
</tr>
<tr>
<td></td>
<td>Asks questions when needing assistance</td>
<td>Sometimes seeks advice from co-workers</td>
<td>Avoids asking for help</td>
</tr>
<tr>
<td></td>
<td>Seeks to assist co-workers with tasks</td>
<td>Assists co-workers when asked</td>
<td>Avoids assisting co-workers with tasks</td>
</tr>
<tr>
<td></td>
<td>Consistently attends and participates in staff meetings and orientations</td>
<td>Attends most meetings</td>
<td>Does not attend or participate in meetings or group discussions</td>
</tr>
<tr>
<td><strong>Project Management and Problem Solving</strong></td>
<td>Demonstrates an organized approach to projects – shows an understanding of task prioritizing</td>
<td>Understands the importance of prioritizing tasks, but may need guidance organizing a large project – frequent checking in is to be expected</td>
<td>Shows a lack of motivation to organize project. May need substantial assistance to prioritize tasks</td>
</tr>
<tr>
<td></td>
<td>Seeks to solve problems, rather than simply identify them, through consultation with supervisor and co-workers and self-directed research</td>
<td>Identifies problems and asks for guidance on how to solve them. May need to be prompted to consult and research</td>
<td>Is not aware of problems nor interested in taking responsibility</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Consistently asks questions when needing help</td>
<td>Checks in regularly to make sure they understand what needs to be done and how</td>
<td>Avoids communicating with supervisor, staff, and public</td>
</tr>
<tr>
<td></td>
<td>Consistently checks in to ensure understanding of what needs to be done and how</td>
<td>May not always ask for help when needed</td>
<td>Does not check in with others and as a result may have a misunderstanding of what needs to be done</td>
</tr>
<tr>
<td></td>
<td>Is open to communication with supervisor, staff members and public</td>
<td>Communicates sufficiently with supervisor, staff, and public</td>
<td>Needs constant direction and reminding</td>
</tr>
<tr>
<td><strong>Overall quality of work</strong></td>
<td>Tasks and projects are completed on time and are fully understood</td>
<td>Most tasks and projects completed on time. Self-directed at some times and consistent effort shown</td>
<td>Many tasks and projects left incomplete or misunderstood</td>
</tr>
</tbody>
</table>
For more information, please contact:

Tusa Shea, Program Coordinator
Cultural Resource Management Program
Division of Continuing Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 CANADA
Tel: 250 721-6119
Fax: 250 721-8774
Email: crmcoord@uvic.ca
APPENDIX F

Library Assessment for M.A. in Holocaust Studies
Library Assessment for MA in Holocaust Studies

Monographs
The UVic’s Library’s book collection was assessed using Library of Congress subject headings. Related subject headings and UVic holdings are listed below.

Subject Heading Search
Holocaust, Jewish (1939 – 1945) – (over 1793 items)

- Holocaust, Jewish (1939 – 1945) study and teaching – 34
- Holocaust, Jewish (1939-1945)--Songs and music – 39 (This includes sound recordings)
- Holocaust, Jewish (1939 – 1945) Periodicals – 12
- Holocaust, Jewish (1939 – 1945) Personal Narratives – 76

- Holocaust Memorials – 22
- Holocaust Survivors – 82
- Jews German History 1933 – 1945 – 59
- Children of Holocaust Survivors – 38
- Children of Nazi’s - 9
- Romanies--Nazi persecution – 5
- Holocaust Denial – 13
- Gay Nazi persecution – 4
- Antisemitism Germany History – 10

Although there is a subject heading for Holocaust Education (Holocaust, Jewish (1939 – 1945) study and teaching) materials on education will show up under all the above subject headings. A keyword search for Holocaust and Education brings up 70 items.

Selected Reference Books
Encyclopaedia Judaica (electronic / print)
Encyclopedia of genocide and crimes against humanity (electronic)
Encyclopedia of the Holocaust (print: D804.3 E53)
The Encyclopedia of Jewish Life before and during the Holocaust (print: DS135 E8E48 2001)
Holocaust literature: an encyclopedia of writers and their work (Print: PN56 H55H66 2003)
Immigration and asylum: from 1900 to the present (print: JV6012 I56)

Maps / Atlases
Atlas of the Holocaust / Martin Gilbert (print: DS135 G3G5)
The Dent atlas of the Holocaust (electronic)
Films
There are no subject heading specifically for films on the holocaust but by using a keyword search we can get an idea of the number of films we have in the collection.
Keyword Search: holocaust and videorecording – 59
Keyword Search: holocaust and “motion picture” – 1

Journals
**Subject - Holocaust**
Antisemitism international (electronic)
Dapim: studies on the Holocaust (electronic)
Dimensions (electronic)
Holocaust and Genocide Studies (electronic)
Holocaust studies: a journal of culture and history (electronic)
Idea a journal of social issues (electronic; 1996 – 2012)
Jerusalem Yad Vashem magazine (electronic)
The journal of Holocaust education (electronic)
Kholokost: nauchno-informatsionnyi bulletin (electronic)
Martyrdom and resistance (electronic)
Post-holocaust and anti-semitism (electronic)
Prism (electronic)
Studies in Christian-Jewish relations (electronic)
War crimes, genocide, & crimes against humanity (electronic)

**Subject – Genocide**
Genocide studies and prevention (electronic)
Genocide studies international (electronic)
Holocaust and Genocide Studies (electronic)
Journal of Genocide Research (electronic)

**Library Funds**
In the past few years the funds for German have not been spent out at the end of the year and there is usually a couple of thousand dollars left. So I am confident that there would be enough money to cover this new area of study.
APPENDIX G

Letters of Support
Letter of Support for Holocaust Studies MA Internship Program

To Whom It May Concern,

The Jewish Museum and Archives of British Columbia is pleased to hear of the proposed internship program as part of the Holocaust Studies Master of Arts, and looks forward to the opportunity for partnership in the future.

The Jewish Museum and Archives of BC is dedicated to the collecting and sharing of community memories of Jewish life in British Columbia. Through innovative exhibits and programming, the JMABC builds bridges with the diverse communities of BC and heightens awareness of the rich 150 year history of Jews in BC.

Innovative public programming as well as archival processing and digitization work could not be done without the help of students, interns and volunteers, with oversight from our staff professionals. We aim to give all students as comprehensive experience as possible, including a variety of tasks and regular feedback from staff.

The JMABC has previously partnered with similar internship programs at the University of British Columbia and the University of Victoria, and they have proved invaluable experiences for all involved. We look forward to the opportunity to build a partnership with the Holocaust Studies Department in the future.

Sincerely,

Alysa Routtenberg,
Archivist
Community-based learning opportunities on Holocaust-Learning at the University of Osnabrück/Germany in cooperation to UVic

We are looking very much forward to jointly work with you on this program. We will provide UVic students with the following community-based, experiential learning opportunities.

While in Osnabrück, UVic students will be able to be in contact with the Osnabrueck Jewish Community, working in the history of specific stumbling-stones in the region, working on exhibitions of the FELIX-NUSSBAUM-HAUS, visiting and exploring Augustaschacht-Memorial, visiting and exploring Gestapokeller-Memorial, and visiting several other memorials of the second World-War all over Germany under our guidance.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Prof. Dr. Wassilis Kassis
February 23, 2016

Letter of Support: University of Victoria M.A. in Germanic and Slavic Studies - Holocaust Studies Stream

To Whom It May Concern,

I am pleased to offer support for the University of Victoria’s proposed Holocaust Studies Stream in the Germanic and Slavic Studies Master’s program, and to confirm the Vancouver Holocaust Education Centre’s commitment to act as a host organization for student interns in the Cultural Resource Management Program.

The VHEC is Western Canada’s only teaching museum dedicated to Holocaust education and remembrance. Founded by survivors of the Holocaust in 1994, the VHEC’s mission is to promote human rights, social justice and genocide awareness. The Centre engages 25,000 students and teachers annually with its acclaimed exhibits, school programs and pedagogical materials. The VHEC maintains a museum collection and archives, a survivor testimony project, and a library and resource centre, and also presents numerous public cultural and commemorative events throughout the year.

The Centre’s senior professional staff has a proud track record of supervising and mentoring young academics and professionals in the fields of history, museum studies, archival studies, library and information science, etc. We welcome the opportunity to engage British Columbian graduate level students with a focus in Holocaust Studies, and very much look forward to acting as a host institution for student interns from the University of Victoria.

Please feel free to contact me if you have any questions or require any additional information: 604.264.0499 or ninakrieger@vhec.org.

Sincerely,

Nina Krieger
Executive Director
1427 Ocean View Place, Victoria, BC. V8P 5K7

March 1, 2016

Dear Dr. Schallie,

I am writing as a local community member in support of the development of an MA in Holocaust Studies in the Department of Germanic and Slavic Studies at UVIC.

I have a particular interested in the Holocaust, as I am a second-generation member of a Jewish family heavily impacted by the Shoah. My father was a child refugee from Nazi Germany who arrived in the UK from Cologne following the Nuremberg Laws as a stateless refugee. Many members of my mother’s extended family also died in the Shoah in the Ukraine and Lithuania. So I feel I speak for a remnant of the once vibrant Jewish community in Central Europe.

As someone who takes an active interest in Holocaust related education I have had the opportunity to attend a number of events run by the department of Germanic and Slavic Studies, including a presentation and discussion for high school students and a conference for academics and community members. I have been impressed by the high quality of the faculty’s work and by the sophistication of programs such as the Field School Project to fully engage learners in Holocaust Studies.

My own academic background is in Humanistic and Clinical Psychology and I have a strong interest in inter-generational trauma. I have spent much of my career working in public schools to deliver programs designed to reduce violence and teach conflict resolution and inter-personal skills. I strongly support the focus on experiential learning in the proposal and given my own research experiences in humanistic psychology, based on a phenomenological research model, see rich opportunities for meaningful qualitative research.

As the survivor generation passes away (my own father died in 2012) I see a great need to develop expertise in this field in order to nurture future transmission of the critical lessons of the Holocaust. I see this especially in terms of the ongoing risks of the exploitation of ethnic differences for political gain and the perception in society at large of "the other". In addition there is a need to address and mitigate the kind of ethno-phobia currently being displayed in many countries, including among some Canadians, particularly in response to the Syrian Refugee crisis. I believe the graduates of this new program will be able to help in such efforts in unique ways.

In conclusion I believe that adding such a program to UVIC’s offerings at a Master’s level will help position the university at the forefront of human rights advocacy and research, at a time when it seems many people worldwide are in need of such efforts and the risks of genocide and racism are again presenting themselves.

Sincerely,

Dr Robert Oppenheimer
Dear Dr. Schallié,

Thank you for sharing with me your proposal for an M.A. in Germanic and Slavic Studies with a Holocaust Studies Stream. I am impressed by the academic and intellectual strength available to support this well-thought-out program. I am equally astounded by the fact that no such program exists anywhere in Canada. This is a lacuna that is long overdue for remedy and I commend the Department of Germanic and Slavic Studies for taking up the challenge of providing Canadians with the opportunity to systematically study the Holocaust at a graduate level.

The need for such a program is more urgent than ever as we reach a point when those who were eye witnesses to the realities of the Holocaust are rapidly expiring. At the same time, there is a paucity of Holocaust deniers vociferously propagating lies around the globe through every media. Furthermore, we continue to see genocides attempted against a wide range of peoples. We very much continue to need to study and learn from the Holocaust. We very much need to continue to teach each generation the lessons of the Holocaust. There is a great deal of good that can come from this work.

On behalf of the Jewish Federation of Victoria and Vancouver Island, I write express our unequivocal support for the establishment of this program.

Best wishes,

Aaron Devor, President
Jewish Federation of Victoria and Vancouver Island
March 8, 2016

Dr. Charlotte Schallié  
Department of Germanic and Slavic Studies  
University of Victoria  

Dear Charlotte,  

The History Department has reviewed the proposal for a new MA Stream in Holocaust Studies by the Department of Germanic and Slavic Studies and enthusiastically supports it. The proposed program takes advantages of the strengths of that department as well as other departments in the Humanities, including History. It is innovative in its inclusion of an internship and also in that there are no similar options in North America for students who want to examine the Holocaust at a graduate level from an interdisciplinary perspective. The new stream is admirable in that it addresses many of the goals in the University’s Strategic Plan and will more directly prepare students for careers in education, public history, museum and/or archival work, human rights education, journalism, public advocacy, and law.

The History Department has been consulted at every stage in the development of the proposal and has a chance to offer input. Since members of the History Department have expertise in the history of the Second World War, Race and Racism, Nazi and Weimar Germany, Public History, Digital History and the Holocaust itself, there is a lot of complementarity. Our two departments have worked together so that students in the new MA stream will be able to take relevant History courses as part of their electives and we anticipate History Faculty serving on graduate committees for students in this stream.

Thank you for your collaborative spirit! We look forward to the commencement of this important and innovative program.

Sincerely,

Dr. John Lutz, chair  
Department of History
Subject: Re: Draft Proposal - M.A. Stream in Holocaust Studies

Date: Wednesday, March 9, 2016 at 11:27:33 AM Pacific Standard Time

From: Peyman Vahabzadeh

To: Charlotte Schallie

Dear Charlotte,

Thank you for allowing me to review the MA Stream in Holocaust Studies. While I am in no official position to comment on the proposed program, I found the proposal compelling and well-conceived. It opens new educational possibilities for preserving a momentous historic experience. Moreover, the stream mobilizes and utilizes the existing resources at UVic, and this feature contains implications for the stream’s viability.

It seems to me that being the only such program in Western Canada (the next such program located at University of Manitoba), with proper advertisement, the program will attract graduate students before long.

Congratulations on putting such a seamless proposal together.

Good luck
Best
P

Peyman Vahabzadeh, PhD
Director, Cultural, Social, and Political Thought (CSPT) Program
Associate Professor, Department of Sociology
University of Victoria
P.O.Box 3050 STN CSC
Victoria, BC
V8W 3P5 Canada
Tel: (250) 721-6353
Fax: (250) 721-6217
E-mail: peymanv@uvic.ca
http://www.uvic.ca/socialsciences/sociology/people/faculty/vahabzadehpeyman.php
http://www.uvic.ca/interdisciplinary/cspt/index.php

"In every Order you create, reserve some room for Disorder."

H. Nushazar
March 11, 2016

Dr. Charlotte Schallié
Department of Germanic and Slavic Studies
University of Victoria
Victoria, British Columbia
V8W 3P4

Dear Charlotte,

RE: Proposed MA in Holocaust Studies at the University of Victoria

The Faculty of Fine Arts is pleased to support the proposed MA stream in Holocaust Studies at the University of Victoria.

The MA responds to growing interest in the field of Holocaust studies and offers advanced training that aligns with the University’s commitment to community engagement, dynamic learning, and social justice. The program leverages resources through its use of elective courses from other departments. The program is distinct in Western Canada and, I suspect, will offer a differential strength for graduate recruitment in the Department of Germanic and Slavic Studies.

The Faculty of Fine Arts supports the proposed MA stream in Holocaust Studies and looks forward to the opportunities it will bring to UVic students.

Sincerely,

Susan Lewis
Acting, Dean of Fine Arts
March 11, 2015

Dr. Charlotte Schaillié,
Department of Germanic and Slavic Studies
University of Victoria

Letter of Support: M.A. in Germanic and Slavic Studies – Holocaust Studies Stream

Dear Dr. Schallie,

I am pleased to write this letter of support for the proposed M.A. in Germanic and Slavic Studies – Holocaust Studies Stream. Holocaust studies are especially important in this day and age when the world is facing a refugee crisis that is greater than anything we’ve seen since World War 2. Add to that the looming rise of a candidate in the coming American election, and the importance of reminders of Holocaust scholarship takes on an even greater importance.

The Department of Curriculum and Instruction sees this proposed M.A. as something that would be of great interest to educators who are interested in issues of social justice, racism, oppression and genocide. We would be happy to recommend the program or courses within the program to our students.

Sincerely,

Leslee Francis Pelton
Chair
Dept. of Curriculum and Instruction
University of Victoria
Dear Charlotte,

I am really glad that your Department (thanks to your scholarly interests and engagement) are planning to introduce a Holocaust Studies MA program. Though Holocaust education is among the fastest growing educational fields, this seems to be only slowly coming into our province. Thus, I can only congratulate you for your effort and hope that your University will support your application.

Both the growing number of students taking Holocaust related courses at UBC and the success of our research intensive undergraduate seminar, Witnessing Auschwitz, demonstrate the need for more Holocaust Studies programs, and definitely indicate the importance of providing students the opportunity to continue Holocaust Studies on a graduate level. Your proposal for the Holocaust Studies stream MA program at the University of Victoria shows a well prepared curriculum that will address this need. The number of courses available at your University for students who want to pursue Holocaust Studies is impressive and guarantees a high level of Holocaust education. As you know, I have a slight reservation in granting students an MA in Germanic and Slavic Studies without a single required course in the area of Slavic Studies (as well as in limiting the Slavic perspective to Ukrainian and Russian) but I trust that you will be able to find a suitable solution so that the name of the degree will be reflected in the requirements.

In short, I congratulate you for your great work and support your proposal, hoping that you will be able to offer this Holocaust Studies MA program beginning in 2017.

Dr Bozena Karwowska
Associate Professor and Chair
Modern European Studies Program
Subject: M.A. Stream in Holocaust Studies
Date: Friday, March 11, 2016 at 4:31:00 PM Pacific Standard Time
From: Olendzki Krzysztof
To: Charlotte Schallie
CC: Dean of Humanities

Dear Charlotte,

After three months of my recovery from the heart attack I have come back to work. During this time of my staying at home I have been reflecting a lot about your program and its importance for your Accademia and student’s education process. Talking with your students after my lecture at UVic last October I understood better how important is to educate them about the WW2 and the Nazi Occupation system in Central Europe, especially Poland, to help them understand what was the nature of Holocaust. I remember that this topic was also largely discussed by the International Holocaust Remembrance Alliance, which I have a honor to be a part of.

Some days ago I’ve got a wonderful news you are going to inaugurate M.A. program in Holocaust Studies. As the Consul General of Poland in Vancouver as well as historian and former responsible in Polish MFA of education on Holocaust I will be more than happy to help you in organizing your program, provide contacts with people form Auschwitz Museum, Jewish Historical Institute in Warsaw and first of all scholars who are involved in setting up similar programs all over the world working together with their Israeli and Jewish colleagues on establishing the same kind of programs you are going to inaugurate at UVic. I know that you are doing a great and important job! It is really of the crucial importance to educate people about Nazi German social system and the different politics they applied in different European countries for executing their horrible policy of the “ultimate solution”. I will be also happy having the opportunity to help UVic to establish scientific connections with Polish universities and create network of exchange of young researches from British Columbia with Polish scientific institutions and universities, providing also books and other materials.

I will happy to learn more about your plans.

Have a nice weekend

Krzysztof

Krzysztof Olendzki
Ambassadeur Titulaire
Consul General
Consulate General of the
Republic of Poland in Vancouver
1600-1177 West Hastings Street
Vancouver, BC V6E 2K3
Tel: +1(604)688-3530
Fax:+1(604)688-3537
www.vancouver.msz.gov.pl
Dr. David Blades  
Professor of Science Education and Curriculum Theory  
Department of Curriculum and Instruction  
University of Victoria

Dr. Charlotte Schallié, Associate Professor  
Department of Germanic and Slavic Studies  
University of Victoria

Dear Dr. Schallié,

I wish to add my voice to those supporting a new M.A. stream in your Department in Holocaust Studies. A few years ago I was asked to contribute to the work, “Talk in a Post-Holocaust Era,” edited by Marla Morris. At that time I researched Holocaust Studies in Canada and was surprised how few universities offered any advanced study of the Holocaust. To my knowledge, this situation has not changed, thus establishing a programme at UVic would place our university as leaders in the study of this area.

I fully support the new MA programme in Holocaust studies for several reasons. First, this programme would naturally compliment the outstanding leadership by the Department of Germanic and Slavic Studies in the study of anti-Semitism and scholarly works related to the Holocaust and the significant scholarly work already conducted in this area in the Department. Second, studies of the Holocaust naturally lead to studies of other historical—and sadly present—examples of genocide and discrimination. We simply can never study these enough, if humanity is to avoid making the same tragic mistakes. I therefore see students in this programme as leaders in academia and in their communities in understanding the causes that encourage such terrible events and working towards preventing repeated forms of the Holocaust. In this way, this MA programme aligns perfectly with strategic plan of the University of Victoria to engage communities in ways that foster social justice.

In my experience writing about the Holocaust and also teaching about this event from a curriculum perspective, I find that people today experience difficulty conceptualizing the thinking that led to plans to exterminate entire groups of people. The Holocaust is literally a horror, a Shoah in Hebrew, that has to be studied in depth to be grasped and understood in depth in order to find ways to communicate the truly horrible nature of these actions to the general public. Given that such study is limited in the world of academia, I commend the Department of Germanic and Slavic Studies for their initiative to create an MA programme in Holocaust Studies. Such scholarly work is needed now more than ever if we are to
truly grasp and realize the call by survivors of the Shoah, “Never Again!” As many of
the first-hand witnesses are now leaving us, establishing academic study of the
Holocaust is a practical way to understand their experience and help towards
creating a world where the idea of a Holocaust is unthinkable.

Sincerely,

David W. Blades, Ph.D.
Full Professor, Science Education and Curriculum Theory
3M Teaching Fellow, 2016
APPENDIX H

Curriculum Changes for the Calendar 2016-17 (Cycle 2)
**UVic Course Curriculum Change**

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Humanities</th>
<th>Academic Unit:</th>
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<td>☒ New or reinstated course</td>
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<td>GMST 565</td>
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<tr>
<td>Adorno, Benjamin and Frankfurt School Critical Theory</td>
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<tr>
<td>Explores Frankfurt School Critical Theory through the cultural context of Weimar modernism through the fascist period to Germany in the 1960s. Juxtaposes the theory with relevant examples from media, film, literature, avant-garde and popular music.</td>
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<td>Note: Credit will be granted for only one of 565, 465.</td>
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<td><strong>Rationale for proposed change:</strong></td>
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<tr>
<td>Creating a graduate-level equivalent of the senior undergraduate seminar, which we plan to offer as an undergraduate/graduate course. Condensed title: Frankfurt School</td>
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# UVic Course Curriculum Change

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<td>GMST 580</td>
<td>Units: 1.5</td>
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<tr>
<td>Introduction to Holocaust Studies</td>
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<tr>
<td>A foundations course that would introduce students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.</td>
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### Rationale for proposed change:

A new graduate course created in connection with our graduate-program redesign and in preparation for the potential creation of the Holocaust-studies stream within our graduate program.

### Consultation:

Other units consulted in preparation of submission: HSTR

☐ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

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**Type(s) of course change:**

- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

**Current calendar entry:**

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<tbody>
<tr>
<td>GMST 583 Units: 1.5</td>
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<tr>
<td>Teaching About the Holocaust</td>
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</table>

Introduces teaching approaches, methodologies and scholarly discourses in Holocaust Education. Analyzes a broad range of primary and secondary sources (oral testimonies, literature, film, mixed media art, photography and graphic novels), and discusses how they can be used in various educational settings both in Europe and North America.

**Rationale for proposed change:**

A new graduate course created in connection with our graduate-program redesign and in preparation for the potential creation of the Holocaust-studies stream within our graduate program.

**Consultation:**

Other units consulted in preparation of submission: Education, FS

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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<td>GMST 585</td>
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<td>Holocaust and Memory Studies</td>
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<td>Explores issues of memory from the perspective of both gender and genre.</td>
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<td>Examination of issues of memory and post-memory, aspects of “truth” and positionality in memoirs, letters, diaries and documentaries, as well as the fascination with the Holocaust and WWII as a site of cultural memory.</td>
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<td><strong>Rationale for proposed change:</strong></td>
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<tr>
<td>A new graduate course created in connection with our graduate-program redesign and in preparation for the potential created of the Holocaust-studies stream within our graduate program.</td>
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## UVic Course Curriculum Change

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<th>Faculty:</th>
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### Type(s) of course change:
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- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

### Current calendar entry:

### Proposed calendar entry:

**GMST 587 Units: 1.5**

*Practicum in Holocaust Studies*

An individually designed creative project, internship, or archival research paper based on a hands-on approach to Holocaust Studies.

### Rationale for proposed change:

A new graduate course created in connection with our graduate-program redesign and in preparation for the potential creation of the Holocaust-studies stream within our graduate program.

### Consultation:

- Other units consulted in preparation of submission: [x] No consultation required
- Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
<thead>
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<th>Faculty: Humanities</th>
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#### Type(s) of course change:

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- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.

- [ ] Course code or number
- [ ] Deletion

- [ ] Course title or description
- [ ] Retention of a course not offered for five years

#### Current calendar entry:

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<tr>
<td>GMST 589 Units: 3.0</td>
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<tr>
<td>I-witness Field School</td>
</tr>
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</table>

**Analysis of the ways in which the Holocaust is memorialized in Central Europe.**

One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

#### Rationale for proposed change:

A new graduate course created in connection with our graduate-program redesign and in preparation for the potential created of the Holocaust-studies stream within our graduate program. Creating a graduate equivalent of a successful senior undergraduate field-school course.

#### Consultation:

- Other units consulted in preparation of submission: HSTR  
  - [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

<table>
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- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

## Current calendar entry:

- **SLST 581** Units: 1.5

- **Twentieth-Century Genocides in Eastern Europe**

Examines the common and unique features of genocides, ethnic cleansings, and forced population transfers in twentieth-century Eastern Europe including the Ukrainian Famine, the Holocaust, and the Bosnian War.

## Rationale for proposed change:
A new course created in connection with the establishment of the Slavic MA stream and with an eye to potential development of a Holocaust-studies MA stream.

Condensed title: Genocides in Eastern Europe

## Consultation:
Other units consulted in preparation of submission: HSTR

- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
APPENDIX I

Program and Curriculum Change Submissions for the Calendar 2016-17
(Cycle 3)
UVic Program Curriculum Change

Summary of Program Curriculum Changes:

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<th>Effective Date:</th>
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<tr>
<td>Faculty:</td>
<td>Humanities</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>Germanic and Slavic Studies</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Charlotte Schallié</td>
</tr>
<tr>
<td>Local:</td>
<td>7321</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:schallie@uvic.ca">schallie@uvic.ca</a></td>
</tr>
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</table>

Types of program change:

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<tr>
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<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

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## UVic Program Curriculum Change

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<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
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<td>If new, suggested page to insert:</td>
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</table>
Germanic and Slavic Studies

GENERAL INFORMATION
The Department of Germanic and Slavic Studies offers an MA program with specialization in either Germanic or Slavic studies. Students apply for one of these two streams, which share some required foundation courses. The program offers a broad chronological and thematic coverage of Germanic and Slavic cultures with the areas of special strength in second-language acquisition, film studies, modern literatures, the Holocaust, and Ukrainian studies.

For further information or any updates please visit the department website.

Contact Information
Department of Germanic and Slavic Studies
Location: Clearihue D243
Mailing Address:
PO Box 1700
STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
CLE D243
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7316
Fax Number: 250-721-7319
Email: geru@uvic.ca
Website: <www.uvic.ca/humanities/germanicslavic>
Chair: Dr. Helga Thorson
Phone: 250-721-7320
Graduate Adviser: Dr. Megan Swift

Germanic and Slavic Studies

GENERAL INFORMATION
The Department of Germanic and Slavic Studies offers an MA program with specialization in Germanic, Slavic, or Holocaust studies. Students apply for one of these three streams, which share some required foundation courses. The program offers a broad chronological and thematic coverage of Germanic and Slavic cultures with the areas of special strength in second-language acquisition, film studies, modern literatures, and Ukrainian studies. The Holocaust Studies stream offers courses on the history and legacy of the Holocaust examining how the Holocaust has been historicized, represented, taught, memorialized and commemorated in contemporary society and culture.

For further information or any updates please visit the department website.

Contact Information
Department of Germanic and Slavic Studies
Location: Clearihue D243
Mailing Address:
PO Box 1700
STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
CLE D243
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7316
Fax Number: 250-721-7319
Email: geru@uvic.ca
Website: <www.uvic.ca/humanities/germanicslavic>
Chair: Dr. Helga Thorson
Phone: 250-721-7320
Graduate Adviser: Dr. Megan Swift
### Faculty Members and Areas of Research

**Peter Göltz, PhD (Queen's)**  
- Literary theory; contemporary literature; CALL; film; vampires

**Elena Pnevmonidou, PhD (McG)**  
- Classicism and romanticism; literature of the Weimar period and expressionist film; literary theory and gender studies

**Charlotte Schallié, PhD (Brit Col)**  
- 20th and 21st century German, Swiss and Austrian literature and culture; memory studies; diasporic writing; the Shoah in literature and film; ecocriticism

**Ulf Schuetze, PhD (Brit Col)**  
- Second language acquisition and pedagogy; intercultural communication; CALL; applied linguistics

**Megan Swift, PhD (Toronto)**  
- Russian modernism and postmodernism; Petersburg texts; narrative and genre theory; literature of emigration and exile

**Helga Thorson, PhD (Minnesota)**  
- Late 19th and early 20th century literature; German colonialism; women's literature; Holocaust studies; foreign language pedagogy; CALL

**Serhy Yekelchyk, PhD (Alberta)**  
- Culture and identities in Russia and Eastern Europe; Stalinism; 20th century Ukraine

### Associate Members

**John Dingley, PhD (UCLA)**  
- Russian language, Finnish language, Slavic linguistics, Nordo-Slavic contacts

**Matthew Pollard, PhD (McG)**  
- Heinrich von Kleist; cultural and film studies; expressionism; Leni Riefenstahl

**Olga Pressitch, PhD (Shevchenko Inst. of Lit., Ukraine)**  
- Eastern European cinema, second-language pedagogy, Ukrainian literature in postwar Canada.

**Julia Rohtchina, PhD (Moscow)**  
- Language pedagogy; information technology; e-learning

---

**Graduate Secretary:** Irina Gavrilova  
**Email:** geru@uvic.ca  
**Phone:** 250-721-7316

---

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**Julia Rohtchina, PhD (Moscow)**  
- Language pedagogy; information technology; e-learning
## Degrees and Specializations Offered

**Thesis-based MA in Germanic and Slavic Studies**, either a Germanic Studies stream or a Slavic Studies stream.

## Facilities

The University’s library holdings are good and provide a solid basis for graduate research. A highly effective interlibrary loan service created by a special agreement among Western Universities offers easy access to any materials not available locally.

The department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.

## Financial Support

University of Victoria Fellowships ($10,000-$15,000) may be awarded annually to students of high academic standing registered full-time in the Faculty of Graduate Studies as candidates for the degree of MA.

Teaching or Research Assistantships may be obtained from the University through employment in the department.

The University of Victoria Tuition Assistance Bursary Fund offers assistance to qualified students in serious financial difficulty.

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

Detailed information on awards and application procedures and deadlines is available at the Faculty of Graduate Studies’ website: <www.uvic.ca/graduatestudies>.

## Admissions Requirements

**Admission to the Master’s Program**

All candidates for the degree of MA in Germanic and Slavic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Slavic Studies.

Students may enter the program in September only. All application materials, including a Letter of Intent offering comment on the applicant’s intended course of studies, must be submitted to the Graduate Admissions and Records Office.

## Degrees and Specializations Offered

The Department of Germanic and Slavic Studies offers a thesis-based MA program with three streams: Germanic Studies, Slavic Studies, and Holocaust Studies. A non-thesis option is available in Holocaust Studies.

## Facilities

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Students may enter the program in September only. All application materials, including a Letter of Intent offering comment on the applicant’s intended course of studies, must be submitted to the Graduate Admissions and Records Office.
Admission to the program normally requires a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum average of A- (7.0 GPA) in the final year’s work.

PROGRAM REQUIREMENTS

Thesis-based Master’s

The MA program in Germanic and Slavic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic or Slavic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

All courses, except GMST 501/SLST 501 (Introduction to the Disciplines of Germanic and Slavic Studies) and GMST 502/SLST 502 (Theory and Practice) are variable in content and may be taken more than once, with departmental permission. At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).

Non-Thesis Master’s

Students in the Holocaust Studies stream (non-thesis option) complete 9 units of course work, one summer practicum/internship (1.5 unit), and write a major

Admission to the program normally requires a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum overall average of B+ (6.0 GPA), or a Bachelor’s Degree (Major in Germanic or Slavic Studies) with a minimum average of A- (7.0 GPA) in the final year’s work. Admission to the M.A. program in Holocaust Studies normally requires a Bachelor’s Degree in a relevant academic discipline with a minimum overall average of B+ (6.00 GPA), or a Bachelor’s Degree with a minimum average of A- (7.0 GPA) in the final year’s work. Applicants who have appropriate community-based experience in the field of Holocaust Studies may be considered for admission without meeting the full requirements indicated above.

PROGRAM REQUIREMENTS

Thesis-based Master’s

The MA program in Germanic and Slavic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
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Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

All courses, except GMST 501/SLST 501 (Introduction to the Disciplines of Germanic and Slavic Studies), GMST 502/SLST 502 (Theory and Practice), and GMST 580 (Introduction to Holocaust Studies) are variable in content and may be taken more than once, with departmental permission. At the end of GMST 501/SLST 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GMST 599/SLST 599).
**UVic Program Curriculum Change**

| Research paper in the form of a journal article (30-35 pages) worth 4.5 units of credit. Students can also opt to submit a visual arts project (photography, video or computer art), a performance-based production (musical or theatrical), or a creative writing project (fiction, drama or poetry). All creative submissions must be complemented by a scholarly essay (15-20 pages) that discusses the creation of the art work and places it in a historical context. All projects should be preferably linked to the focus of the practicum/internship placement. They will be graded by the supervisor and an additional faculty member (whose expertise is relevant to the student’s research) and will not be subject to an oral defense. |

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**Rationale for proposed change:**
Introducing a third stream to the MA in Germanic and Slavic Studies.

**Consultation:**

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<th>Senate Committee on Planning:</th>
<th>In progress</th>
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Written evidence of all consultations should be included in a single PDF for the entire program package.
## Summary Course Curriculum Changes:

- **Effective Date:** 01JAN2017
- **Faculty:** Humanities
- **Academic Unit:** Germanic and Slavic Studies
- **Contact Name:** Charlotte Schallie
- **Local:** 7321
- **Email:** schallie@uvic.ca

### Types of course change:

<table>
<thead>
<tr>
<th>Course code or number</th>
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<th>Other</th>
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<tbody>
<tr>
<td>GMST 580</td>
<td>New or reinstated course “Introduction to Holocaust Studies”</td>
<td>History</td>
</tr>
<tr>
<td>GMST 587</td>
<td>New or reinstated course “Practicum in Holocaust Studies”</td>
<td>Cultural Resource Management Program</td>
</tr>
<tr>
<td>GMST 589</td>
<td>New or reinstated course “I-witness Field School”</td>
<td>History</td>
</tr>
<tr>
<td>GMST 598</td>
<td>New or reinstated course “Research Paper or Project”</td>
<td>History</td>
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All course changes should be in alphabetical and numerical order with a corresponding submission number.

### Submission 

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### UVic Course Curriculum Change

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| Effective date of change: | 01JAN2017 |

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<td>□ Retention of a course not offered for five years</td>
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#### Current calendar entry:

**GMST 580**  
*Units: 1.5*  
*Introduction to Holocaust Studies*

A foundations course that introduces students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.

#### Proposed calendar entry:

**GMST 580**  
*Units: 1.5*  
*Introduction to Holocaust Studies*

A foundations course that introduces students to interdisciplinary research methodologies and theoretical models in the field of Holocaust Studies.

*Cross-listed with HSTR 450.*

#### Rationale for proposed change:

Consultation:

- Other units consulted in preparation of submission: History
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

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<th>Academic Unit: Germanic and Slavic Studies</th>
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**Type(s) of course change:**

- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [x] Deletion
- [ ] Retention of a course not offered for five years
- Other: Describe.

**Current calendar entry:**

**GMST 587**  Units: 1.5  
**Practicum in Holocaust Studies**

An individually designed creative project, internship, or archival research paper based on a hands-on approach to Holocaust Studies.

**Proposed calendar entry:**

-  

**Rationale for proposed change:**

This course will be offered as CH 591 (1.5): Practicum in Cultural Resource Management

**Consultation:**

- Other units consulted in preparation of submission:  
  Cultural Resource Management Program  
  No consultation required

- Written evidence of all consultations should be included in a single PDF for the entire program package.
## UVic Course Curriculum Change

<table>
<thead>
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<th>Faculty:</th>
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<th>Academic Unit:</th>
<th>Germanic and Slavic Studies</th>
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### Type(s) of course change:
- [ ] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [x] Other: Describe. Reduce units from 3.0 to 1.5
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

### Current calendar entry:
**GMST 589**  Units: **3.0**  
**I-witness Field School**

Analysis of the ways in which the Holocaust is memorialized in Central Europe. One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

### Proposed calendar entry:
**GMST 589**  Units: **1.5**  
**I-witness Field School**

Analysis of the ways in which the Holocaust is memorialized in Central Europe. One week of coursework at UVic, followed by three weeks in Central Europe. Promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums and monuments of the Holocaust.

### Rationale for proposed change:
This course is currently already offered as a 1.5 unit course for graduate students in History. Also, a comparable 6-weeks course (CH 591) counts 1.5 units. With this change, we are streamlining our program offerings.

### Consultation:
- Other units consulted in preparation of submission: **HSTR**
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
### UVic Course Curriculum Change

<table>
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<th>Faculty:</th>
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</tr>
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</table>

#### Type(s) of course change:

- [x] New or reinstated course
- [ ] Change or addition of a pre- or co-requisite
- [ ] Other: Describe.
- [ ] Course code or number
- [ ] Deletion
- [ ] Course title or description
- [ ] Retention of a course not offered for five years

#### Current calendar entry:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>GMST 598  Units: 4.5</td>
</tr>
<tr>
<td>Research Paper or Project</td>
</tr>
</tbody>
</table>

A major research paper under the guidance of a supervisor and committee member. Students can also opt to submit a visual arts project, a performance-based production, or a creative writing project.

**Note:** Required for MA students (Holocaust Studies Stream) who elect the non-thesis option.

#### Rationale for proposed change:

This is a required graduate course for our Holocaust-studies stream (non-thesis option).

#### Consultation:

- Other units consulted in preparation of submission: History, Fine Arts
- [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
At its meeting of September 10, 2015, Senate approved a full proposal for a MA Program in Public History. The full proposal (attached as Appendix 1) was subsequently approved by the Board of Governors at its meeting on November 24, 2015.

Following both approvals and in consultation with our then AVP Academic Planning, it was decided that rather than the program being developed into a stand-alone program, it would be developed into a stream in Public History within the current MA in History program. The Department of History would use existing, successful courses within the curriculum of the M.A. History program to identify a “stream” of courses in Public History, a sub-field of the discipline. This initiative enables the Department to recruit high quality students to meet the cap of 25 approved graduate student places in the M.A. History program. The revised stream proposal was discussed and approved at the Senate Committee on Planning meeting on May 11, 2016.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of Master of Arts Stream in Public History, as described in the document “Proposal for M.A. Stream in Public History”, dated May 1, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Lisa Surridge
Dr. Merwan Engineer
Ms. Holly Hatch, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney
To: Dr. Katy Mateer, AVP Academic Planning and Chair, Senate Committee on Planning  
From: Dr. John Lutz, Chair, Department of History and Dr. Lynne Marks, Graduate Director, Department of History  
Date: May 1, 2016  
Re: Proposed MA Stream in Public History  

As Dr. Mateer reported to Senate on May 6th, due to changes in B.C. government policy, the University made the decision not to put the MA in Public History program proposal through the government approval process, but instead pulled it from this process. After consultation with Dr. Mateer, the Deans of Humanities and Graduate Studies, and the Chair of History, it was decided that we would instead seek approval for a stream in Public History within the current MA in History program. The proposed stream (see discussion below and in attached curriculum change form), has the same course structure and rationale as the proposed MA in Public History Program, which was approved by Senate at its meeting on October 2, 2015, and by the Board of Governors at its meeting on November 24th, 2015. Since the proposed MA stream in Public History is not different from the proposed MA program in Public History that was approved by the Board and Senate last year, we very much hope that the proposal for a stream in Public History within the History MA program can go through the regular curriculum approval process, rather than re-doing the entire consultation process that has already occurred for this program.

Our hopes for a fairly timely approval of the proposed stream in Public History are based both on the fact that this new stream is not different from the program that was already approved, and also on the fact that there are a number of students currently taking the MA in History who wish to transfer to a stream in Public History as soon as possible, as well as others not yet in the History MA Program who wish to apply to enter this stream as soon as it is available to them. If the stream is approved through the curriculum approval process, students would be able to enter the stream in Public History in January of 2017.

Below we provide a brief summary of the highlights of the proposed stream, and a rationale as why it can work well as a stream within our existing MA History Program.

As articulated in the University’s Mission Statement, experiential learning and community engagement are core UVic values. The proposed stream in Public History epitomizes these values, with a “hands on” and academically rigorous stream that will be offered by History in collaboration with the Cultural Resource Management Program of the Division of Continuing Studies to prepare students both for careers in the public applications of historical training and for further graduate study.

The proposed MA stream in Public History reflects the History Department's longstanding commitment to graduate training while also responding to student demand for directly
employable skills, our strategic location, and the University’s broader commitment to community engagement and experiential learning. Public History is the “applied” arm of our field; our proposed stream would prepare students for a range of public history careers. Graduates of our stream would be equipped to apply rigorous academic training in the many settings where members of the public encounter their pasts.

The stream will attract students of the highest calibre, maintain our outstanding teaching standard while responding to developments in the field and student demand, engage students in applied research, offer blended delivery methods, encourage public and community engagement, offer both a local and internationalized curriculum and support lifelong learning (see objectives 4, 12-15, 18, 19, 20, 24, and 31 in the strategic plan). The public history stream will enhance the contribution of the History Department and the Faculty of Humanities to the core mandate of the University by training students in applied, community based settings, without sacrificing academic rigor.

The MA in Public History stream will work well within our current MA Program. We are proposing that we will now have two streams within our MA Program – the MA in Public History stream, and the MA in History stream. The former will only have a project-based option, and will include a practicum component, and the latter, as is currently the case, will have both a thesis and a project-based option. See curriculum change form, attached.

These two streams would work well within our MA program. They are clearly differentiated, with the MA in Public History stream having a focus on public history, including a requirement that students take the Public History course (HSTR 515), do a practicum and complete two Cultural Heritage courses. At the same time, there is significant overlap between the streams. In discussions with Dean Capson of Graduate Studies, we were informed that streams within a common MA program must have a significant overlap in course offerings. In both of our proposed MA streams, students are required to take our mandatory Historiography course (HSTR 500), and students in the Public History stream must also take at least 3 units of Topical or Geographical courses, for an overlap of 4.5 units of courses. Students in the MA in History stream also have access to our Public History course (HSTR 515). Dean Capson also informed us that from the perspective of Graduate Studies differences in unit totals between streams (as is proposed here) was completely acceptable, and occurs between other streams within graduate programs at UVic.

This proposed stream will be the first of its kind west of Ontario (there are currently programs in Public History at Carleton and Western University). It will fill a void in western Canada and bring the distinctive perspectives of this region into the study of public history in Canada. As noted above, students are very eager for this opportunity. We are aware that other universities (particularly UBC) have been considering bringing in a Public History program. We hope that the Senate Committee on Planning will allow this stream to be approved through the curriculum approval process, so that the stream can be put in place as soon as possible, both to serve demonstrated student demand and to place UVic in the forefront of this important field in Western Canada.
UVic Program Curriculum Change

Summary of Program Curriculum Changes:

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>01 Jan 2017</th>
</tr>
</thead>
<tbody>
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<td>Faculty:</td>
<td>HUMANITIES</td>
</tr>
<tr>
<td>Academic Unit:</td>
<td>HISTORY</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Theresa Gallant</td>
</tr>
<tr>
<td>Local:</td>
<td>5661</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:histao@uvic.ca">histao@uvic.ca</a></td>
</tr>
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</table>

Types of program change:

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<th>Type(s) of change</th>
<th>Other: Describe in ‘Type of change’ field</th>
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</thead>
<tbody>
<tr>
<td>Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
<td>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</td>
</tr>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

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<tbody>
<tr>
<td>1</td>
<td>Modification of the MA Program into a stream structure and the creation of new stream: MA in Public History Stream.</td>
<td>Fine Arts, Art History and Visual Studies, Division of Continuing Studies, Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>Discontinuance of a program. Removal of information regarding the Graduate Professional Certificate</td>
<td>CS</td>
</tr>
</tbody>
</table>
UVic Program Curriculum Change

Faculty: HUMANITIES  Academic Unit: HISTORY  Date of submission: 25APR16  Effective date of change: 01JAN17

Type(s) of program change:

- Creation, reinstatement, discontinuance, or major modification of a program or credential
- Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- A change in the description of a program or credential not involving any change in program or credential requirements
- Other: Describe

Current calendar entry:

Current calendar page number: 190-3

Proposed calendar entry:

If new, suggested page to insert: Enter page # if applicable

GENERAL INFORMATION

The Department of History offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student’s supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Thesis MA and PhD students complete and defend a thesis or dissertation; project-based project-based MA students complete an extended research paper.

... Degrees and Specializations Offered MA, PhD. ...

ADMISSION REQUIREMENTS

GENERAL INFORMATION

The Department of History offers programs of graduate study leading to the degrees of Master of Arts in two streams (Master of Arts in History and Master of Arts in Public History) and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student’s supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Students in the MA in History (Thesis-based Option) and in the PhD complete and defend a thesis or dissertation; students in the MA in History (Project-based Option) complete an extended research paper; students in the MA in Public History complete a practicum and a major project.

... Degrees and Specializations Offered MA in two streams: MA in History; MA in Public History. PhD. ...

ADMISSION REQUIREMENTS
In addition to reference letters and transcripts required by the Faculty of Graduate Studies, students must send a letter to the Graduate Adviser in the History department outlining their particular area of interest within the field of History and their proposed thesis topic if they plan to do a PhD or a thesis MA. This letter need not be more than a page long. It will assist the department in determining whether or not it can provide appropriate supervision.

A minimum TOEFL (TWE included) score of 600 on the paper-based is required of all international students whose first language is not English.

**Admission to the Master’s Program**
Subject to the admission requirements of the Faculty of Graduate Studies, admission to the MA program normally requires a bachelor’s degree with a minimum overall average of B+ (6.0 GPA), or a bachelor’s degree with a minimum average of A- (7.0 GPA) in the final year’s work. Many more students apply each year than can be accommodated in the program. A candidate with background deficiencies in History may be required to register for a year as a non-degree undergraduate student before being admitted to the MA program.

**Admission to the MA in Public History Stream**
Admission requirements are the same as for the MA in History Stream, however a candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above.

**PROGRAM REQUIREMENTS**
All programs must be approved by the Graduate Adviser to insure balance and focus in the program of each student. With the written permission of the Graduate Adviser, students may take a graduate course in another department if this is appropriate for their program.

All candidates for the MA and PhD degrees must demonstrate a reading knowledge of a second language acceptable to the department in order to qualify for graduation. This will normally be a language relevant to the student’s research.
interests. The level of proficiency expected will be a passing grade in an approved reading course offered by the respective language departments. Students may also fulfill the language requirement by passing the department’s written translation examination.

Note: Students will not be permitted to defend their theses until they have satisfied this language requirement.

Not all of the History graduate courses listed in the calendar will be offered in a particular year. All courses are variable content. With department permission, HSTR 501 to 591 may be taken more than once. Students should consult the department concerning specific content of the courses offered in any given year.

MA Program

The History department offers both a thesis based MA and a project-based MA. In both programs, students must take HSTR 500 (Historiography) and 4.5 units of graduate History courses including at least 1.5 units in a topical field (usually HSTR 510 to 526) and 1.5 units in a geographical field (usually HSTR 501A to 509A). Some courses may be counted as either geographical or topical fields. Please see <www.uvic.ca/history> for details or contact the Graduate Adviser. In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HSTR 599 (thesis); students in the project-based option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HSTR 550 and HSTR 598 (Extended Research Paper).

Students who obtain a 5.0 grade point average but who obtain less than B standing in HSTR 500 must repeat HSTR 500. They may repeat HSTR 500 once only.

Part-time study is permitted, but the degree must be completed within five years.
UVic Program Curriculum Change

of the initial registration.

Although there are no formal residence requirements, residence is recommended.

**Thesis-based MA**

<table>
<thead>
<tr>
<th>Course requirements (Unit Values)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HSTR 500</td>
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</tr>
<tr>
<td>Geographical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
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<tr>
<td>Thesis</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
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</tbody>
</table>

**Other Requirements**

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

**Thesis**

The thesis length must be between 70 and 120 typed pages.

**Program Length**

The thesis MA is designed to be completed in two years.

**Project-based MA**

<table>
<thead>
<tr>
<th>Course requirements (Unit Values)</th>
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<tbody>
<tr>
<td>HSTR 500</td>
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<tr>
<td>Thesis</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**Other Requirements**

Students in the Project-based Option will complete an additional 1.5 units of course work, normally in a geographical field, plus HSTR 550 and HSTR 598 (Extended Research Paper).

**Thesis-based Option**

Students in the Thesis-based Option will also take HSTR 599 (thesis).

<table>
<thead>
<tr>
<th>Course requirements (Unit Values)</th>
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<tbody>
<tr>
<td>HSTR 500</td>
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<tr>
<td>Geographical Field Course</td>
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<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
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</table>

**Other Requirements**

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate Adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

**Thesis**

The thesis length must be between 70 and 120 typed pages.

**Program Length**

The Thesis-based Option is designed to be completed in two years.
Course Requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
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<td>Topical Field Course</td>
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<tr>
<td>Geographical or Topical Field Course</td>
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<tr>
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<td><strong>Total</strong></td>
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At least 1.5 units must treat a geographical area outside that covered in the major research paper.

**Final Project**

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HSTR 550. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. This paper will not be subject to oral defense.

**Program Length**

The project-based MA is designed to be completed in one year.

### MA in Public History Stream

Students are required to take HSTR 500 (Historiography), HSTR 515A (Public History), 3.0 units of graduate History courses, CH 560 (Cultural Heritage Stewardship and Sustainability) and 1.5 units of Cultural Heritage Studies courses (chosen from CH 561 or CH 562). The 3.0 units of graduate History courses may include a 1.5 unit Field School course (HSTR 528, HSTR 470/591, or GMST 489/GER 591).

**Course Requirements (Unit Values)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSTR 500</td>
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<tr>
<td>HSTR 515A</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course (HSTR)</td>
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</tr>
<tr>
<td>Geographical or Topical Field Course (HSTR), or Field School Course</td>
<td>1.5</td>
</tr>
<tr>
<td>CH 560</td>
<td>1.5</td>
</tr>
</tbody>
</table>
One of CH 561 or 562 .............................................................. 1.5  
HSTR 801 ............................................................................. 3.0  
HSTR 597 ............................................................................. 4.5  
Total .................................................................................. 16.5

In certain cases, because of student background or course availability, one or more of the above courses (except HSTR 515A) may be replaced by a different course with approval of the Graduate Adviser. This may include a language course, a relevant graduate course in History or another department, or a 400 level course in Cultural Resource Management.

**Work Experience**

Students will be required to complete a work experience for course credit, normally over the summer, with a museum, archives, or other public history site (HISTR 801). This could either be a paid full-time co-op position or work experience position, a paid internship or a full or part-time unpaid practicum. Students who are currently working professionals in the field, or have extensive volunteer experience in the field, may be able to have the work experience requirement waived, at the discretion of the Department of History’s Graduate Advisor.

**Final Project**

Students will complete a written major research paper of 40-50 pages on a public history topic, normally based on primary sources and ideally linked in some way to the focus of their work experience. A website, an exhibit, or other public history project, also based on primary sources, is an acceptable alternative to a major research paper; those choosing to do such a project would also be required to submit a written paper related to the project of at least 20 pages documenting the research component of their project.

**Program Length**

The MA in Public History is designed to be completed in 16 months for full-time students.

Rationale for proposed change:
Rationale for having two MA streams: MA in History Stream and MA in Public History Stream.
These two programs work well as two separate streams within our MA program. They are clearly differentiated, with the MA in Public History having a focus on public history, including a requirement that students take the Public History course (HSTR 515), do a practicum and complete two Cultural Heritage courses. At the same time, there is significant overlap of the streams. In both, students are required to take our mandatory Historiography course (HSTR 500), and students in the Public History Stream must also take at least 3 units of Topical or Geographical courses, for an overlap of 4.5 units of courses. Students in the MA in History stream have access to our Public History course (HSTR 515).

Implementation of a new stream within the existing program.
The proposed new stream is meant to respond to the goals in the strategic plan to give students an experiential learning experience and provide directly employable skills.

Rationale regarding not requiring a language requirement for MA in Public History Stream.
• Most of those admitted to the MA in Public History will be working with local museums and heritage groups for their practicums and projects, and after graduation, making a second language less relevant.
• Students in the MA in Public History Stream are required to do a practicum as well as a major project, and the same number of courses as the project-based option of the MA in History Stream. As a result the MA in the Public History Stream involves the completion of more units than the MA in History Stream. This additional work (the practicum) is more than equivalent to the language requirement of the MA in History Stream.

Consultation:

| Senate Committee on Planning: | In-progress/Approved | Not applicable |
| Other units consulted in preparation of submission: | Included in original SCP submission: Fine Arts, Art History and Visual Studies, Division of Continuing Studies, Anthropology | No consultation required |

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic Program Curriculum Change

<table>
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<th>Faculty: HUMS</th>
<th>Academic Unit: History</th>
<th>Date of submission: 31MAR16</th>
<th>Effective date of change: 01JAN17</th>
<th>Submission number: 2</th>
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**Type(s) of program change:**

- [X] Creation, reinstatement, discontinuance, or major modification of a program or credential
- [ ] Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- [ ] A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- [ ] A change in the description of a program or credential not involving any change in program or credential requirements
- [ ] Other: Describe

**Current calendar entry:**

- Current calendar page number: 194

**Proposed calendar entry:**

- If new, suggested page to insert:

**Graduate Professional Certificate in Cultural Heritage Studies**

For Master’s students interested in careers in museum work, public history or historical preservation, our program will be partnering with the Division of Continuing Studies and Faculty of Fine Arts in support of the Graduate Professional Certificate in Cultural Heritage Studies. Students will get MA course credit for one of five Certificate courses that they can take in pursuit of a professional certificate in cultural heritage. One of the four remaining courses may be taken as an internship to build professional experience. For more information please consult the Graduate Adviser.

**Rationale for proposed change:**

Continuing Studies will not be offering this program due to low enrollment

**Consultation:**

- Senate Committee on Planning: In-progress/Approved
- Other units consulted in preparation of submission: Included: CS
- Written evidence of all consultations should be included in a single PDF for the entire program package.
At its meeting of 10 September 2015, the Senate Committee on Planning discussed and approved the request for an MA in Public History. The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of MA in Public History, as described in the document “Public History MA Proposal”, dated May 27, 2015, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Mr. Alexander Kovalchuk
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Jason Colby
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Jessica Gelowsky, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Philip Schrod
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
## Senate Committee on Planning

<table>
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<tr>
<th>Title of proposal:</th>
<th>MA in Public History</th>
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</thead>
</table>
| **Contact Name and Number:** | Jordan Stanger-Ross  
jstross@uvic.ca  250-721-7283  
Lynne Marks  
lsmarks@uvic.ca  250-721-7392 |
| **Date approved by Department:** | December 10, 2014 |
| **Date approved by Faculty:** | March 24, 2015 |
| **Date approved by Graduate Studies:** | April 16, 2015 |
| **Date submitted:** | April 20, 2015 |
Public History MA Proposal

Executive Summary

1. Our history, mission, and academic goals:

Our MA program, founded in the late 1960s, remains a key source of pride and inspiration in the department. It exemplifies our larger commitment to the principles of a Humanities education: seminar style discussion and debate, deep reading, individual supervision, and the creation of powerful new analyses of social, political, and cultural life. We believe that the study of history is crucial to a healthy society. History gives us the tools to reflect on who we are, where we have come from, and the full reservoir of ideas from the past to draw upon as we consider where we might go. A society that has confronted the failures of the past, and that understands its successes, is better equipped to meet the challenges of the future.

The proposed MA program in Public History reflects these longstanding values while also responding to student demand for directly employable skills, our strategic location, and the University’s broader commitment to community engagement and experiential learning. Public History is the “applied” arm of our field; our proposed program would prepare students for a range of public history careers. Graduates of our program would be equipped to apply rigorous academic training in the many settings where members of the public encounter their pasts. Students are eager for this opportunity: although a program does not yet exist, the current Public History class has for the last three years been our best-enrolled graduate seminar, apart from our mandatory historiography class. Graduates from this course have been very successful in finding employment in the public history field. Our location in the provincial capital places us in an especially advantageous position to establish a graduate program in Public History. The proposed Public History MA program aligns with the University of Victoria’s 2012 Strategic Plan to expand student opportunities for experiential learning and community engagement and to be internationally competitive in our graduate programs.

2. Credential to be Awarded:

Master of Arts.

3. Location:

We propose an integrated approach to program delivery, including on-site classes in the History Department, distance learning through the Cultural Resource Management Graduate Certificate Program, and applied internships in public history institutions in Victoria and elsewhere in British Columbia, across Canada and internationally. Students may also participate in one of three field schools which take place in First Nations communities in the Lower Mainland, Europe or South Africa, respectively.

4. Academic Units:

The proposed program is in the History Department, with the collaboration of Continuing Studies (Cultural Resource Management) and the degree is offered by the Faculty of Graduate Studies.

5. Anticipated Start Date:
September 2016.

6. Anticipated Completion Time:
Four semesters (16 months).

7. Description of Proposed Program:

a. Aims, goals and objectives: We aim to create a small (6-8 students/annum), elite graduate program in public history, the first of its kind west of Ontario. This “hands on” and academically rigorous program will prepare students for careers in the public applications of historical training and for further graduate study.

b. Anticipated contribution to the mandate and strategic plan of UVic: As articulated in the University’s Mission Statement, experiential learning and community engagement are core UVic values. The program will attract students of the highest calibre, maintain our outstanding teaching standard while responding to developments in the field and student demand, engage students in applied research, offer blended delivery methods, encourage public and community engagement, offer both a local and internationalized curriculum and support lifelong learning (see objectives 4, 12-15, 18, 19, 20, 24, and 31 in the strategic plan). The MA in public history will enhance the contribution of the History Department and the Faculty of Humanities to the core mandate of the University by training students in applied, community based settings, without sacrificing academic rigor.

c. Linkages between learning outcomes and curriculum demand: Our program will require students to take preexisting traditional academic courses offered within our current graduate program as well as new courses that emphasize group work, applied skills, and community-based assignments. A blend of courses in the History Department, taught by leading scholars, and courses offered by Cultural Resource Management, taught by world-class professionals, will provide students with a solid grounding in major themes, theories, and methods in both the academic historical discipline and the practice of public historical work. In addition, the co-op, practicum, or internship placement will provide intensive “hands on” learning. The result will be students uniquely qualified for professional work in public history as well as for continued graduate study.

d. Areas of employment and further study: Graduates of our program will find employment in heritage sites and museums, urban heritage planning, Indigenous land title research, public programming, digital history, and professions in popular media and the publishing industry. Our graduates will also be fully qualified to continue to study history (in programs emphasizing public or academic streams) at the PhD level.

e. Delivery Methods: The program will take a blended delivery method, including on-site courses, distance learning, and internship/co-op placements.

f. Program strengths: The core strengths of our program are faculty expertise in various fields of public and digital history as well as faculty and University commitment to public engagement. The program also draws upon the proven track record of two successful programs—the MA in History and the high calibre professional training offered through the existing Cultural Resource Management program in Continuing Education. Additional strengths include our location near the RBC Museum, which has an MOU with the university and considerable interest in providing practicums and longer term
employment for our students, student demand for the program, and the lack of comparable programs in western Canada.

g. **Overview of the level of support from other post-secondary institutions and other bodies:** Our program proposal has received the explicit, written support of the History departments at Kwantlen Polytechnic University, Simon Fraser University, Thompson Rivers University, the University of British Columbia, the University of Northern British Columbia, and museum professionals at the Maritime Museum of British Columbia, the Nikkei National Museum, and the Royal British Columbia Museum. This support reflects the interests of students, who would apply to our program from peer institutions across the province and beyond, as well as the interest among employers in students trained in both the practical facets of public history and the scholarly study of the past.

h. **Related programs:** Our program will be the first of its kind west of Ontario (there are currently programs at Carleton and Western University). Ours would fill a void in western Canada and bring the distinctive perspectives of this region into the study of public history in Canada. Unlike programs of Library and Archival Sciences (in which the University of British Columbia has an important program) our program would be distinctive in providing advanced study within the historical discipline, and therefore skills essential to public engagement with the past.

University contact: Dr. Catherine Mateer, Associate Vice-President Academic Planning, 250-721-7012, avmateer@uvic.ca.
PUBLIC HISTORY M.A. DRAFT PROPOSAL

1. Program Identification

1. Name: Public History M.A.
2. Location: On campus at the University of Victoria
3. Academic Units: The Department of History, the Cultural Resource Management Program in the Division of Continuing Studies, the Faculty of Humanities, and the Faculty of Graduate Studies
4. Anticipated program start date: January 2016
5. Contact person: Dr. Jordan Stanger-Ross, Department of History, University of Victoria, 250-721-7283  jstross@uvic.ca

2. History and context of the program

The History Department is justifiably proud of our longstanding and successful M.A. program. In response to public and student interest in innovative and applied approaches to history, we are proposing to complement our existing offerings with a program in public history. This new program will take advantage of the emerging competencies of numerous faculty now working in the area, the strong community-based partnerships the department has developed, and the university’s location in historic Victoria, the province’s capital. The proposed M.A. program in public history, the first in western Canada, builds on the university’s strategic plan and will strengthen the Faculty of Humanities’ ties with communities locally and internationally. This new Public History M.A. program will complement our existing M.A. program, drawing on some common courses and will provide greater choice to both students and professionals considering a graduate degree.

Public history can be defined as the subfield of our discipline concerned with applications of history outside of teaching and the academy. It is the “applied” arm of our field and can include (but is not limited to), heritage and museum studies, urban heritage planning, Indigenous land title research, public memory and commemoration, public programming, oral history, digital history, historical fiction, history in the popular media, and community engagement. This Public History M.A. would include central components of experiential learning, and would directly prepare students for careers in the range of public history fields.

Continuing Studies has recently launched a Graduate Professional Certificate in Cultural Heritage Studies (GPC). This certificate provides students with more practical and “hands on” experience with important facets of public history, particularly cultural heritage stewardship and museum studies, as taught by practitioners in the field. We currently permit our M.A. students to take one course from the GPC in Cultural Heritage Studies for credit towards their MA degree. A number have chosen to do so, while some have chosen to do both our M.A. and the full GPC, hoping in this way to develop credentials that will make them more marketable within the field of public history. We have also recently launched graduate courses in Public History and Digital History, which are currently part of our regular M.A. stream. Interest in these courses, and the opportunity to link with the GPC in Cultural Heritage Studies has led us to propose this unique experiential public history M.A. program.
3. Program Aims and Objectives:

3.1 Distinctive Characteristics:

A Public History M.A. at UVIC would fill a void in western Canada. There are two other public history MA programs in English Canada, but both of them are in Ontario (Carleton and Western University, formerly the University of Western Ontario). Our program would be the only one of its kind west of Ontario. UVic is strategically well situated for such a program: in addition to the expertise we have among our faculty, our location in the provincial capital positions us in proximity to the BC Archives and the Royal BC Museum, other significant museums, and at the centre of other historical processes (including land claims) that have connections with the records and activities of the provincial government. We also have a strong “Digital History” focus which will enrich our Public History offerings. In addition, the opportunity to integrate courses from the GPC in Cultural Heritage Studies into this M.A. program will provide students with experiential professional opportunities unique among Canadian public history programs. Each student will do a work-term, either paid through the Co-op program or through a practicum, and may elect to do this work with an employer anywhere in Canada or internationally.

Our vision is to create an outstanding public history program that would provide students with a history M.A. focused on the experiential learning, applied skills, and scholarly training that could either be targeted preparation for a position in the growing field of public history or to enrollment in a PhD program. The Public History M.A. will fulfill the needs of many institutions and communities to develop inclusive programs and to integrate complex historical experiences, including redress and reconciliation with Indigenous peoples and with other racialized groups that have faced racism and exclusion, into their work. Drawing on the strengths of the department in international history, digital history, Indigenous history, the history of racism and imperialism, commemoration and community-based research, the program would be developed in conjunction with community partners, including provincial and local museums, archives, and local cultural organizations. The international expertise of many of our faculty will also lead to partnerships and placements for our students with museums and other cultural institutions in a more global context. A top quality public history program would further elevate the status of the UVIC as a leading training-ground for historians in Canada, enhance community outreach, and diversify students’ learning experiences.

3.2 Anticipated contribution to UVic and Humanities strategic plans:

The Public History M.A. program will contribute directly to several key commitments in the University’s 2012 strategic plan, A Vision for the Future.

Objective 4: To be nationally and internationally competitive in the recruitment and retention of graduate students of the highest calibre. This applied program will be the only one in western Canada and one of three in the country and will (4.c) “provide training opportunities in ... research as well as in professional development.”

Objective 12: To ensure that our undergraduate and graduate programs of teaching
and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning. The program is responsive to changing intellectual developments and to student needs, and in its interdisciplinary collaboration with other UVic units (Continuing Studies) and with off-campus institutions (the RBC Museum and a range of smaller museums and heritage sites that will provide practicums or Co-op placements for our students) the program reflects current best practices in teaching and learning.

Objective 13: To enhance the quality of our students’ classroom experience and ensure that the strong research culture at the University of Victoria is brought into both the physical and the virtual classroom. The program will provide the necessary training so that each student will produce a major research project.

Objective 14: To be nationally and internationally competitive in the quality of our graduate program offerings in recognition of the growing need for highly educated graduates. The program responds to the employment demand for highly qualified graduate students in the public history sector.

Objective 15: To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education. The program includes a mix of face-to-face and distributed learning options.

Objective 18: To increase co-op, internship and other experiential learning opportunities for UVic students. Integral to the program is a work experience term which may be in the form of a co-op or work term, internship or practicum. Every student will have an experiential learning semester.

Objective 19: To increase opportunities for civic engagement in teaching and learning activities for all students. The program will work closely with local and national public history institutions like the Royal BC Museum, Maritime Museum of BC and the Canadian Museum of History to establish work experience opportunities that contribute to the mandate and work of these community and public organizations.

Objective 20: To further enhance internationalization of the university through student and faculty recruitment and mobility, research partnerships, internationalization of the curriculum and experiential learning. A number of the History Department faculty who will be involved in the proposed Public History program have considerable international expertise and connections, as do many of the Cultural Resource Management instructors. This program will thus provide a local, national and internationalized curriculum in Public History, as well as opportunities for Public History students to participate in international field schools and practicum placements.

Objective 24: To support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners. One of our target markets is mid-career professionals and another is retired professionals with a public history project they would like to undertake.
Objective 31: To develop effective relationships with the diverse constituencies that make up our local, regional, national and international communities. The program already has the support from a wide range of regional and national organizations and cultural and educational institutions and will expand these connections as it develops. The international connections of many of the faculty who will be involved in the program will lead to partnerships and placements for our students in a global context.

The Faculty of Humanities strategic plan emphasizes connections with the community, “applied Humanities,” the enrichment of student experience, and the employability of our graduates. The Public History M.A. program will contribute to all of these goals.

Since the early 1990s the History Department has sought to maintain a first-rate graduate program offering both M.A. and PhD degrees. The proposed Public History MA will contribute to this goal by responding to changing student needs and interests, and by offering a program that is certain to attract students of high quality.

3.3 Target audience; student and labour market demand.

The program will target excellent B.A. graduates who seek a high-quality MA-level training in applied historical knowledge. Pilot courses have confirmed that student demand is strong. An undergraduate course on Public History, taught for the first time in 2013-14, attracted 32 students. The graduate Public History course taught in the same year attracted 11 students, the majority of our M.A. entering class. These enrolments were achieved even without the extensive advertising that would accompany a formal M.A. program in the field.

In addition, the program will be attractive to many professionals who are currently working in the field of public history. Many of these professionals who take the GPC in Cultural Heritage Studies have noted their desire to take an M.A. program in this field and the related field of public history. In addition, this program would be attractive to community members who have a long time interest and expertise in their own community/ethnic histories and seek an opportunity to produce a quality historical study of topics related to these communities.

Employment opportunities are relatively robust in this field. The public history programs at Carleton University and Western University report significant success in placing their graduates in jobs in the public or private sectors. Carleton states: “graduates of our program have found employment in a wide variety of museums, archives, and cultural institutions, while others have continued their academic studies at the Ph.D. level.” Western University states: “Our alumni have had widespread success in museum, archival, government, media, consulting, and educational careers across Canada, the United States, and the United Kingdom.” Since we would be the only Public History M.A. program west of Ontario, our graduates would be in a good position to apply for jobs in these areas in B.C. and elsewhere. Our contacts and partners (in particular Kathryn Bridge, Deputy Director, Royal BC Museum) have confirmed that there will be demand for the specific combination of skills provided by a Public History M.A., especially an M.A. that includes hands-on internship experience in addition to the academic credential. The fact that the two graduates of our MA program who took the
concurrent GPC certificate in 2013-14 were both hired by local museums before they graduated is also suggestive of the marketability of students who come through the new program.

4. Admission requirements

Admission to the department graduate program is subject to the admission requirements of the Faculty of Graduate Studies. A minimum TOEFL (TWE included) score of 600 on the paper-based test is required of all international students whose first language is not English. Admission to the M.A. program normally requires a Bachelor’s degree with a minimum average of A- (7.00 G.P.A.). A candidate with background deficiencies in history may be required to register for a year as an unclassified student before being admitted to the M.A. program. A candidate with significant experience in community-based or professional historical engagement may be considered for admission without meeting the full requirements indicated above. Students will normally be admitted for a September start date, but may be admitted in January, upon recommendation of the Graduate Committee.

5. Faculty Expertise

5.1 History Department Expertise

The following faculty members of the Department of History have significant expertise in a range of fields within public history:

Dr. Zhongping Chen: Global Chinese Diaspora; Digital History; Community Engagement; Chinatowns

Dr. Jason Colby: Pacific Northwest and Marine Environmental History; Oral History; Community-Engaged Scholarship

Dr. John Lutz: Digital History; Community Engagement/Community Based Scholarship; Community Mapping; Indigenous History, B.C. and Canada

Dr. Christine O’Bonsawin: Community-Engaged Scholarship; Sports History; Indigenous History/Indigenous Studies, B.C. and Canada

Dr. John Price: Transpacific, Asian Canadian and Digital History; Community-Based projects with Asian-Canadian Communities and Local Museums and Archives

Dr. Rick Rajala, Environmental History and Public Policy

Dr. Eric Sager: Census Data and Public Policy: Family History and Family Policy; Digital History

Dr. Kristin Semmens: The Holocaust; German Tourism in the Nazi Era; Commemoration
Dr. Jordan Stanger-Ross: Community-Based partnerships with museums and cultural organizations; Race, Ethnicity and History of Immigration; Digital History

Dr. Wendy Wickwire: Oral History; Community-Engaged Scholarship; Indigenous History

Dr. Elizabeth Vibert: Community-Engaged/Community-Based Scholarship; Poverty, Gender and Southern Africa

Dr. David Zimmerman: Military History; History of Technology; Oral History; Community Outreach/Engagement

All of these faculty members are able to supervise graduate students in various facets of the field of public history, in the Canadian and Pacific Northwest context, and also globally (particularly on topics related to Southern Africa, Asia and the Asian Diaspora, and Europe, particularly in relation to Germany in the Weimar and Nazi eras and later). Since the program will only admit a maximum of eight students a year, these faculty members will be able to supervise the major research papers of students in this program. Both these faculty members and most other History Department faculty members would be able to take on the responsibility to serve as second readers for major research papers for students in this program. The Department has adjunct professors at the Royal BC Museum (Drs. Kathryn Bridge and Lorne Hammond), both of whom have significant expertise in public history, who could serve as second readers for major research papers in the program. Since the number of students admitted in the proposed public history MA and our existing M.A. will not exceed a total of 25 students, which has been the maximum for our current M.A. program, this program will not create additional demands for graduate supervision of current faculty members.

5.2 Cultural Resource Management Program Expertise

The Cultural Resource Management Program has over 30-years of experience developing education and training programs in the areas of museum and heritage studies. Developed through the Division of Continuing Studies and working in partnership with the Department of Art History and Visual Studies, CRM courses are led by distinguished, internationally-recognized experts engaged in professional practice across Canada, North America, and beyond. These international experts hold advanced academic degrees in related disciplines and bring knowledge, skills and professional experience in their specialist areas, along with teaching experience, to their work with the program.

6. Curriculum design

6.1 Requirements for the Program: Students in the Public History M.A. program would take six courses, complete a work experience term, and a major project.

Courses:
• HSTR 500, the department’s core historiography course, would normally be required.
• The graduate course in Public History, HSTR 515A would be required.
• Two regular graduate history courses, see list below. Field school courses, such as the Colonial Legacies Field School, the Sto:lo Field School and the I Witness Field School, can also fulfill the requirement for one of the two regular history courses. The latter courses have an experiential, public history research focus. For a list of course descriptions for the graduate history courses, including the field school courses, see Appendix G.

Regular Graduate History courses:

HSTR 501 Units: 1.5
American History

HSTR 502A Units: 1.5
Early Modern British History

HSTR 502B Units: 1.5
Modern British History

HSTR 503A Units: 1.5
19th Century Canadian History

HSTR 503B Units: 1.5
20th Century Canadian History

HSTR 504A Units: 1.5
Europe, 1500-1800

HSTR 504B Units: 1.5
Europe since 1800

HSTR 505 Units: 1.5
World History

HSTR 506 Units: 1.5
Medieval Europe

HSTR 508A Units: 1.5
China in Local and Global History

HSTR 508B Units: 1.5
A Global History of the Chinese Overseas

HSTR 509A Units: 1.5
Modern Japanese History

HSTR 509B Units: 1.5
Migration, Race and Empire: Canada and the Transpacific

HSTR 511 Units: 1.5
Military History

HSTR 512 Units: 1.5
Intellectual History

HSTR 513 Units: 1.5
History of Gender, Sexuality and the Body

HSTR 516 Units: 1.5
Digital History

HSTR 517 Units: 1.5
Cultural History and Theory

HSTR 518 Units: 1.5
Political History

HSTR 519 Units: 1.5
Special Topics

HSTR 521A Units: 1.5
Medieval Law and Administration

HSTR 521B Units: 1.5
British Legal History

HSTR 522 Units: 1.5
The Social History of Religion

HSTR 523 Units: 1.5
History of Science and Technology

HSTR 526 Units: 1.5
Ethnohistory

Field School courses

HSTR 528 - Field School in Ethnohistory (Sto:lo Field School)
HSTR 470 - Colonial Legacies Field School in South Africa (an enriched version can be taken as HSTR 591 for graduate student credit)
GMST 489 - i-Witness Field School (Holocaust and Memory, an enriched version can be taken as GER 591 for History graduate student credit)
• Two courses in the GPC in Cultural Heritage Studies – the core course CH560 Cultural Heritage Stewardship and Sustainability would be required and one of the following courses from either the Museum Studies or Heritage Planning stream:
  
  • Museum Studies stream
    CH 561 Social Engagement; CH 562 Curatorial Planning and Practice and CH 563 Visitor Experience
  
  • Heritage Planning stream
    CH 560 Cultural Heritage Stewardship and Sustainability; CH 570 Heritage Conservation in Context; CH 571 Determining Significance of Heritage Resources; CH 572 Heritage Conservation Planning

  These courses are all taught by practitioners in the field of cultural heritage. For course descriptions and learning objectives for the GPC courses with course descriptions and detailed learning objectives for each course see Appendix G.

• Upon the approval of the graduate director one of the above courses (other than HSTR 500 or HSTR 515A, the Public History course) could be replaced by a language course, if necessary for the student’s program, or a relevant graduate course in another department

**Work Experience**

Students will be required to complete work experience for course credit, normally over the summer, with a museum, archives, or other public history site. This could either be a paid full-time co-op position or “work experience” position, a paid internship or an unpaid practicum. While paid internships are desirable from several perspectives, the un-paid alternative ensures that a lack of relevant co-op positions is not a barrier to graduation and it allows students to work with smaller heritage organizations who do not have the resources to hire a co-op student. The co-op or “work experience” position would be administered by the UVic Co-op program, while both the paid internship and unpaid practicum would normally be administered by the GPC in Cultural Heritage Studies, which already requires students to do a similar practicum.

**Major Project:**

Since the Public History M.A. is a research degree, students would also be required to do a major research project that would make an original contribution to knowledge in the field of public history. This would normally be a written major research paper of 40-50 pages on a public history topic, normally based on primary sources and ideally linked in some way to the focus of the internship or co-op placement (the topic may however not be linked to the internship/co-op, if the nature of the internship/co-op does not make that possible). A website, an exhibit, or other public history project, also based in primary sources, are acceptable alternatives to a major research paper, but those choosing to do such a project would also be required to submit a written paper related to the project of at least 20 pages documenting the research component of their project.
In addition to involving research in primary sources, the latter forms of public history projects (exhibits, websites, etc) would not only contribute to original knowledge in the field of public history, but would also provide students with important experience in concrete forms of knowledge mobilization, a key facet of current research practice.

Note: Students would also have the option of taking the full GPC in Cultural Heritage Studies, as well as the M.A. in Public History. These students would receive both credentials, and would have taken two of the GPC courses as part of the M.A. in Public History.

Units required for the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>History 500</td>
<td>1.5</td>
</tr>
<tr>
<td>History 515A</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate History Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate History Course (may be field school course)</td>
<td>1.5</td>
</tr>
<tr>
<td>CH 560</td>
<td>1.5</td>
</tr>
<tr>
<td>One additional GPC course</td>
<td>1.5</td>
</tr>
<tr>
<td>Work Placement Term</td>
<td>3.0</td>
</tr>
<tr>
<td>Major Research Paper/Project</td>
<td>4.5</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
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6.2. Delivery methods: Most Graduate History courses in this program will be offered on campus as regular 1.5 unit fall or winter courses, as is currently the practice. These courses are normally offered every year. Our field school courses are offered as 1.5 unit in the May-June term, partly on campus and partly off-campus, in the relevant locations (Sto:lo territory, South Africa, Europe). They are offered biennially. See appendix G for further details about these courses. Co-op terms, paid internships and unpaid practicums will be offered off campus at a range of museums and heritage sites, both in B.C. and in the rest of Canada. They may also be held overseas, if arrangements can be made with appropriate museums and other public history sites.

The courses offered through the GCP are offered through distance delivery. CH 560 Cultural Heritage Stewardship and Sustainability will run biennially allowing an opportunity for students in the Public History M.A. program to take the course in either the first or second year of the program (this course will run biennially in the Fall term).

At a minimum, the Division of Continuing Studies will run one course from the Museum studies stream (CH 561, 562, 563) and one course from the Heritage stream (CH 570, 571, 572) annually. Additional electives may also be made available
to students in the Public History M.A. program (and will run exclusively in the Fall and/or Winter terms).

Students can choose to take the Public History M.A. program either as full-time or part-time students – the latter option will be attractive to working professionals in the field.

6.3. **Program Learning Outcomes:**

Public History is a field that involves communicating the past to a non-academic audience and analyzing the applications and uses of history in the world outside of the university.

At the conclusion of an M.A. in Public History, students will have acquired the following general cognitive skills:

- Advanced critical reasoning;
- Advanced communications skills (written and oral);
- Advanced capacity to plan and complete projects, organize material, analyze original sources;
- Experience in gaining specialized professional knowledge and skills of one or more field within public history: Museum Studies; History and Public Policy; Redress and Reconciliation; Monuments and Memorialization; Archival and Information Sciences; Digital History; History and Popular Media; Heritage Conservation.

**Linkages between the learning outcomes and curriculum design**

**Program Learning Outcomes:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Curriculum Design</th>
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<tr>
<td>Students will gain an overview of the field of Public History, its major concepts, and its position within the wider discipline. Students will learn the importance of applying advanced historical training in employment settings outside of the university and/or build a foundation for doctoral study in the field of public history. They will gain crucial research skills as well as skills in critically analyzing interpretations of the past in public settings, including their political and social roles.</td>
<td>These issues will form the basis for the required Public History Core Seminar (HIST 519).</td>
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<tr>
<td>As a context for understanding Public History, students will explore the theoretical and historical foundations of the discipline of history as a form of knowledge and</td>
<td>These issues will be covered in the required historiographical seminar (HIST 500).</td>
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representation. They will engage with recent debates in the philosophy of history, social and literary theory, historical logic and methodologies, the political and ethical meanings and implications of historical work, and the diversity of approaches to the past.

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<tr>
<th>Students will gain umbrella competencies for their practice of public history, including a framework for contextualizing past and present events and discipline specific skills for carrying out further primary and secondary research and applying best practices in public history.</th>
<th>These broad competencies will developed through taking two additional elective seminars in the Department of History and in the major paper.</th>
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<tr>
<td>Students will gain knowledge and practical management skills in a range of cultural heritage fields. They will both strengthen their understanding of public history and heighten their ability to integrate community engagement, cultural heritage conservation, and sustainable development.</td>
<td>These competencies will be developed in two Cultural Heritage Studies Courses, including the GPC Core Seminar (CH560), the work placement, and the major paper.</td>
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<tr>
<td>Students will gain hands-on experience in carrying-out public history projects and participating in public historical institutions. This will enhance their research and knowledge mobilization skills as well as skills in areas such as teamwork; planning discussions and decision making; and project budgeting, development, and promotion.</td>
<td>These competencies will be developed in the work placement and major paper as well as in the Public History Core Seminar and the Cultural Heritage Studies courses.</td>
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### 6.4 Use of Practica, co-op or work terms

A practical experience in the field of Public History is a requirement to graduate from this program. This may take the form of a co-op placement, a paid work-term, or an unpaid practicum. The program’s goal is to prepare students for careers in the field of public history and so practical experience is not only a valuable and integral part of the program’s pedagogy but also will assist students to find work after graduation. Our expectation is that some
students will find on-going work with the organizations where they do their practical training and others will be in a better competitive position in the job market if they are able to show practical work experience and professional outputs as a result of their placements.

Students will normally do their practical experience in the May-August term at the end of the first year of the program, although the timing can vary if an opportunity for work experience arises at a different part of their program. Students may meet the practical experience requirement through:

1. A one semester co-op or work-term organized through the Cooperative Education and Career Services (CECS). CECS regularly posts a few positions every year in the field of public history and the staff in the Humanities, Fine Arts & Professional Writing Co-Op and Career Office will seek out more opportunities when the program is accepted. For example many co-op opportunities in this field exist in Ottawa and those postings would be sought and added to the current public history jobs. The Department Graduate Advisor will adjudicate whether particular co-op postings qualify.

2. Paid employment for a minimum of three months full time (or the equivalent) in a public history position. Students may seek out and suggest possible placements to the staff person overseeing practicums in the Cultural Resource Management Program, Division of Continuing Studies, who will co-ordinate all work placements for the M.A. program other than co-op placements.

3. Unpaid practicum equivalent to a half time position for three months. Students may seek out and suggest possible placements to the staff person overseeing practicums in the Cultural Resource Management Program, Division of Continuing Studies.

4. In the case of options 2 and 3 the History Department Graduate advisor will work with the CRM staff person to adjudicate whether particular paid or unpaid placements qualify.

5. Students who are currently working professionals in the field, or have extensive volunteer experience in the field, may be able to have the work experience requirement waived, at the discretion of the Department of History’s Graduate Advisor.

A practical experience supervisor from the relevant agency will be designated in each of the placement situations in consultation with the respective agency.

6.5 Residency Requirements, Time to Completion
Students will have the option of taking the M.A. in Public History on its own or combine the degree with a Graduate Professional Certificate in Cultural Heritage Studies. For full-time students the normal time for completion for the M.A. program on its own will be 16 months. Normally, full-time students will take three courses in each of the fall and spring semesters, complete their work experience term over the summer, and complete their major research project by December of their second year. Depending on course availability students may be able to take one or two of the required two courses drawn from the Cultural Heritage Studies program over the May-August semesters, or they may need to take one in the fall of their second year, while completing their major project. Students doing the Joint Certificate program will normally take an extra semester in the spring of their second year. Students will be
required to be in residence for a minimum of eight months. Part-time students will normally take one course per term. Efforts will be made to accommodate part-time students who are working professionals by offering some of the History graduate courses either at night or as shorter more intense summer courses.

6.6 Policies on Evaluation
For all the regular courses students will be evaluated according to the standard practices for graduate students in the Faculty of Humanities/Division of Continuing Studies. For the work experience and major project students will be evaluated by a supervisor assigned by the Department of History who will consult and take input from the designated supervisor at the place of employment/internship. The major project may take the form of a written assignment linked to their practical experience of 40-50 pages or a website, exhibit, video, marketing plan, or other public history project, accompanied by a written analyses of at least 20 pages. The quality of the work will be evaluated on the expectation that the work should be comparable to that required of a beginning professional in that field.

7. Enrolment Plan

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<tbody>
<tr>
<td>New</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Continuing</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>16</td>
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Ours will be a small, competitive program, with a projected maximum enrollment of 8 new students/year. We plan to increase annual admissions incrementally to reach this number, with the goal of reaching 16 total students by the 2019-2020 academic year.

8. Plans for on-going program assessment and other evaluation of grad student supervision.

To ensure that the program meets the needs of the students, potential employers, the History Department and the Cultural Heritage Studies Program we will have several kinds of on-going assessment.

1. Students will be asked for feedback at the end of their first two semesters on the courses and the program. In some courses, feedback will also be sought mid-semester.
2. The supervising faculty or program co-ordinator will ask students for feedback in the middle and at the end of their work experience.
3. Students will be sent an exit survey 2-3 months after completing the program.
4. The supervising faculty or program co-ordinator will ask the work experience agency for feedback in the middle and at the end of a work experience term.
5. Participating faculty will meet with the program co-ordinator and staff from the Cultural Heritage Studies Program at least once a year to provide feedback and refine work experiences and explore opportunities.

9. Related Programs
There are no related programs in other B.C. post-secondary institutions. The only two other public history M.A. programs in Canada are in Ontario, at Carleton University and Western University. There are some museum studies graduate certificate programs in Ontario and Quebec, as well as a Heritage Resources Management post-baccalaureat distance education diploma through Athabaska University.

10. Evidence of Support

We have consulted with faculty involved in the successful Carleton program, whose experience suggests untapped demand among exceptional students for a western Canadian program of this kind. We have discussed the program with executive staff at the Royal BC Museum and Archives and the British Columbia Maritime Museum, who have expressed strong support for the program and interest in becoming involved with it. Institutions further afield, such as the Canadian Museum of Immigration at Pier 21 (a national museum) and the Nikkei National Museum in Vancouver also support the development of public history at UVIC. We have also received strong letters of support from the departments of History at SFU, UNBC, UBC, Kwantlen University and Thompson Rivers University. Chairs of these departments have noted that this program will be of great value to their students, while students at undergraduate and graduate levels have expressed interest in the program. Practicing public historians have indicated that demand for their services in our region is high.

Appendix A: Short Faculty curriculum vitaeas

Appendix B: Calendar curriculum change forms

Appendix C: Enrolment Plan, see section 7

Appendix D: Recruitment and Marketing Plan

We expect to start the program with 4-6 students and grow to a maximum intake of 8 students which will result in a maximum of 16 students (new and continuing) in the program. Informal surveys of our History MA students over the last two years show that if this option was available at the moment 4-6 of them would have enrolled in such a program in preference to our regular M.A. stream. As a result a substantial core of the new M.A. program in Public History will come from students already attracted to our M.A. in History.

Marketing this program has three components: 1) marketing the program to recruit students 2) marketing the program to organize co-op and intern opportunities among public history agencies 3) marketing the program to potential employers so they are aware of and drawn to a pool of highly qualified graduate students.

1. Marketing this program to recruit students:
   a. Internet Recruiting Strategy.
      i. We will establish a website for this program with prominent links from our departmental main page and the graduate program pages.
      ii. We will post information about the program on public history blogs, facebook pages and websites.
iii. We will create our own Facebook page, public history blog and tweet to draw attention to developments in the field, work and study opportunities.

b. The graduate director or program director will hold information sessions at UVic and other provincial universities in the fall and spring to inform students about our regular and Public History M.A. programs.

c. Posters will be sent to and posted in History departments across Canada with an emphasis on western Canada.

d. We will join with the Recruitment Office, Heritage Studies Program and Co-op and Career Services to have tables/sessions at public history professional meetings (such as the Canadian Museums Associations) and recruitment fairs.

e. the Cultural Resource Management Program in the Division of Continuing Studies would be able to market this opportunity to potential student audiences as part of their annual marketing campaigns which include print, online and social media communications

2. Marketing the program to organize co-op and intern opportunities among public history agencies and cultural institutions.

a. We will use our existing network of graduate history alumni, many of whom are now working in public history positions.

b. We will join with the Recruitment Office, the Cultural Heritage Studies Program and Coop and Career Services to have tables/sessions at public history professional meetings (such as the Canadian Museums Associations) and recruitment fairs.

3. Marketing the program to potential employers so they are aware of and drawn to a pool of highly qualified graduate students.

a. We already have relationships with the Royal BC Museum and the BC Maritime Museum which include internships/community engaged learning.

b. We already have in place a large network with regional and national museums and archives several of whom have written letters of support.

c. Through CECS we already have relationships with a few employers who regularly post history positions.

d. To expand our network we will join with the Heritage Studies Program and Co-op and Career Services to have tables/sessions at public history professional meetings (such as the Canadian Museums Associations) and career fairs.

e. We will take advantage of free advertising opportunities associated with the news of the launch of a new program which will be picked up in the professional organs, websites and blogs of public history professional organizations.

Appendix E. Letters of Support
Letters the Royal British Columbia Museum, the Nikkei National Museum, the British Columbia Maritime Museum, as well as from the Chairs of the departments of History at UBC, UNBC, SFU, Kwantlen University and Thompson Rivers University and from the Division of Continuing
Appendix F. Business Plan
Income generated: The future income potential for students in this program does not justify a differential fee, but the Public History M.A. would be likely to generate additional revenue for the university because our experience thus far suggests that many students interested in Public History are also interested in the Graduate Professional Certificate. Our Public History M.A. would further incentivize and institutionalize this synergy, encouraging students to complete academic training in the History Department in addition to the applied professional training afforded by the GPC, whose courses are taught, in large part, by practitioners outside of the academy. This collaboration would enhance student training and marketability, support the GPC program, and increase revenue.

Given the number of faculty with expertise in various areas of public history (see above) who are able to supervise students in this field, we do not require additional faculty members in order to run this program.

Since with the addition of this public history program we will not be increasing the total number of M.A. students admitted beyond current maximum of 25 in our existing program, our existing graduate secretary will be able to manage the administrative workload without additional support. The Cultural Resource Management Program has agreed to provide support in placing Public History M.A. students who do not receive co-op placements in either paid internships (where available) or unpaid practicums through their existing practicum placement program.

The Faculty of Humanities has agreed to reimburse the Division of Continuing Studies $440 for each of the two courses in the GPC program that our Public History M.A. students take. The Faculty will also reimburse the FCS $440 for each student that the Faculty places in either a paid internship or an unpaid practicum.

Student financial support plan. Students in the Public History M.A. program will share in the resources for financial support currently available for our existing M.A. students, as the Dean of Graduate Studies has indicated that no additional funds for financial support will be available to the new Public History M.A. program. Since we will only be admitting 8 students per year, and that the total number of students in our current M.A. program and the Public History M.A. program will not exceed the current maximum of 25 students for our existing M.A. stream, we should be able to provide adequate funding for our Public History M.A. students. As is the case with our current program, student funding for the Public History M.A. program will be as follows:
- The top third of our students will receive between $18,000-$20,000 in fellowships, TA and RA support.
- The middle third of our students will receive between $8,000-$12,000, primarily in fellowship funding, but also including a $3,000 TAship.
- The bottom third of our students will receive approximately $5,000 (fellowship and TAship). Support will be available to full-time students for up to 16 months.

Space requirements: Since we will not be admitting additional graduate students beyond our current maximum of 25 per year, but will instead reduce the number in the regular M.A. stream as necessary to ensure that numbers do not go above 25 in total, we will be able to manage with
our current space allocation for graduate students.

**Library requirements:** Since we currently offer both a graduate and an undergraduate course in public history, we have already expanded the library holdings in this field, including relevant journals, although further expansion will need to occur with the implementation of this program.

**Appendix G:** List of Graduate History Courses, including Field School Courses, with Course Descriptions and List of GPC courses in Cultural Heritage Studies with Course Descriptions

**History Graduate courses**

**HSTR 500**  Units: 1.5
Formerly: HIST 500
**Historiography**
Surveys the diverse answers given to the question, “What is history?” Exploration of the nature of historical knowledge through examination of major changes in theory, method and practice within the discipline. Students articulate their understanding of what being an historian entails. Specific topics covered may vary with the instructor.
**Note:** Credit will be granted for only one of 500, HIST 500

**HSTR 501**  Units: 1.5
**American History**
New and classic readings in the history of Colonial America and the United States. Themes include Indigenous societies, conquest, gender, religion, race, slavery, sexuality, politics and economy.
**Note:** Credit will be granted for only one of 501, 501A, 501B, HIST 501A, 501B

**HSTR 502A**  Units: 1.5
Formerly: HIST 502A
**Early Modern British History**
Social, cultural and political history of early modern England, with an emphasis on the 17th century. Topics include crime and print culture, the British Civil Wars, the execution of Charles I, radical religion and the Interregnum, patriarchy and authority, class conflict and social hierarchy, parents and children, marriage and gender. Provides advanced students a survey of some of the main primary sources, important secondary works and historiographical issues.
**Note:** Credit will be granted for only one of 502A, HIST 502A.

**HSTR 502B**  Units: 1.5
Formerly: HIST 502B
**Modern British History**
Social, cultural and political history of modern England. Topics may include government and the state, war and society, crime and punishment, monarchy, and elite and popular cultures. Provides advanced students a survey of some of the main primary sources, important secondary works and historiographical issues.
**Note:** Credit will be granted for only one of 502B, HIST 502B.
HSTR 503A  Units: 1.5
Formerly: HIST 503A
19th Century Canadian History
Provides an in-depth look at historical writing about pre-1900 Canada. Explores a variety of historical approaches and covers a number of major topics in the field. Topics may include indigenous histories, First Nations-settler encounters, politics and war, rural and urban experiences, liberalism and the state, and issues of race, religion, gender and class. Focus on historiographical and analytical skills.
Note: Credit will be granted for only one of 503A, HIST 503A.

HSTR 503B  Units: 1.5
Formerly: HIST 503B
20th Century Canadian History
Examines historical writing about 20th century Canada, taking a chronological and thematic approach to recent literature. Topics may include: gender and the family, law and moral regulation, work, the environment, First Nations, politics and the state, nationalism and regionalism, and the experience and commemoration of war. Focus on historiographical and analytical skills.
Note: Credit will be granted for only one of 503B, HIST 503B.

HSTR 504A  Units: 1.5
Formerly: HIST 504A
Europe, 1500-1800
Advanced study of the transformation of European society and culture during the early modern period. May take a topical or temporal focus.
Note: Credit will be granted for only one of 504A, HIST 504A.

HSTR 504B  Units: 1.5
Formerly: HIST 504B
Europe since 1800
Advanced study of the transformation of European politics, society and culture in the modern era. May take a topical or temporal focus.
Note: Credit will be granted for only one of 504B, HIST 504B.

HSTR 505  Units: 1.5
Formerly: HSTR 505, 514, HIST 514
World History
Examines recent contributions to the field of world history that allow both for focussed study of particular themes as well as the exploration of broader historiographical and theoretical debates. Students are encouraged to pursue their own particular interests in the subject.
Note: Credit will be granted for only one of 505, 514, HIST 514.

HSTR 506  Units: 1.5
Formerly: HSTR 506A, 506B, HIST 506A, 506B
Medieval Europe
The major fields, sources and approaches in medieval history and medievalism.
Note: Credit will be granted for only one of 506, 506A, 506B, HIST 506A, 506B

HSTR 508A  Units: 1.5
Formerly: HIST 508A
China in Local and Global History
Examines the local history and global networks of Tibet, Taiwan, and Hong Kong as well as the North China Plain (around Beijing), the Yangzi River Delta (around Shanghai), and the Pearl River Delta (around Canton) in China up to the mid-20th century. Emphasis on both local and global approaches to the six regions and to modern China beyond the limits of its nation-state history.
Note: Credit will be granted for only one of 508A, HIST 508A.

HSTR 508B  Units: 1.5
Formerly: HIST 508B
A Global History of the Chinese Overseas
Examination of the Chinese diaspora in Southeast Asia, North America and other regions. Emphasis on the emigration from China, transformation of Chinatowns and development of global networks and transnational identities of the Chinese overseas. May include exploration of the diasporic experiences of Japanese, Korean, Indian and other Asian migrants in the global arena.
Note: Credit will be granted for only one of 508B, HIST 508B.

HSTR 509A  Units: 1.5
Formerly: HIST 509A
Modern Japanese History
A survey of historiographical issues in Japan’s history from the end of Tokugawa to the present day. Analyzes the debates regarding peasant struggles in late Tokugawa, the impact of imperial arrivals in the 1850s, the nature of the Meiji restoration, migration and the rise of Japanese imperialism, and the national polity in the interwar years. Concludes with World War II and Japan’s occupation and subsequent economic transformations.
Note: Credit will be granted for only one of 509A, HIST 509A.

HSTR 509B  Units: 1.5
Formerly: HIST 509B
Migration, Race and Empire: Canada and the Transpacific
Brings together the histories of the Pacific and British Columbia using a translocal lens to analyze critically the intersections between race, colonialism and indigeneity from 1840 to the 1950s. Specific attention to Asian Canadian experiences on Vancouver Island and the impact of conflicting empires (British, American and Japanese). Utilizes critical anti-racist and feminist theory, and offers possibilities for innovative public history projects and community-based action research.
Note: Credit will be granted for only one of 509B, HIST 509B.

HSTR 511  Units: 1.5
Formerly: HIST 511
Military History
Explores historiographical issues in military history. Themes include: technology and science and war; social and cultural history of war and society; the evolution of military organization and
military techniques; intellectual and philosophical writing on war and armed forces; military intelligence; history of air power; and naval and maritime affairs.

**Note:** Credit will be granted for only one of 511, HIST 511.

**HSTR 512** Units: 1.5
Formerly: HIST 512

**Intellectual History**
Advanced study of intellectual history. Topics to be explored may include the history of intellectual history, the similarities and differences between intellectual history and other genres of historical analysis, the rise of atheism and unbelief in early modern Europe and Enlightenment in Europe.

**Note:** Credit will be granted for only one of 512, HIST 512.

**HSTR 513** Units: 1.5
Formerly: HIST 513

**History of Gender, Sexuality and the Body**
Explores selected topics in gender history, the history of sexuality and the history of the body and addresses current theoretical and methodological debates within these fields. Focus is primarily on American history, although Canadian and British readings may be included.
Explores shifting understandings of femininity, masculinity and sexualities, as well as relationships between gender and class, race, ethnicity, religion, sexualities and the body.

**Note:** Credit will be granted for only one of 513, HIST 513.

**HSTR 515A** Units: 1.5
Formerly: HIST 515A

**Public History**
Provides an overview of the branch of the discipline that involves communicating the past to non-academic audiences and analyzing applications of history outside of the university. Students meet practitioners of public history, making professional contacts and exploring non-academic applications of their training. Connected with these practical activities are analytical questions: as they contemplate how history can be carried outside of the academy, students also discuss its purpose, importance and meaning.

**Note:** Credit will only be granted for only one of 515A, HIST 515A, 519 (if taken in the same topic).

**HSTR 516** Units: 1.5
Formerly: HIST 516

**Digital History**
Explores specific computing applications used in the field known as “digital history,” and how digital history is changing the way we think about History and the past. Emphasis on student projects, student presentations and discussions of selected readings on the big questions facing the discipline, including “is this really a revolution?”

**Note:** Credit will be granted for only one of 516, HIST 516.

**HSTR 517** Units: 1.5
Formerly: HIST 517

**Cultural History and Theory**
Explores the theory and practice of cultural history, focusing on culture as topic and as methodology. Students examine the approaches of cultural historians who either seek out new sources, or read traditional sources against the grain to provide answers to new questions. Themes may include: ritual, symbolism and meaning; objects and representation; colonialism and difference; popular culture, storytelling and language. Time period and geographical focus vary with the research area of the instructor.

Note: Credit will be granted for only one of 517, HIST 517.

HSTR 518 Units: 1.5
Formerly: HIST 518
Political History
Examines the evolution of the state and the negotiation of power in North America. Topics may include federalism, party and bureaucratic developments, mass media and politics, and political leadership.

Note: Credit will be granted for only one of 518, HIST 518.

HSTR 519 Units: 1.5
Formerly: HIST 519
Special Topics
Notes: - Credit will be granted for only one of 519, HIST 519 (if taken in the same topic).
- May be taken more than once for credit in different topics with permission of the department.

HSTR 521A Units: 1.5
Formerly: HSTR 521, HIST 521
Medieval Law and Administration
The origins and development of Western European civil, canon and common law. The history of law and jurisprudence, of the relationships of law and society and of the role of law in the growth of governance and order. Direct work on legal texts and records.

Note: Credit will be granted for only one of 521A, 521, HIST 521.

HSTR 521B Units: 1.5
Formerly: HSTR 521, HIST 521
British Legal History
Social, cultural and political history of the law in England. Topics include crime, policing, the administration of justice, and punishments. Intended to give advanced students a general introduction to some of the main primary sources, important secondary works and historiographical issues.

Note: Credit will be granted for only one of 521B, 521, HIST 521.

HSTR 522 Units: 1.5
Formerly: HIST 522
The Social History of Religion
Explores selected topics in the social history of religion in the context of Canada, the United States and Britain in the nineteenth and twentieth centuries. Focuses on Christianity, but also touches on other faith traditions. Topics to be explored may include popular religion, religion and mass culture, spirituality, colonialism, secularization, immigration and assimilation, religion
and health, religious conflicts and prejudices and issues of class, race, gender, sexuality and family life as they relate to religion.

Note: Credit will be granted for only one of 522, HIST 522.

**HSTR 523**  Units: 1.5
Formerly: HIST 523

**History of Science and Technology**
Advanced study of the history of science. Topics to be explored may include the history of the history of science, the Scientific Revolution, the rise of the ‘science of man’ in early modern Europe, science and Enlightenment, science and religion, and science and society in Britain, 1600-1945. May include topics in the history of technology.

**Note:** Credit will be granted for only one of 523, HIST 523.

**HSTR 526**  Units: 1.5
Formerly: HIST 526

**Ethnohistory**
Examines the major issues facing ethnohistorians generally, with emphasis on ethnohistory with respect to Indigenous peoples.

**Note:** Credit will be granted for only one of 526, HIST 526.

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**Field School Courses**

**HSTR 528 Ethnohistory Field School**  Units 1.5
This course introduces students to community engaged scholarship, public history, and ethnohistory during a month long residential field school with the Stó:lò First Nation in the Fraser Valley, followed by a month of supervised research and report writing back at UVic. Ethnohistory is the combination of the critical primary research skills of historians with the use of oral history and other non-documentary sources which are the focus of ethnographers. Students work on projects identified by the Stó:lò communities, produce research outcomes that assist the Stó:lò and gain valuable practical experience in archival and ethnographic research and writing. Many students have used their field school experience as the basis for further study and paid employment with First Nations, government and NGOS at the interface of aboriginal-non-aboriginal relations.

**HSTR 470 (taken by graduate students as HSTR 591)**

**The Colonial Legacies Field School in South Africa**
This field school offers an extraordinary opportunity for students to consider the living legacies of colonialism in the Global South today. During the classroom component students learn about key themes in the colonial and post-colonial history of South Africa, focusing on historical and political questions around land, labour, identities, and political structures. Students take part in workshops on such topics as cultural intelligence, ethical listening/interview techniques, and the politics of development. During the three-week field portion of the course, carried out in South Africa, students explore and analyse links between South Africa’s contemporary challenges and its particular histories of colonisation. Through visits to museums and historic sites and
especially through interaction with rural and urban South Africans of many backgrounds, students will examine such questions as: How are the legacies of the region’s multiple colonisations written on the landscape, on political relations, and on people’s daily lives? How do colonial pasts shape the present, what are the key contemporary challenges, and what are the alternatives?

One requirement upon return is a public presentation through which students share their learning with individuals and groups in the broader community.

GMST 489 (taken by graduate students as GMST 591 for 1.5 units)
By analyzing what Andreas Huyssen has termed “present pasts”, course participants explore how the past is negotiated in the present and, specifically, how issues such as racism, antisemitism, and homophobia are addressed in the present. This 3-unit field school explores and analyzes the ways in which the Holocaust is memorialized in Central Europe and builds an understanding of how the lessons of the Holocaust are relevant in today’s world. The course promotes intercultural learning through a variety of activities including joint workshops with European students and visits to memorial sites, museums, and monuments of the Holocaust. Upon return to Canada, participants share their experiences through formal presentations and discussions on campus, in high schools, and with the local community.

List of GPC courses:

Museum Studies course offerings:

CH 560 CULTURAL HERITAGE STEWARDSHIP AND SUSTAINABILITY (1.5 units)
The diversity of contemporary cultural heritage presents practitioners, policy makers, communities and researchers with a range of ethical and philosophical challenges. To engage with these challenges this course offers a critical overview of some of the key issues raised as contemporary societies question the scope, meaning and sustainability of heritage. Participants will be required to critically analyze, synthesize and evaluate dominant and alternative definitions of heritage and the practices involved in its management, interpretation and curation. The overall aim of the course will be to encourage participants to vigorously examine the idea of heritage as a form of cultural practice, performance and production, and to ultimately develop their own ethical and theoretical frameworks to inform their practice within the heritage field.

The course will build on recent work in critical heritage and museum studies and introduce participants to various critical intellectual frameworks and debates. Participants will also be presented throughout the course with sets of ethical and practical issues and problems to illustrate the changing philosophical issues facing practitioners as social, economic and political contexts for cultural heritage preservation and management develop.

Issues covered in the course allow participants to judge the relevance of critical approaches to cultural heritage to traditional ideas of cultural heritage stewardship, and develop their understanding of what sustainability in the cultural heritage sector might mean. The course presents both historical and contemporary material on theorizing cultural heritage and its
political and cultural significance. A series of issues which have moved to the forefront of recent debate and practice will be introduced which include dissonance, cultural diversity, memory, performativity, intangible heritage, community/civic-engagement, digital heritage, tourism and interpretation, and recent approaches to visitor/audience research.

CH 561 SOCIAL ENGAGEMENT (1.5 units)
Museums and other cultural heritage organizations have the capacity to serve as dynamic social spaces for community engagement and action. This graduate course explores the profound social changes that are reshaping the nature and purposes of museums in a pluralistic society and considers the implications for all aspects of their specialized functions. During the first half of the course participants utilize a group of core resources to assist their learning about how the museum and cultural field has evolved, why social and community engagement is a critical foundation for all other professional practices, and how other organizations have begun their journeys towards engagement. The second half of the course introduces participants to a series of skills and practices to initiate, facilitate, and support community engagement and embed them in organizational life.

CH 562 CURATORIAL PLANNING AND PRACTICE
This course is designed to familiarize students with both the theory and practice of curating in art, history, anthropology, science and interdisciplinary museums. The first five weeks will focus on theory, history and ethics. Through reading, analysis and online discussion, students will explore and debate the evolving definitions of what is involved in curating. The remainder of the course will focus on practice. In addition to continued reading and online discussion, students will select one public site in their community and engage in a series of exercises that encourage them to explore best practices in curating. Each student will critique two exhibitions at their case study site, propose the accessioning of an object into that site’s permanent collection, communicate intellectual content for that object public through a blog post or tweet, and create a concept and plan for a new exhibition that incorporates that objects for their chosen case study site.

CH 563 VISITOR EXPERIENCES (1.5 units)
This course explores the evolving concept and implications of an holistic approach to visitor engagement in museums and other cultural heritage institutions, and focuses on museums' relationships with their publics, their capacity to serve as social spaces, strategies for audience research, the characteristics of visitors, communications, exhibitions, formal and informal learning activities, and evaluation strategies.

Heritage Planning course offerings:

CH 560 Cultural Heritage Stewardship and Sustainability (see description above)

CH 570 HERITAGE CONSERVATION IN CONTEXT (1.5 units)
The course introduces students to the fundamental and interrelated dynamics of place, ritual, memory and history as these apply to heritage conservation. The 13 units chart a path from the philosophical and historical roots of conservation to the contemporary issues and challenges facing professional practitioners. Along the way the legal, regulatory and policy frameworks through which heritage conservation operates in Canada are explored. The philosophical underpinnings of conservation are revealed, compared and challenged. Finally, emerging issues
in the conservation sector an affecting the conservation sector are presented, and discussed through case studies and assignments.

**CH 571 DETERMINING SIGNIFICANCE OF HERITAGE RESOURCES (1.5 units)**
This course focuses on the definition of the heritage value or significance of a historic place or resource as a key step in the management of cultural heritage resources. It explores the range of historical, aesthetic, social and scientific values that establish the character-defining elements of historic resources, including buildings, structures, historic districts and cultural landscapes. Various methods of inventory and evaluation are discussed along with their roles in guiding subsequent conservation planning and decision-making.

**CH 572 HERITAGE CONSERVATION PLANNING (1.5 units)**
This course provides an overview of heritage planning, the field within heritage conservation that addresses interventions to historic places in the context of urban (and rural) planning and development. The objective of heritage planning is to manage change wisely. The course will use a pragmatic approach to consider individual and collective historic places (e.g., buildings, historic districts, cultural landscapes, archaeological sites) in a wide variety of geographical and physical contexts. Heritage planning will be addressed within the larger framework of sustainability.

**Practicum in Cultural Heritage** (either in museum studies or heritage planning)

**CH 591 PRACTICUM IN CULTURAL HERITAGE (1.5 units)**
A three to four month placement in a cultural heritage management setting, designed to build knowledge and skills in a specialized area of practice.

**Course Format**
Our distance-based courses are known for their comprehensive and innovative approaches to instructional design and learning technologies that facilitate academically-based professional education and relate it to the practical needs of the participant and the workplace. The online course format used in the GPC program is effective in meeting the educational needs of museum and heritage professionals and well as students in related disciplines at the University of Victoria. Distance courses enable participants from across Canada and beyond to control the pace of their learning, to reflect on professional issues from a theoretical perspective, and to network within a community of professional practice. Offering all courses for the GPC program by distance enables us to draw upon distinguished, internationally-recognized experts from the field of professional practice across Canada, North America, and beyond. These international experts hold advanced academic degrees in related disciplines and bring knowledge, skills and professional experience in their specialist areas, along with teaching experience, to their work with the program. Students have greatly appreciated the extensive and international/national experience of and insights provided by the course instructors. They have also enjoyed the engagement of the professors in online discussions. Through instructional design and delivery, our distance courses aim to:

- Utilize innovative learning technologies and delivery methods to ensure that courses are accessible to both Practitioners, and Master’s students who are balancing their participation in the Certificate level with degree studies.
- Integrate a strong experiential learning component by developing curriculum and instructional strategies that link theory and methodology with practical applications, and by emphasizing volunteer and networking opportunities, as well as building on
participants’ prior learning and experience, and relate coursework to real-life challenges.

- Allow participants have the flexibility to complete their studies anywhere in the world and ensure access to a range of learners.
- Provide asynchronous course delivery to allow participants the flexibility to complete the course without the need to be scheduled at their computer.
- Utilize leading-edge learning techniques and technologies to encourage interaction and support student engagement.
- Honour multiple perspectives and diverse ways of knowing.
- Strengthen students’ capacity for critical, reflexive, collaborative and creative thinking.
Date: July 6, 2016
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC)

At its meeting of 11 May 2016, the Senate Committee on Planning, then chaired by Dr. Catherine Mateer discussed and approved the proposal for a Renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC). The following motion is recommended:

That Senate approve the renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC) for the five year period 1 October, 2016 through 30 June, 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources which are advice to the Vice-President Research.

Committee Membership:
Dr. Catherine Mateer, Chair
Dr. Nancy Wright, Chair (as of July 1, 2016)
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Lisa Surridge
Dr. Merwan Engineer
Dr. Patrick Nahirney
Ms. Maureen Moffatt, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Mr. Philip Schrod
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
The Centre for Advanced Materials and Related Technology is a multi-faculty research centre. Its current five year approval expires on September 30, 2016.

An external review of CAMTEC was conducted on March 17 – 18, 2016. The panel included:
- Prof. Dr. Nils Petersen, (CHAIR) – Dept. of Chemistry - University of Alberta
- Prof. Byron Gates, - Dept. of Chemistry - Simon Fraser University
- Dr. Martin Boulanger - Dept. of Biochemistry and Microbiology - University of Victoria

The attached review report was received on April 11, 2016. The CAMTEC Director provided his written comments regarding the report on April 22, 2016. A copy is attached.

Panel's Assessment:

The review panel report is a comprehensive assessment of CAMTEC. The executive summary provides the following overall assessment:

*Overall, the review committee was very impressed by CAMTEC’s past performance and its plans for the future as articulated in the Self-Assessment Report and by individuals during the visit. We therefore recommend:*

*That the University of Victoria continue to support CAMTEC as a multi-faculty centre.*

Review Panel Recommendations:

To put the panel’s recommendations in context, I note the following observation from the report:

*It is evident that CAMTEC is planning to take on a dual role – as a research centre and as a manager of research facilities that are central to the success of its members. This is an important shift in mandate and will be of great benefit to the University of Victoria and to faculty members across campus, even if they are not part of CAMTEC.*

Based on the above the panel recommends:

- That the University of Victoria embrace and support the dual role within CAMTEC.
- That the University of Victoria establish funding models that adequately support both activities within CAMTEC, with particular attention to support mechanisms for the facilities.
I note that in his response to the review panel report, Dr. Brolo states:

\[\text{I would like to comment that, so far, I feel that the University has been supportive to our attempt to operate a research centre and enable a sustainable infrastructure capability. At some point, however, in my opinion, it will be important to define long-term funding models that will allow continuous operation of the CAMTEC facilities. I am looking forward to working with UVic administration to implement a model for CAMTEC that will take the Centre to the next level of excellence in research, training, partnership, community engagement and services.}\]

This is a realistic assessment of how a collaborative and consultative approach will be needed to further strengthen and expand CAMTEC activity.

The panel further recommends the following actions for CAMTEC:

- That CAMTEC develop an overall vision and mission and a business plan that ensures sustainability for both proposed roles.
- That CAMTEC establish clear goals, with timelines, for each of their key activities.
- That CAMTEC establish clear membership policies, including definition of membership criteria, benefits, responsibilities, and obligations. This might include a regular membership review.
- That CAMTEC establish or expand informal activities for members and students that enable a stronger sense of community within the centre.
- That CAMTEC utilize its demonstrated capabilities for further outreach and engagement of the community at large, attracting a larger clientele, and enhancing the reputation of the University.

Dr. Brolo’s response to the panel report addresses each one of these recommendations in a positive way noting progress that has already been made and outlining how CAMTEC will move forward with the recommendations. The panel’s recommendations to CAMTEC lay out a sensible way forward for the centre and Dr. Brolo is clearly positioned to act on them positively.

Recommendation to Senate Committee on Planning:

I recommend that the Senate Committee on Planning approve the following motion:

\[\text{That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Advanced Material and Related Technologies (CAMTEC) for the period 1 October 2016 through 30 June 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.}\]

The fact the current approval of CAMTEC expires on 30 September 2016 is rather awkward in terms of conducting a review in the last part of the mandate and having a recommendation flow through the required approvals in a timely manner. The recommendation above thus recommends a termination date of June 30 which is three months short of a five year term.

By copy of this memorandum, I am notifying CAMTEC, through the Director, that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: Dr. A. Brolo, CAMTEC Director
Dr. M. Miller, Associate Vice-President Research
Review of the Centre for Advanced Materials and Related Technologies (CAMTEC)

at

The University of Victoria

Review Conducted March 17 and 18, 2016

Report Submitted April 11, 2016

By

Nils O. Petersen, University of Alberta (Chair)

Byron Gates, Simon Fraser University

Martin Boulanger, University of Victoria
1. Executive Summary

The review committee received advance material and visited University of Victoria on March 17 and 18, 2016 to conduct the five-year review of the Centre for Advanced Materials and Related Technologies (CAMTEC).

Overall, the review committee was very impressed by CAMTEC’s past performance and its plans for the future as articulated in the Self-Assessment Report and by individuals during the visit. We therefore recommend:

That the University of Victoria continue to support CAMTEC as a multi-faculty centre.

It is evident that CAMTEC is planning to take on a dual role – as a research centre and as a manager of research facilities that are central to the success of its members. This is an important shift in mandate and will be of great benefit to the University of Victoria and to faculty members across campus, even if they are not part of CAMTEC. We therefore recommend:

That the University of Victoria embrace and support the dual role within CAMTEC.

That the University of Victoria establish funding models that adequately support both activities within CAMTEC, with particular attention to support mechanisms for the facilities.

That CAMTEC develop an overall vision and mission and a business plan that ensures sustainability for both proposed roles.

That CAMTEC establish clear goals, with timelines, for each of their key activities.

We expect that as CAMTEC proceeds with its vision and mission, it will expand and have increasing impact on a larger number of researchers on campus. This is a positive development that will require increasing attention to the role of CAMTEC and its members. We therefore recommend:

That CAMTEC establish clear membership policies, including definition of membership criteria, benefits, responsibilities, and obligations. This might include a regular membership review.

That CAMTEC establish or expand informal activities for members and students that enable a stronger sense of community within the centre.

That CAMTEC utilize its demonstrated capabilities for further outreach and engagement of the community at large, attracting a larger clientele, and enhancing the reputation of the University.

CAMTEC is an important research centre at the University of Victoria and it deserves full support from all levels of administration, including the relevant Vice-Presidential Offices and the participating Faculties and Departments. With such concerted support, the future of CAMTEC will be brilliant.
2. **Background**

The Centre for Advanced Materials and Related Technology (CAMTEC) is a multi-faculty, interdisciplinary research centre at the University of Victoria committed to advanced materials research and technology development – (see http://www.uvic.ca/research/centres/camtec/index.php). The Centre has a multidisciplinary scope and promotes collaborative research in materials science amongst several departments within the Faculties of Science and Engineering and the Division of Medical Sciences.

CAMTEC was established in 1992 in response to the emergence of “advanced materials” as a major interdisciplinary research focus as captured in the University’s Strategic Plan. Recently, CAMTEC played a prominent role in the 2015 University of Victoria Strategic Research Plan, which will guide the University’s research priorities for the next 5 years.

The general objectives of CAMTEC are:

- To promote fundamental and applied research in advanced materials;
- To promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity;
- To help maintain and coordinate shared research infrastructure in materials science;
- To provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units;
- To contribute to the university’s strategic educational and research missions and to support synergies between research, teaching, and learning;
- To transfer and mobilize knowledge gained through research for the benefit of society, via a variety of appropriate mechanisms;
- To enhance the reputation of its members, the constituent academic units, and the University through the quality of its work.

CAMTEC was reviewed positively in 2011 and the recommendations from that review were mostly enacted in the subsequent period.

The current review was conducted March 17 and 18, 2016. The material provided to the reviewers in advance or during the visit is listed in Appendix I. During the visit, the reviewers met with representative from the Office of the Vice-President Research, the Faculties of Science and Engineering, the Division of Medical Sciences, the Members of CAMTEC, staff in CAMTEC, and students within CAMTEC. In addition, the reviewers met with the current Director and had opportunities to visit each of the facilities supported by CAMTEC. The detailed Review Panel Assessment Schedule is attached at the end of the report.

The Review Committee feels that it was provided with all the material needed and met with the key individuals related to CAMTEC to make an informed assessment of the past performance and the future opportunities of CAMTEC. We are grateful for the frankness of the discussions and the openness of the individuals we met and we particularly appreciate the excellent support provided by the Director, Alex Brolo, and the CAMTEC Administrative Assistant, Peggy White before, during, and after the visit.
3. **Review Assessment and Recommendations.**

The past function of CAMTEC has been very good to excellent in all the areas in which a center is expected to deliver:

The **caliber and quality of research is high**, both with respect to output as measured by publications (450 over the last five years from about thirty members) and potential for impact as measured by patents (19 patents issued or in progress) and industrial partnerships (30 Engage grants and a CREATE grant).

The **ability to attract external funds has been excellent**, particularly with respect to research operating funds and research infrastructure grants. There has been an increasing level of funding from partners and that trajectory appears to be going up.

The **involvement of members has been mixed** as may be expected in a centre of this type with some ebbs and flows, but the engagement has seen a significant uptick in the last year or so. Significantly, several new hires joined CAMTEC immediately after the start of their appointment since they saw the centre as a vehicle to engage with likeminded colleagues and that proved very helpful. The centre is, therefore, beginning to serve as an attraction for new appointees. The **involvement of staff is excellent**. There are newly appointed managers of facilities that are increasingly engaging with each other and now meet regularly. The **involvement of students is also excellent** and the students (we met 12 of about 80 students from all faculties and departments) were very positive about the role of the centre and were looking for additional avenues for interactions.

The **use of resources appears to be appropriate**. We will comment more on the options for the future in a later section. One of the key investments that are universally seen to be important and successful is the support for training through workshops and other training vehicles. Likewise, the investment in the new FOM system is seen as critical and has helped both staff and students and will be an important tool for future resource management.

The **advancement of student research training has been significant**. Students have received hands-on training and technical support from the centre for their use of a variety of equipment and techniques. Access to both technical staff and equipment through the centre has had a positive impact on the capacity and scope of research performed by the students. It was also clear to the committee that the student training was serving as a seed for further research interactions through on-going skill development by the students, transfer of technical know-how between the students, and new collaborative research efforts at the interface between these exchanges.

The **contribution to the University of Victoria mission has been significant in all respects**. The members of the centre have increased the University reputation in key focal areas and are recognized as leaders in advance materials related to optics, magnetism, biomedical devices, and increasingly to energy in selected areas. There are strong interactions among the members (about 8-10% of publications are joint between two or more members, and two patent applications are joint as well). The **student experience** is enhanced by student-student interactions and by the ability to work in interdisciplinary fields. Increasingly the centre is taking on a role of oversight of significant infrastructure ranging from existing tools from individual laboratories to new acquisitions enabled by recent CFI and other government grants. This role will be addressed further below.

Finally, the centre has been very successful at knowledge mobilization as seen by numerous patents, NSERC Engage grants, contract research activities, and training programs on advanced equipment.
The influence of the centre on the reputation of the University of Victoria has been significant. CAMTEC has an extensive combined research expertise, actively promotes interdisciplinary and interfaculty research collaborations, and shares access to tooling and expertise that enables high quality graduate training. CAMTEC is poised to be a “gem” in the crown of the University of Victoria’s collective research expertise, with access to leading-edge tooling and techniques, and a commitment to community outreach. It is clear to the review committee that CAMTEC has had a positive impact and that this impact is likely to grow significantly over the next period.

CAMTEC will be a significant vehicle to ensure the success of the University of Victoria Research Strategic Plan in its objectives to achieve research excellence, integrate research and education, expand partnerships, improve competitiveness, and optimize the services of facilities that support research activities. It deserves full support in its activities from all levels of administration within the University from the departments, the faculties, and the senior administration units.

Based on this record of past performance, the review committee recommends:

**Recommendation 1:** That the University of Victoria continue to support CAMTEC as a multi-faculty centre.

While the performance of CAMTEC as a centre in the past has been good, it is important for all to recognize that there is going to be a significant shift in purpose, goals, and needs of the centre over the next several years. The rest of this review will, therefore, focus more on the opportunities and the challenges that these changes create.

It is evident that the centre is transitioning from a research network that facilitates interactions among its members towards a Centre with two key functionalities or roles: a focused research network and a facilities management organization. While these are clearly interrelated and interdependent, they need to be seen as distinct focal points for action within CAMTEC so that one does not get subsumed by the other.

In our view, CAMTEC should establish an overall research vision that guides the research interactions among members and that justifies the function of the various facilities. This will ensure that all the activities of CAMTEC are aimed at the same overall objectives and that the two roles (network and management) are complementary mechanisms whereby the objectives can be achieved. Because of the current introduction of a facility management role, there has been a lot of attention and energy devoted to that role within the centre and there is a danger that it will be seen to be the primary function of the centre. The centre should ensure that the research interests drive the needs within the facilities rather than the facilities driving the choices of research collaborations.

There are several advantages of formally recognizing the two roles of the centres, the most important being clarity of purpose and actions and hence enhanced transparency.

The network functions can focus on the traditional roles of a centre within UVic to deliver research collaborations, enhance student experiences, perform outreach, and improve the reputation and other impacts. The resources provided to CAMTEC for the centre activities could

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1 The choice of words of these roles: network and management, is for convenience of the report and is not intended to imply anything about how these roles will eventually be defined by CAMTEC.
then be appropriately related to the success or failure of this part of the centre. Membership in CAMTEC could then be related specifically to the network functions. 

The management functions can focus on delivering service to the research community as a whole, not specifically to CAMTEC members. Still, renewal of equipment in the facilities would be guided by the vision of CAMTEC as defined by its members. The use of the Facilities Planning and Operating Committees will further strengthen this management role.

It is our opinion that the overall strategic vision and mission for CAMTEC should be informed by an Advisory Committee, which should expand beyond the current Steering Committee to include members external to CAMTEC and to UVic.

The natural consequence of the distinctive roles is that there should be one overall business case for CAMTEC with two components that speak separately to the plans for the network function and the management function. This would allow for clean separation of budgets and accountability and would enhance the transparency of the overall centre operations. It would also allow engagement of various departments, faculties, and administrative units in more defined ways.

The organizational structure would then be somewhat different from that described in Figure 4 of the CAMTEC Self-Assessment Report and may be more along that shown below.

The proposal by CAMTEC that they take on the role of facility management should be welcome news for everyone at the University of Victoria. It represents an important and unique opportunity to ensure that the very large investment in infrastructure by the CFI, by the BCKDF, by the University, and by partners is properly managed, is delivering the appropriate services, and is upgraded and expanded as needs arise. It is critical that the University of Victoria assist in establishing a sustainable model for the facility management. This model will invariably need to include revenue from user fees and partnership support, but these will not be enough in the long term and the University will need to find a mechanism for direct support of these facilities. In addition, the University should continue direct support for the CAMTEC networking activities in a separate envelope.
An appropriate funding model for CAMTEC will be critical for the future of the centre as well as for the delivery of the services from the facilities. There is no question that without proper support, these facilities are in danger of quickly becoming dysfunctional and out-of-date.

As a result of the evolving functionalities of CAMTEC, the review committee recommends:

**Recommendation 2:** That the University of Victoria embrace and support the dual role within CAMTEC.

**Recommendation 3:** That the University of Victoria establish funding models that adequately support both of these activities within CAMTEC, with particular attention to support mechanisms for the facilities.

**Recommendation 4:** That CAMTEC develop an overall vision and mission and a business plan that ensures sustainability for both proposed roles.

**Recommendation 5:** That CAMTEC establish clear goals, with timelines, for each of their key activities.

The centre adds a significant value to the University of Victoria. This centre is a showcase for the research and training capabilities of the University, and should be encouraged and assisted in further establishing itself as an open access facility. At this critical stage, CAMTEC should continue to develop its core competencies through its management functions, and through its network functions it should further engage researchers and trainees within the academic community, as well as to promote its capabilities and achievements within the community at large.

CAMTEC is a vibrant hub that enables research and enhances training for many faculty and graduate students at the University of Victoria, and could serve as a focal point for a larger community including many local and regional industries. CAMTEC has an active and growing membership, and a substantial recent growth and diversification of new capabilities. Establishing and maintaining these new capabilities for the larger community will require the sustained support of the University as discussed above, as well as the steady diligence of its Director, an on-going effort by the CAMTEC technical staff, and a continual translation of the centre’s capabilities to the community at large.

On an on-going basis, as CAMTEC establishes new milestones for the future and expands both its membership and capabilities, the centre will need to also refine its research driven vision that guides and justifies the mission of its facilities. As it does so, the committee encourages the Director, Advisory Committee, and members to focus their efforts on achieving the centre’s research objectives, utilizing its tools and techniques to enable its long-term vision while continuing to support the Strategic Research vision of the University of Victoria.

CAMTEC’s capabilities should be developed and demonstrated to also promote the centre and attract a larger clientele that can be engaged and appropriately enabled through the centre’s strengths. Research partnerships should be promoted at all levels of management within the University, such as the on-going and strong collaboration with Hitachi. The centre also offers a noteworthy opportunity for the Faculties at the University of Victoria to leverage its world class facilities to more effectively recruit both future faculty hires and trainees.

CAMTEC is distinct in both its capabilities and research expertise relative to similar research centres in Western Canada, such as NINT, AMPEL, and 4D LABS. The centre has world class capabilities and their
full potential has yet to be realized as many of its capabilities are just coming on-line or are currently being installed. The on-going activities of its members have broadened the scope of the centre’s mission, increased its engagement across the faculties, and led to a significant increase in its research capabilities. CAMTEC is at the early stages of establishing itself as an open access user facility, in part due to this rapidly expanding infrastructure. The centre is establishing how it will continue to maintain these new facilities, how it will integrate new capabilities as the centre continues to grow, and how it will further engage the researchers, trainees, and community at large.

The strengths of CAMTEC also include the enthusiasm of its Director and members for creating a positive change in the capacity and impact of research at the University of Victoria. The centre has a clear vision of its current and potential impact on research, as well as on the impact of its facilities and technical staff on the quality of training of highly qualified personnel. CAMTEC also is poised to serve, after clearly demonstrating its key capabilities, in outreach to communities beyond the University of Victoria as highlighted above.

CAMTEC has significantly enhanced the research capacity of the University and the quality of student’s training experience through the centre’s collective capabilities. With the recent acquisition of many new capabilities and the expansion of its facilities, CAMTEC is undergoing a transition in its management and coordination of these resources. This transition will require a broader integration and enhanced transparency of activities, procedures, and reporting at all levels of management. It will be important to establish what resources are required to manage the centre and to maintain the facilities, including a full valuation of all contributions that are or could support the centre, which will assist with future cost projections and establishing a business plan that assures sustainability.

The ease of accessing facilities and the success of users to achieve their goals will drive future use of the facilities through both recurring usage and word-of-mouth advertising of the centre. The staff also emphasized the importance of customer satisfaction as it pertains to taking a few minutes to oversee users during their use of the CAMTEC facilities. This focus on customer satisfaction should continue to be encouraged. The students suggested further simplifying the communication and in-take procedures for new users. Students and staff also suggested further improvements that could be made to the coordination of resources. These issues can be easily addressed and are understandable given the growing pains of the centre with its quickly expanding capabilities.

In accord with the promise of continued success and expansion of CAMTEC as a multi-faculty centre the review panel recommends:

**Recommendation 6:** That CAMTEC establish clear membership policies, including a definition of membership criteria, benefits, responsibilities, and obligations. This might include a regular membership review.

**Recommendation 7:** That CAMTEC establish or expand informal activities for members and students that enable a stronger sense of community within the centre.

**Recommendation 8:** That CAMTEC utilize its demonstrated capabilities for further outreach and engagement of the community at large, attracting a larger clientele, and enhancing the reputation of the University.
Appendix I: Material provided for the review

1. Centre for Advanced Materials and Related Technologies Review Binder
   a. CAMTEC Review Panel Confirmation Letter
   b. CAMTEC Five-Year Review Agenda
   c. UVic Policy: Establishment and Review of Research Centres
   d. Guidelines for the Review of Research Centres
   e. Review Report Template
   f. UVic Travel and Business Expense Policy
   g. 2015 CAMTEC Self-Assessment Report
   h. 2011 CAMTEC Previous External Review Report
   i. 2011 CAMTEC Response to 2011 External Review Report

2. UVic Strategic Research Plan 2016-2017 Final

3. Draft Business Plan Template
CAMTEC – Review Panel Assessment Schedule

*University of Victoria, March 17 – 18, 2016*

- Dr. Nils Petersen, *University of Alberta, Centre for Molecular Structure and Dynamics*
- Dr. Byron Gates, *Simon Fraser University, Chemistry*
- Dr. Martin Boulanger, *University of Victoria, Biochemistry*

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<tr>
<th>Time</th>
<th>Location</th>
<th>Session Description</th>
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<tr>
<td>09:00 - 09:45</td>
<td>Elliott 164</td>
<td><strong>Dr. Michael Miller</strong> (Associate Vice President Research)</td>
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<tr>
<td>09:45 – 10:30</td>
<td>Elliott 164</td>
<td><strong>Dr. Alexandre Brolo</strong> (Centre Director, Professor, Department of Chemistry)</td>
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<tr>
<td>10:30 – 11:00</td>
<td>Elliott 164</td>
<td><strong>Meeting with Steering Committee members</strong>: Drs. Reuven Gordon, Frank van Veggel, Stephanie Willerth</td>
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| 11:00 – 11:45 | Bob Wright Centre A015  | **Tour of the Advanced Microscopy Facility** *(AMF)*
**Drs. Rodney Herring** (Associate Professor, Department of Mechanical Engineering) and **Elaine Humphrey** *(AMF Project Manager)* |
| 11:45 - 13:30 | University Club         | **Lunch with Drs. Alexandre Brolo** *(Centre Director, Professor, Department of Chemistry)*,
**Frank van Veggel** *(Professor, Department of Chemistry)*,
**Rustom Bhiladvala** *(Assistant Professor, Department of Mechanical Engineering)* and **Aislinn Sirk** *(Industry Liaison Officer, Research Partnerships & Knowledge Mobilization)* |
| 13:30 – 14:15 | Elliott 164             | **Tour of the Nanofabrication Lab (Nanofab)**
**Dr. BC Choi** *(Professor, Department of Physics & Astronomy)* and **Jonathan Rudge** *(Nanofab Manager)* |
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<th>Time</th>
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<tr>
<td>14:15 – 15:00</td>
<td>Petch 072</td>
<td><strong>Tour of Imaging, Photonics and Spectroscopy (FIPS) Lab</strong>&lt;br&gt;Dr. Alexandre Brolo (Centre Director, Professor, Department of Chemistry) and Alex Wlasenko (FIPS Manager)</td>
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<td>15:00 – 15:45</td>
<td>Elliott 164</td>
<td><strong>Coffee with CAMTEC Students</strong></td>
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<td>15:45 – 16:15</td>
<td>Bob Wright B214 and Petch 072A</td>
<td><strong>Tour of Biomolecular Sample Preparation (FBS) Lab</strong>&lt;br&gt;Dr. Jeremy Wulff (Associate Professor, Department of Chemistry and Canada Research Chair) and Michael Gignac (Bio-prep Lab Manager)</td>
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<td>16:15 – 17:00</td>
<td>Elliott 164</td>
<td><strong>In Camera</strong> – review panel</td>
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<tr>
<td>18:30 -</td>
<td>Oak Bay Marina (1327 Beach Drive)</td>
<td><strong>Dinner with Drs. Alexandre Brolo</strong> (Centre Director, Professor, Department of Chemistry), David Harrington (Professor, Department of Chemistry) and Stephanie Willerth (Associate Professor, Department of Mechanical Engineering and Canada Research Chair)</td>
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**Friday, March 18th, 2016**

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<tr>
<th>Time</th>
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<tr>
<td>08:30 - 09:00</td>
<td>Elliott 164</td>
<td><strong>Meeting with Dr. Thomas Tiedje</strong> (Dean of Engineering)</td>
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<td>09:00 - 09:30</td>
<td>Elliott 164</td>
<td><strong>Meeting with Dr. Kathy Gillis</strong> (Acting Dean of Science)</td>
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<td>09:30 – 10:00</td>
<td>Elliott 164</td>
<td><strong>Meeting with Dr. Arthur Blackburn</strong> (STEHM Scientist)</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Elliott 164</td>
<td><strong>Meeting with Technical Staff: Alex Wlasenko</strong> (FIPS Manager), Michael Gignac (Bio-prep Lab Manager), Jonathan Rudge (Nanofab Manager) and Drs. Elaine Humphrey (AMF Project Manager) and Milton Wang (CAMTEC Manager)</td>
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<tr>
<td>11:00 – 12:00</td>
<td>Elliott 164</td>
<td><strong>Meeting with CAMTEC Researchers: Drs. Fraser Hof</strong> (Associate Professor, Department of Chemistry and Canada Research Chair), Jeremy Wulff (Associate Professor, Department of Chemistry and Canada Research Chair)</td>
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<tr>
<td>12:00 - 13:30</td>
<td>University Club</td>
<td><strong>Lunch with Drs. Jeremy Wulff</strong> (Associate Professor, Department of Chemistry and Canada Research Chair), Dr. Rodney Herring (Associate Professor, Department of Mechanical Engineering) and Dr. Dennis Hore (Associate Professor, Department of Chemistry)</td>
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<tr>
<td>13:30 – 14:15</td>
<td>Elliott 164</td>
<td><strong>Meeting with CAMTEC Researchers:</strong> Drs. Natia Frank (Associate Professor, Department of Chemistry), Dr. Rodney Herring (Associate Professor, Department of Mechanical Engineering), Dr. Rustom Bhiladvala (Assistant Professor, Department of Mechanical Engineering), Dr. Dennis Hore (Associate Professor, Department of Chemistry), Dr. Irina Paci (Associate Professor, Department of Chemistry) and Dr. Tao Lu (Assistant Professor, Department of Electrical &amp; Computer Engineering)</td>
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<td>14:15 – 14:45</td>
<td>Elliott 164 / Bibliocafe</td>
<td><strong>Coffee with Peggy White</strong>, Administrative Staff</td>
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<td>14:45 – 15:30</td>
<td>Elliott 164</td>
<td><strong>Review panel meeting</strong> to discuss review and report</td>
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<tr>
<td>15:30 – 16:00</td>
<td>Elliott 164</td>
<td><strong>Closing meeting</strong> with Dr. Rachel Scarth (Associate Vice President Research Operations)</td>
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<tr>
<td>16:00 – 16:30</td>
<td>Elliott 164</td>
<td><strong>Thank you from Dr. Alexandre Brolo</strong> (Professor, Department of Chemistry)</td>
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April 20\textsuperscript{th}, 2016

Prof. Michael Miller  
Associate Vice-President Research  
University of Victoria  
PO Box 1700 STN CSC, Victoria, BC  
CANADA V8W 2Y2

\textbf{Re: Response to the CAMTEC review panel report}

Dear Dr. Miller,

I am writing to provide a response to the CAMTEC review report, sent to me by email on April 4\textsuperscript{th}, 2016. First of all, I would like to again thank the reviewers for their efforts. The report is very positive and presents a series of constructive criticisms and directions that are well-aligned to our current vision for the future of CAMTEC.

The panel recommendations and our responses are presented below:

\textbf{Recommendations:}

\begin{itemize}
  \item That the University of Victoria continues to support CAMTEC as a multi-faculty centre.
  \item That the University of Victoria embraces and supports the dual role within CAMTEC.
  \item That the University of Victoria establishes funding models that adequately support both activities within CAMTEC, with particular attention to support mechanisms for the facilities.
\end{itemize}

\textbf{Response:}

These three recommendations are directed to the University rather than the Centre. In any case, I would like to comment that, so far, I feel that the University has been supportive to our attempt to operate a research centre and enable a sustainable infrastructure capability. At some point, however, in my opinion, it will be important to define long-term funding models that will allow continuous operation of the CAMTEC facilities. I am looking forward to working with UVic administration to implement a model for CAMTEC that will take the Centre to the next level of excellence in research, training, partnership, community engagement and services.
Recommendation:

*That CAMTEC develop an overall vision and mission and a business plan that ensures sustainability for both proposed roles.*

Response:

The two roles of the Centre are essential to maintaining a high level of activity in materials science at the University. The network functions of the Centre promote collaborations, training, joint grant applications and outreach. On the other hand, the state-of-the-art infrastructure attracted by those activities needs to be properly managed. Paths to generate an overreaching vision for both initiatives are described below:

As a research centre, CAMTEC has a mandate to enable (in the field of materials science) research collaboration, partnership and education with members of the University community. Activities involving external (national and international) researchers, scientists and technologists are also central to CAMTEC’s directive. Historically, the Centre has implemented this mandate quite well. However, a more focused approach to assist communication and interaction between members and a general sense of community within the Centre should be more developed, as recommended.

In order to address this aspect, we suggest the development of a strategic plan exercise as following:

1. A CAMTEC retreat involving faculty and non-faculty members (planned for Fall 2016) will gather feedback to implement a new model for the development of activities which are more in tune with the research and educational interests of the current research members;
2. Following the feedback from the retreat, the steering committee will work on a draft vision/mission that will guide the Centre directives for the next 5 years;
3. Finally, the document generated by the steering committee will be discussed by the members in another retreat to generate a unified direction that will guide the development of materials science research in Victoria in the long term.

This exercise will be completed by Spring 2017.

CAMTEC has supported and acquired a large amount of infrastructure through external funded research grants from several sources, including CFI, WED, NSERC and other programs. Historically, each PI of a particular proposal “manages” his/her own lab. However, this model leads to inefficiencies, repetitions and an overall threat to the sustainability of the large public investment under UVic’s care. CAMTEC has decided to implement a unified management structure that will address those inefficiencies and allow for long term sustainable operations. Moreover, a unified facility can be managed under a unique policy and has better odds to compete and attract further operational, equipment grants and contracts. Finally, the unified management allows easier promotion of the University’s infrastructure, leading to a better chance to attract external users and to disseminate the University’s research accomplishments. The implementation of this role was initiated in the fall of 2015 and a business plan, as suggested by the reviewers, is already being developed under the Facilities Management Committee. This business plan should be completed by the fall of 2016.
Recommendation:

*That CAMTEC establish clear goals, with timelines, for each of their key activities.*

We agree with this recommendation. An overall vision of key CAMTEC activities with timelines will be generated in the context of the strategic planning suggested in the previous recommendation. Meanwhile, in the short term, Peggy White, CAMTEC’s administrative assistant, has been working on implementing a CAMTEC calendar of events. The goal is to have at least one activity per month which enables research, education and social aspects to be further explored. A rough version of this calendar has been generated and it is now being refined. The calendar should be ready by the end of May. Moreover, within the strategic exercise indicated in the previous recommendation, CAMTEC will establish a set of objectives relative to research, education and partnership enterprises and opportunities. Those will be added to the calendar and a long term planning of activities will be incorporated. Based on the calendar, the steering committee will develop a budget and a management plan to support those activities.

Recommendation:

*That CAMTEC establish clear membership policies, including definition of membership criteria, benefits, responsibilities, and obligations. This might include a regular membership review.*

CAMTEC membership has been changing due to a combination of retirements, new hirings and the implementation of new research directions in biomedical engineering, civil engineering and medical physics. It is time to revisit our membership policy and establish different levels of memberships with different roles, benefits and responsibilities. For instance, an “industrial member” category will be added to accommodate local company personnel. CAMTEC will also add at least one local industrial representative to the steering committee. In order to fully implement this recommendation, a new membership policy will be developed by the steering committee. A draft policy should be ready by end of the summer 2016 and that will then be evaluated the advisory committee before implementation.

Recommendation:

*That CAMTEC establish or expand informal activities for members and students that enable a stronger sense of community within the Centre.*

This is a very important aspect and CAMTEC has recently sponsored several student events (entrepreneurship workshop, nanofabrication workshop and others). However, these have been done *ad hoc* and a more concerted approach to improve the sense of community within the Centre is appropriate. The development of the CAMTEC strategic plan and a calendar of events, discussed in the previous recommendations, should provide a way to address this recommendation. In the short term, student events, such as workshops, seminars and social activities will continue to be offered. However, as indicated in the self-assessment document, CAMTEC is planning to support a material sciences student organization, in the molds of the Materials Research Society (MRS) student chapters (http://www.mrs.org/university-chapters/). This organization will then take over in promoting student events and engaging with the external community (from elementary to high
school students and the general public).

**Recommendation:**

That CAMTEC utilize its demonstrated capabilities for further outreach and engagement of the community at large, attracting a larger clientele, and enhancing the reputation of the University.

CAMTEC is already interacting with the community through school tours, participation in IdeaFest and other events. We do believe that there is room for improvement. The idea of a “student organization” within CAMTEC should certainly allow the development of more outreach activities. CAMTEC is also interested in interacting with Vancouver Island industries with an interest in materials. An inaugural CAMTEC open house for industrial representatives is being organized and scheduled for May 25th. We will evaluate the success of this event to determine if an annual open house might be an option. CAMTEC is also expanding its workshop selection. A summer school workshop on advanced techniques for materials characterization is one activity that is being considered. Finally, as proposed in the self-assessment report, CAMTEC is in the midst of the development of a comprehensive communication strategy that will involve social media activities.

I hope that the responses provided above are satisfactory and have addressed the recommendations of the review panel. It is clear that CAMTEC has the human material and the infrastructure to play a fundamentally important role in the development of materials science research in Canada. I believe that the next 5 years will be instrumental to both implement the newly acquired infrastructure and to consolidate the Centre’s credential as a World leader in materials science research.

Cordially,

Alexandre G. Brolo  
Director of CAMTEC  
Professor of Chemistry
DATE: September 12, 2016
TO: Senate
FROM: Saul Klein, Dean
RE: Bylaw Changes for Senate Approval

Please find attached all documents corresponding to the approval of changes to our Bylaws at Faculty Council on May 25, 2016.

The changes are to add to the Responsibilities section of both the Undergraduate Program Committee and the Graduate Program Committee. The new statement now reads:

“To establish goals and implement best practices for Assurance of Learning, and approve changes to the Assurance of Learning Charter.”

This change is indicated in yellow on the attached.

Thank you.

[Signature]
I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituencies will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at an hour and place to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean’s Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

7. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

8. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

9. Minutes of each Faculty Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting.

10. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters such as fixing and determining courses and programs of study, subject to external approval as required in the Constitution of the Gustavson School of Business.

11. No proxy voting shall be permitted on motions brought to a vote in meetings of Faculty Council or standing committees. Faculty Council or its standing committees may, if desired, determine that a particular motion should be voted on by mail or email ballot outside of a Council or standing committee meeting.
II. Faculty Council Committees

1. The Council may establish committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All committees may appoint ad hoc sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least one week in advance of the meeting unless otherwise authorized by the Dean.

5. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.

6. Minutes of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the minutes of all meetings will reside in the Dean’s Office and be made available to members of Council on request or via the Council SharePoint site (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Vacancies occurring in a standing committee at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

9. Ex-officio members of committees shall have the right to vote.

10. The quorum for meetings shall be fifty percent (50%) of the members of each committee unless otherwise specified.

11. The student representatives shall normally be chosen by their various constituencies by September 15 of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

12. Membership on Council is not a necessary condition for eligibility for membership on committees.

13. A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent.

14. Any member of Council shall have the right to attend any committee meeting; however, only committee and ex-officio members shall have voting privileges.
III. Standing Committees

There shall be three standing committees of Council to be known as the:

a) **Executive Committee**  
b) **Undergraduate Programs Committee**  
c) **Graduate Programs Committee**

1. Executive Committee

   a) **Membership**

      i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the International Programs Director or the Co-op & Career Manager (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate/Assistant Deans, Program Directors).

      ii. There shall be three elected members of the Gustavson School Executive Committee from the four electoral constituencies identified below:

         a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments.

         b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor.

         c. Faculty holding the rank of Academic Administrator.

         d. Lecturers or Limited-term appointments longer than one year and greater than or equal to .5 FTE faculty.

      iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

   b) Faculty members shall be eligible for election to the Executive Committee if they belong to one of the four electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

   c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.
d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda and dates for Faculty Council meetings.

ii. To receive and consider reports on all matters that require Council’s approval and forward these to Council or return them for further consideration. These matters include: (i) fixing and determining courses of study for existing programs in the School of Business subject to external approval as required by the Constitution, and (ii) appointing members to serve on standing committees of the Council or other committees that require Council appointment.

iii. To receive and consider the annual plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council’s behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School of Business policy and to review ensuing reports after it has passed through the appropriate committee.

vii. To determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.
viii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Gustavson Council.

ix. To advise the Dean on other matters as requested.

2. Undergraduate Programs Committee

a) Membership

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee, by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are one student representative of the Commerce Student Society (normally the elected president for the length of their term) and one representative from Business Co-op & Career. Ex-officio members include the Academic Director and the Director of Undergraduate Programs Administration. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) Responsibilities

To develop, consider and recommend to Executive Committee undergraduate curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from degree programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider undergraduate program administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

To establish goals and implement best practices for Assurance of Learning, and approve changes to the Assurance of Learning Charter.

c) Limitations

The Undergraduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean.
Academic recommendations will ultimately require approval of Executive Committee and Faculty Council.

d) Quorum

At least 60% of committee membership including at least one appointed faculty member.

e) Sub-Committees

May include Business Minor & Option Team and BCOM Team, or others as deemed necessary by the Chair.

3. Graduate Programs Committee

a) Membership

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are at least one student representative (for one year July 1 – June 30) and one representative from Business Co-op & Career. Ex-officio members include the Director/s, the Associate Director/s and Program Managers of all the Graduate Programs and either or both can attend. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) Responsibilities

To develop, consider and recommend to Executive Committee the graduate programs’ curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from graduate programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider graduate programs’ administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

To establish goals and implement best practices for Assurance of Learning, and approve changes to the Assurance of Learning Charter.
c) Limitations

The Graduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee, Gustavson Council and the Faculty of Graduate Studies.

d) Quorum

At least 60% of committee membership including at least one appointed faculty member.

e) Sub-Committees

May include MBA, MGB, ENT C & D and PhD Advisory Committees, or others as deemed necessary by the Chair.

IV. Appointments Committee/s

As per the Faculty Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA 31.0) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, the Appointments Committee may be structured to have different sub-committees responsible for appointment recommendations for the different positions; normally the Appointments Committee Chair serves as the Chair of each sub-committee. The School has historically chosen to have the Dean establish committee membership and have the composition brought to the March Faculty Council Meeting for information.

The GSB Appointments Committee has a minimum of three faculty members, plus an alternate. Committee members may be of any rank. In the case of multiple sub-committees, each one consists of the Chair plus a minimum of two other members. There will normally be an alternate member chosen to serve for each sub-committee, although the same member can serve as the alternate for more than one sub-committee. The alternate is expected to participate fully in the selection process up to the point of a recommendation vote, voting only if substituting for a committee member who did not have sufficient contact with one or more of the appointment candidates, particularly if the committee member did not participate in one or more of the candidates’ formal interviews or in the committee’s discussions of the candidates.

The Appointments Committee will use regular processes to ensure broad consultation with other faculty members. Faculty members with expertise in the appointment’s discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement activities at academic
conferences or during the candidate’s campus visit (e.g. research and teaching presentations). Feedback is requested via email from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with decision-making remaining with the designated Appointments Committee or its sub-committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many GSB faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate’s acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee’s interviews and discussions is not shared with non-committee members.
V. Reappointment, Promotion and Tenure Committee/s (RPT)

As required by CA 31.1, GSB establishes a committee to consider reappointments, promotion and tenure decisions each year. Among the available options, the School has historically chosen to have the Dean establish committee membership and have the composition ratified by faculty holding regular appointments.

The RPT committee shall follow the procedures laid out in the Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal and Programs)
   a) The duties of the Associate Deans shall include:
      i. duties as assigned by the Dean.
      ii. an Associate Dean shall normally act for the Dean in his/her absence.
   b) The appointment shall normally be for a term of three years.
   c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Assistant Dean(s)

   Assistant Deans may be appointed and assigned duties by the Dean as required.

3. Academic Directors of Masters Programs (MBA, MGB)
   a) The duties of the Academic Directors for each of the Masters Programs shall include:
      i. responsibility for Masters-level Education
      ii. recommending staff for master courses
      iii. recommending students for admission
   b) The appointment shall normally be for a term of three years.
   c) The Academic Director/s of the Master Programs shall be members of the Gustavson School as listed in III.1.a.ii.
   d) The Academic Director/s shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
4. **Academic Director of Undergraduate Programs**

   a) The duties of the Academic Director of Undergraduate Programs shall include:
      
   i. curricular responsibility for Undergraduate Education
   
   ii. recommending staff for undergraduate courses

   b) The appointment shall normally be for a term of three years.

   c) The Academic Director of Undergraduate Programs shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Academic Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.

5. **Director of the PhD Program**

   a) The duties of the Director of the PhD Program shall include:
      
   i. responsibility for PhD Education
   
   ii. recommending staffing for PhD courses
   
   iii. managing the support staff assigned to the Doctoral Program
   
   iv. recommending students for admission to the PhD Program.

   b) The appointment shall normally be for a term of three years.

   c) The Director of the PhD Program shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
V. Changes to Bylaws

1. Changes in the Bylaws require a simple majority vote by the Council at any scheduled meeting.

2. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

3. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

4. Any matter for which adequate notice has not been given will require an affirmative vote of two-thirds of the members present at a scheduled meeting.
I. Faculty Council

1. When a representative ceases to be a member of the constituency, the seat will be declared vacant, and the constituencies will be requested by Council to appoint a new representative for the balance of the term.

2. There shall be a minimum of one meeting of the Council scheduled every four month period each year, at an hour and place to be stated in the notice calling the meeting.

3. It is the responsibility of all members of Council to attend scheduled meetings of Council.

4. If a member cannot attend a meeting, it is the responsibility of that member to inform Council either directly or through the Dean’s Secretary of the intent to be absent.

5. Special meetings of Council may be called by the Chair. At the written request of ten members of Council, special meetings will be called by the Chair within ten days.

6. In the absence of the Chair, one of the Associate Deans will preside over the meeting as appointed by the Dean.

7. No proposal for changes in policy or regulations may be brought for a vote unless the material outlining the proposal has been distributed to members of Council at least one week in advance of the meeting or unless otherwise authorized by the Dean.

8. Notice of meeting, agenda and supporting material shall be distributed at least one week in advance of any meeting unless otherwise authorized by the Dean.

9. Minutes of each Faculty Council meeting will be distributed on a pre-adopted basis within ten working days after the meeting.

10. Council may delegate to the Executive Committee the authority to act on behalf of Council on specified matters such as fixing and determining courses and programs of study, subject to external approval as required in the Constitution of the Gustavson School of Business.

11. No proxy voting shall be permitted on motions brought to a vote in meetings of Faculty Council or standing committees. Faculty Council or its standing committees may, if desired, determine that a particular motion should be voted on by mail or email ballot outside of a Council or standing committee meeting.
II. Faculty Council Committees

1. The Council may establish committees to investigate any matters coming before Council and to report to Council through the Executive Committee on any policy recommendations.

2. All committees may appoint ad hoc sub-committees to investigate and report on any matters relating to the work of those committees.

3. Notice of meetings shall be distributed to all members of each committee.

4. Notices of meetings and agendas shall be distributed at least one week in advance of the meeting unless otherwise authorized by the Dean.

5. Minutes of all committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.

6. Minutes of each meeting will be distributed to members of the committee in pre-adopted form within ten working days after the meeting.

7. A copy of the minutes of all meetings will reside in the Dean’s Office and be made available to members of Council on request or via the Council SharePoint site (https://connect.uvic.ca/sites/gustavson/Pages/default.aspx).

8. Vacancies occurring in a standing committee at any time shall be filled by an appointment made by the committee or an administrator responsible for staffing the committee and reported to Council.

9. Ex-officio members of committees shall have the right to vote.

10. The quorum for meetings shall be fifty percent (50%) of the members of each committee unless otherwise specified.

11. The student representatives shall normally be chosen by their various constituencies by September 15 of the year in which they are to serve. Administrative members, as appropriate, shall be appointed by the Executive Committee at any time during the year.

12. Membership on Council is not a necessary condition for eligibility for membership on committees.

13. A member of a committee who cannot attend a meeting shall inform the Secretary or the Chair of that committee of the intent to be absent.

14. Any member of Council shall have the right to attend any committee meeting; however, only committee and ex-officio members shall have voting privileges.
III. Standing Committees

There shall be three standing committees of Council to be known as the:

a) Executive Committee
b) Undergraduate Programs Committee
c) Graduate Programs Committee

1. Executive Committee

   a) Membership

      i. Ex-Officio: Dean, Academic Director of Undergraduate Programs, one Director of the Graduate Programs (appointed by the Dean) and either the International Programs Director or the Co-op & Career Manager (also appointed by the Dean). The Dean can invite other members of the faculty to participate in Executive Committee meetings as deemed necessary, but they cannot vote (e.g. Associate/Assistant Deans, Program Directors).

      ii. There shall be three elected members of the Gustavson School Executive Committee from the four electoral constituencies identified below:

          a. Faculty holding the rank of Full Professor, Associate Professor, or Assistant Professor in tenured or tenure stream appointments.

          b. Faculty holding the rank of Teaching Professor, Associate Teaching Professor or Assistant Teaching Professor.

          c. Faculty holding the rank of Academic Administrator.

          d. Lecturers or Limited-term appointments longer than one year and greater than or equal to .5 FTE faculty.

      iii. The Dean is not eligible for election and will serve as Chair. The Chair will abstain from voting, except in the case of a tie.

   b) Faculty members shall be eligible for election to the Executive Committee if they belong to one of the four electoral constituencies, are not already serving as an ex-officio member of the Executive Committee, and are available for the full two-year term of office. Current members are eligible for re-election. Each year, a list of such eligible members will be circulated.

   c) The election will be held annually by April 15 using an e-mail ballot. Votes will be collected from only those representing the groups in III.1.a.ii.
d) The term of office for elected members will be two years starting July 1 and ending June 30 after 24 months. The terms of the members-at-large will be staggered, so that at least one member-at-large is elected each year.

e) Meetings

Regular meetings will be held at least once per term during the academic year and special meetings may be held at the call of the Chair. The notice of meeting and agenda of the Executive Committee meetings should be distributed to the committee one week in advance of each meeting unless otherwise authorized by the Dean.

f) Quorum

At least sixty (60) percent of elected & appointed/ex-officio members (four persons, minimum) plus the Chair (or designate) are required to comprise a quorum.

g) Responsibilities

i. To set the agenda and dates for Faculty Council meetings.

ii. To receive and consider reports on all matters that require Council’s approval and forward these to Council or return them for further consideration. These matters include: (i) fixing and determining courses of study for existing programs in the School of Business subject to external approval as required by the Constitution, and (ii) appointing members to serve on standing committees of the Council or other committees that require Council appointment.

iii. To receive and consider the annual plans and reports of the Dean, including the School of Business budget.

iv. To collaborate with the Dean and Appointments Committee in determining the hiring priorities and desired qualifications for instructional staff and Directors in the School.

v. To make decisions on all matters that Council has delegated to the Committee to decide on Council’s behalf.

vi. If considered appropriate, to require the investigation of specific subjects related to any School of Business policy and to review ensuing reports after it has passed through the appropriate committee.

vii. To determine procedures for approval of awards, bursaries, honours, prizes, recognitions and scholarships.
viii. To receive, consider, and either refer back or forward to Council, proposed changes and amendments to the Constitution and Bylaws of the School. Changes may be proposed by any member or group of members of the Gustavson Council.

ix. To advise the Dean on other matters as requested.

2. Undergraduate Programs Committee

a) Membership

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee, by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are one student representative of the Commerce Student Society (normally the elected president for the length of their term) and one representative from Business Co-op & Career. Ex-officio members include the Academic Director and the Director of Undergraduate Programs Administration. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) Responsibilities

To develop, consider and recommend to Executive Committee undergraduate curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from degree programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider undergraduate program administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

To establish goals and implement best practices for Assurance of Learning, and approve changes to the Assurance of Learning Charter.

c) Limitations

The Undergraduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean.
Academic recommendations will ultimately require approval of Executive Committee and Faculty Council.

d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include Business Minor & Option Team and BCOM Team, or others as deemed necessary by the Chair.

3. **Graduate Programs Committee**

a) **Membership**

At least two faculty members from the same electoral constituencies as III.1.a.ii, appointed by the Chair and approved by the Executive Committee by June 30 of each academic year. In appointing members for a two-year term (July 1 – June 30), the Chair should take into account the need for staggered terms. Also appointed are at least one student representative (for one year July 1 – June 30) and one representative from Business Co-op & Career. Ex-officio members include the Director/s, the Associate Director/s and Program Managers of all the Graduate Programs and either or both can attend. The Associate Dean, Programs shall set the agenda and serve as Chair.

b) **Responsibilities**

To develop, consider and recommend to Executive Committee the graduate programs’ curriculum and program additions, changes and deletions.

To determine, monitor and assess grading standards of admission, progress and withdrawal from graduate programs.

To establish, monitor and assess grading standards and procedures and approve international exchange grade interpretation policies.

To monitor and assess student recruitment and employment procedures and performance.

To monitor and assess student internship procedures, requirements and performance.

To receive and consider graduate programs’ administrative policies, procedures and guidelines that may affect the effectiveness of the academic program delivery.

To establish goals and implement best practices for Assurance of Learning, and approve changes to the Assurance of Learning Charter.
c) **Limitations**

The Graduate Programs Committee has no formal decision making authority. Administrative recommendations will ultimately require the approval of the Dean. Academic recommendations will ultimately require approval of Executive Committee, Gustavson Council and the Faculty of Graduate Studies.

d) **Quorum**

At least 60% of committee membership including at least one appointed faculty member.

e) **Sub-Committees**

May include MBA, MGB, ENT C & D and PhD Advisory Committees, or others as deemed necessary by the Chair.

**IV. Appointments Committee/s**

As per the Faculty Collective Agreement (CA), an Appointments Committee is formed by April 30 and procedures developed annually (CA 31.0) to meet the specific requirements of screening and conducting interviews of candidates in the disciplinary areas targeted for recruitment. When there are appointments to multiple faculty positions in the same year, the Appointments Committee may be structured to have different sub-committees responsible for appointment recommendations for the different positions; normally the Appointments Committee Chair serves as the Chair of each sub-committee. The School has historically chosen to have the Dean establish committee membership and have the composition brought to the March Faculty Council Meeting for information.

The GSB Appointments Committee has a minimum of three faculty members, plus an alternate. Committee members may be of any rank. In the case of multiple sub-committees, each one consists of the Chair plus a minimum of two other members. There will normally be an alternate member chosen to serve for each sub-committee, although the same member can serve as the alternate for more than one sub-committee. The alternate is expected to participate fully in the selection process up to the point of a recommendation vote, voting only if substituting for a committee member who did not have sufficient contact with one or more of the appointment candidates, particularly if the committee member did not participate in one or more of the candidates’ formal interviews or in the committee’s discussions of the candidates.

The Appointments Committee will use regular processes to ensure broad consultation with other faculty members. Faculty members with expertise in the appointment’s discipline may assist in the initial screening of applicants and any faculty member may be involved in informal interviews, such as those conducted during placement activities at academic
conferences or during the candidate’s campus visit (e.g. research and teaching presentations). Feedback is requested via email from all faculty after each candidate visit, however, any input from non-committee members is treated as advisory, with decision-making remaining with the designated Appointments Committee or its sub-committee.

Appointment recommendations are made only where the Committee has had sufficient interaction with a candidate to make a suitably informed decision. Such interaction normally takes place on site during a campus visit by the candidate. During the campus visit, a candidate is expected to:

a) Provide a research seminar that demonstrates his or her scholarly capabilities (for research faculty appointments only)

b) Conduct all or part of a regular class session, subject to availability of a suitable group of students, that demonstrates his or her teaching capabilities

c) Undergo a formal interview conducted by all members of the Appointments Committee or its relevant sub-committee

d) Meet with as many GSB faculty and staff as possible, particularly those with whom the candidate might work most closely if successfully appointed

e) Meet with the Dean for an informal interview.

After all candidates have been interviewed, the Appointments Committee makes a recommendation to the Dean that indicates:

a) Whether a candidate is acceptable for an offer of appointment; and

b) If a candidate is considered acceptable, how the candidate is ranked relative to others.

By default, the vote on a candidate’s acceptability is done by secret ballot but, if all committee members agree, the Chair may allow otherwise.

Information supplied by a candidate is confidential. It may be shared by the Appointments Committee with faculty and staff within the School who interact with the candidate. Information gathered by the committee, such as feedback from faculty, staff or students, who have interacted with a candidate, is not shared outside of the committee, other than with the Dean; similarly, information from the committee’s interviews and discussions is not shared with non-committee members.
V. Reappointment, Promotion and Tenure Committee/s (RPT)

As required by CA 31.1, GSB establishes a committee to consider reappointments, promotion and tenure decisions each year. Among the available options, the School has historically chosen to have the Dean establish committee membership and have the composition ratified by faculty holding regular appointments.

The RPT committee shall follow the procedures laid out in the Collective Agreement.

VI. Academic Administration

1. Associate Dean(s) (Faculty Renewal and Programs)
   a) The duties of the Associate Deans shall include:
      i. duties as assigned by the Dean.
      ii. an Associate Dean shall normally act for the Dean in his/her absence.
   b) The appointment shall normally be for a term of three years.
   c) The Associate Deans shall be appointed as per the UVic Policy GV0605 – Appointment of the Associate Dean, Faculty of Business.

2. Assistant Dean(s)

   Assistant Deans may be appointed and assigned duties by the Dean as required.

3. Academic Directors of Masters Programs (MBA, MGB)
   a) The duties of the Academic Directors for each of the Masters Programs shall include:
      i. responsibility for Masters-level Education
      ii. recommending staff for master courses
      iii. recommending students for admission
   b) The appointment shall normally be for a term of three years.
   c) The Academic Director/s of the Master Programs shall be members of the Gustavson School as listed in III.1.a.ii.
   d) The Academic Director/s shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
4. **Academic Director of Undergraduate Programs**

   a) The duties of the Academic Director of Undergraduate Programs shall include:
      i. curricular responsibility for Undergraduate Education
      ii. recommending staff for undergraduate courses

   b) The appointment shall normally be for a term of three years.

   c) The Academic Director of Undergraduate Programs shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Academic Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.

5. **Director of the PhD Program**

   a) The duties of the Director of the PhD Program shall include:
      i. responsibility for PhD Education
      ii. recommending staffing for PhD courses
      iii. managing the support staff assigned to the Doctoral Program
      iv. recommending students for admission to the PhD Program.

   b) The appointment shall normally be for a term of three years.

   c) The Director of the PhD Program shall be a member of the Gustavson School as listed in III.1.a.ii.

   d) The Director shall be appointed by the Dean in collaboration with the elected members of the Executive Committee.
V. Changes to Bylaws

1. Changes in the Bylaws require a simple majority vote by the Council at any scheduled meeting.

2. All proposed changes in the Bylaws must be considered by the Executive Committee before submission to Council.

3. Notice of a motion to change the Bylaws must be circulated to Council members at least one week in advance of a scheduled meeting unless otherwise authorized by the Dean.

4. Any matter for which adequate notice has not been given will require an affirmative vote of two-thirds of the members present at a scheduled meeting.
MEMO

Date: September 21, 2016
To: Members of Senate
From: Julia Eastman
University Secretary

Re: Academic Year Important Dates

Attached for Senate’s approval is a revised Academic Year Important Dates Calendar for the period September 2017 through April 2018. The key dates in the attached calendar are drawn from the Ten-Year Sessional Calendar previously approved by Senate.

Recommended motion:

That Senate approve the Academic Year Important Dates for the period September 2017 through April 2018 for submission to the online academic calendar and for the academic calendar January 2017 publication.

/Attachment
Academic Year Important Dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of high holy days available at their website. Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

2016/2017 ACADEMIC YEAR

Winter Session - Second Term

January 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday</td>
<td>New Year’s Day(^1)</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Second term classes begin for all faculties</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>12</td>
<td>Thursday</td>
<td>Last day for course changes for Faculty of Law</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see <a href="http://www.registrar.uvic.ca">www.registrar.uvic.ca</a></td>
</tr>
<tr>
<td>20</td>
<td>Friday</td>
<td>Last day for adding courses that begin in the second term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day for graduate students to register in a personal leave in second term</td>
</tr>
<tr>
<td>31</td>
<td>Tuesday</td>
<td>Last day for paying second term fees without penalty</td>
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February 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see <a href="http://www.registrar.uvic.ca">www.registrar.uvic.ca</a></td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>Family Day(^1)</td>
</tr>
<tr>
<td>13–17</td>
<td>Monday–Friday</td>
<td>Reading Break for all faculties</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Spring term only)</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>Last day for withdrawing from full year and second term courses without penalty of failure</td>
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March 2017

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Senate meets</td>
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</table>

April 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>4</td>
<td>Tuesday</td>
<td>Last day of classes for all faculties, except Faculty of Human and Social Development(^2)</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examinations begin for all faculties, except Faculty of Human and Social Development(^2)</td>
</tr>
<tr>
<td>14</td>
<td>Friday</td>
<td>Good Friday(^1)</td>
</tr>
</tbody>
</table>
WELCOME TO UVIC!

17 Monday Easter Monday
25 Tuesday Examinations end for all faculties
   End of Winter Session

2017/2018 OFFICIAL ACADEMIC YEAR BEGINS

Summer Session 2017
See Summer Studies website for complete dates www.uvic.ca/summer

May 2017
1 Monday May-August courses begin for all faculties, except Faculty of Law
5 Friday Senate meets
8 Monday May and May-June courses begin
   May-August courses begin for Faculty of Law
15 Monday Last day for course changes (Faculty of Law only)
   Last day for graduate students to register in a personal leave in summer
22 Monday Victoria Day
25 Thursday Senate Committee on Academic Standards meets to approve Convocation lists
31 Wednesday Fees deadlines for summer (see Add and Drop Dates for Standard Summer Courses on page 72)

June 2017
7 Wednesday May courses end
8 Thursday June courses begin
12-16 Monday- Friday Spring Convocation
30 Friday May-June and June courses end

July 2017
1 Saturday Canada Day
3-4 Monday- Tuesday Reading Break May-August sections only
5 Wednesday July and July-August courses begin
15 Saturday Deadline to apply to graduate for Fall Convocation (all faculties)
27 Thursday July courses end
28 Friday August courses begin
   May-August classes end for all faculties except Faculty of Law
27, Thursday, 28, Friday and 31 Monday Supplemental and deferred examinations for Winter Session 2016-2017 (except for Business courses)

August 2017
2 Wednesday May-August courses end for Faculty of Law
7 Monday British Columbia Day¹
8 Tuesday May-August examinations begin for all faculties
18 Friday May-August examinations end for all faculties
21 Monday July-August and August courses end

Winter Session - First Term

September 2017

4 Monday Labour Day¹
5 Tuesday First year registration and opening assembly for Faculty of Law
6 Wednesday First term classes begin for all faculties
14 Thursday Last day for course changes in Faculty of Law
19 Tuesday Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date⁴.

22 Friday Last day for adding courses that begin in the first term. Last day for graduate students to register in a personal leave in first term
30 Saturday Last day for paying first term fees without penalty

October 2017

6 Friday Senate meets
9 Monday Thanksgiving Day¹
10 Tuesday Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date⁴.

18 Wednesday Senate Committee on Academic Standards meets to approve Convocation lists
31 Tuesday Last day for withdrawing from first term courses without penalty of failure

November 2017

3 Friday Senate meets
11 Saturday Remembrance Day¹
13– Monday - Wednesday Reading Break (except Faculty of Law)
14 & Tuesday & Wednesday Fall Convocation
15 Wednesday Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Fall term only)
30 Thursday Last day of classes in the first term for Faculty of Law

December 2017

1 Friday Senate meets
WELCOME TO UVIC!

Last day of classes in first term except Faculty of Law and Faculty of Human and Social Development. National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled from 11:30 am - 12:30 pm.

4  Monday  First-term examinations begin, except Faculty of Human and Social Development.

15 Friday  Undergraduate deadline to apply to graduate for Spring Convocation

18 Monday  First term examinations end for all faculties

25 Monday  Christmas Day

26 Tuesday  Boxing Day

25- 26 Monday - Tuesday  University closed

Winter Session - Second Term

January 2018

1  Monday  New Year's Day

3 Wednesday  Second term classes begin for all faculties

5 Friday  Senate meets

11 Thursday  Last day for course changes for Faculty of Law

16 Tuesday  Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.registrar.uvic.ca

19 Friday  Last day for adding courses that begin in the second term

Last day for graduate students to register in a personal leave in second term

31 Wednesday  Last day for paying second term fees without penalty

February 2018

2 Friday  Senate meets

6 Tuesday  Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see www.registrar.uvic.ca

12 Monday  Family Day

12- 16 Monday - Friday  Reading Break for all faculties

15 Thursday  Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation (students completing in the Spring term only)

28 Wednesday  Last day for withdrawing from full year and second term courses without penalty of failure
March 2018
2  Friday  Senate meets
30  Friday  Good Friday\(^1\)

April 2018
2  Monday  Easter Monday\(^1\)
6  Friday  Senate meets
Last day of classes for all faculties, except Faculty of Human and Social Development\(^2\)
9  Monday  Examinations begin for all faculties, except Faculty of Human and Social Development\(^2\)
24 Tuesday  Examinations end for all faculties
End of Winter Session

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

2. **Faculty of Human and Social Development dates to be announced.**

3. See also Faculty of Law for more details regarding Summer 2017, and Summer 2017 Important Dates for law courses.

4. **For non-standard courses see <www.uvic.ca/current-students/home/course-registration/look-up-courses/index.php>.**
MEMO

Date: September 21, 2016
To: Senate
From: Dr. Julia Eastman, University Secretary
Re: Proposed Revisions to the Admission Declaration at Convocation

As members of Senate are aware, Senate is responsible for the oversight of Convocation ceremonies and traditions. Reports to Senate are provided when changes to Convocation are implemented or, in some cases, recommended to Senate for approval.

In May 2016, Senate received a report regarding a number of updates and improvements to the Convocation ceremonies that were implemented over the course of 2015/16, including the elimination of kneeling before the Chancellor, the inclusion of drumming, revisions to the Book of Words (the script) and modernization of the music selections.

During the course of 2015/16 the Book of Words was updated with gender inclusive language. This change was well received, and other opportunities to integrate gender inclusive language into the ceremony have been considered.

In an effort to make all aspects of the ceremony welcoming and inclusive for all students, a revision to the Admission is proposed. The Admission is the statement delivered by the Chancellor to students admitting them to their degrees or awarding them their diplomas and certificates. The current Admission is as follows:

By the authority of the Senate of this University, I admit you to the degree and award you the diploma or certificate to which you and those in absentia are entitled, and urge you to strive always with patience and sincerity for the instruction and sound learning of your fellow men and women.

The following revision, tested by the Chancellor and well received during June 2016 Convocation, is proposed:

By the authority of the Senate of this University, I admit you to the degree and award you the diploma or certificate to which you and those in absentia are entitled, and urge you to strive always with patience and sincerity for the instruction and sound learning of all people your fellow men and women.

Over the course of the coming year, a more in depth review of the Admission will be undertaken in consultation with the Convocation Committee. The purpose of the review will be to reflect on the Admission’s intent and principles to ensure they remain suitable and relevant for the university and our graduates.

Recommended Motion:

THAT Senate approve the proposed revision to the Admission delivered by the Chancellor at Convocation.