



**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 5, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.**

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

**1. APPROVAL OF THE AGENDA ACTION**

**2. MINUTES ACTION**

a. March 1 2019 (**SEN-APR 5/19-1**)

Motion: That the minutes of the open session of the meeting of the Senate held on March 1, 2019 be approved and that the approved minutes be circulated in the usual way.

**3. BUSINESS ARISING FROM THE MINUTES**

**4. REMARKS FROM THE CHAIR INFORMATION**

**5. CORRESPONDENCE**

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

a. Senate Committee on Admission, Re registration and Transfer  
- Dr. Sandra Hundza, Chair

i. Proposed creation of Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science, Department of Visual Arts, Faculty of Fine Arts (**SEN-APR 5/19-2**) **ACTION**

Motion: That Senate approve, effective for September 2020 entry, the enclosed Year 1 admission requirements for the Combined Major Program in Visual Arts and Computer Science to be published in the September 2019 undergraduate academic calendar.

- ii. Qualifying Year – Graduate Admissions Option  
**(SEN-APR 5/19-3)** **ACTION**

Motion: That Senate approve the proposed changes to the “Other Admissions” section (as included in the attached) and that these revisions be published in the September 2019 edition of the graduate academic calendar.

b. Senate Committee on Awards – Dr. Annalee Lepp, Chair

- i. New and Revised Awards  
**(SEN-APR 5/19-4)** **ACTION**

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:

- Budvitch Award in Holocaust Studies (new)
- Hoy Sun Benevolent Association Scholarship (revised)\*
- CFUW Victoria Diana Morgan Scholarship in Humanities (new)\*
- Boehm-Hesser Graduate Research Excellence in Astronomy Award (new)\*
- Dr. Lorene Kennedy Environmental Studies (Graduate) Award (revised)\*
- Dr. Lorene Kennedy Graduate Award (revised)\*
- Sheila Ryan and Eileen Ryan Award in Child and Youth Care (new)\*
- Sheila Ryan and Eileen Ryan Award in Health Information Science (new)\*
- Howlers Rugby Award (revised)\*

*\* Administered by the University of Victoria Foundation*

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

- i. Proposal to Change the Name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies”  
**(SEN-APR 5/19-5)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposal to change the name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies”, as described in the memorandum dated February 13, 2019.

- ii. Proposal to Add a Cultural, Social and Political Thought (CSPT) Option to the Master of Arts in French (**SEN-APR 5/19-6**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposal for the addition of a Cultural, Social and Political Thought (CSPT) Option within the Master of Arts in French, as described in the document “Addition of a CSPT Option within the French Graduate Program”.

- iii. Proposal to Establish a Major in Recreation and Health Education in the Bachelor of Physical and Health Education Program (**SEN-APR 5/19-7**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Major in Physical and Health Education in the Bachelor of Recreation and Health Education program, as described in the document “New Major in Physical and Health Education in the Recreation and Health Education Program”, and that this approval be withdrawn should the program not be offered within five years of the granting of the approval.

- iv. Proposal to Change the Name of the Professional Specialization Certificate in Special and Inclusive Education to “Professional Specialization Certificate in Special and Inclusive Education” (**SEN-APR 5/19-8**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

- v. Proposal to Change the Name of the Diploma in Special Education to “Diploma in Special and Inclusive Education” (**SEN-APR 5/19-9**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the diploma in Special Education to “Diploma in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

- vi. Proposal to Change the Name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences” (SEN-APR 5/19-10) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences”, as described in the memorandum dated January 8, 2019.

- vii. Proposal to Establish New Honours and Major within the Existing Chemistry and Earth and Ocean Sciences Combined Program (SEN-APR 5/19-11) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish new Honours and Major within the existing Chemistry and Earth and Ocean Sciences combined program, as described in the document “Honours in Chemistry and Ocean Sciences/Major in Chemistry and Ocean Sciences”, and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

- viii. Proposal to Establish an Honours program within the Existing Chemistry for Medical Sciences (ChemMedSci) Program (SEN-APR 5/19-12) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an Honours program within the existing Chemistry for Medical Sciences (ChemMedSci) program, as described in the document “Honours within the Existing Chemistry for Medical Sciences (ChemMedSci) Program”, and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

- d. Senate Committee on University Budget – Dr. Frank Van Veggel, Chair

- i. 2018/2019 Annual Report (SEN-APR 5/19-13) **INFORMATION**

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

- i. Feedback to the Request to Revise the 10-Year Sessional Calendar (SEN-APR 5/19-14) **ACTION**

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



University  
of Victoria

## MINUTES

A meeting of the Senate of the University of Victoria was held on March 1, 2019 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

### 1. APPROVAL OF THE AGENDA

Motion: (S. Lewis/M. Garcia-Barrera)  
That the agenda be approved as circulated.

**CARRIED**

### 2. MINUTES

#### a. February 1, 2019

Motion: (C. Whittle/T. Haskett)  
That the minutes of the open session of the meeting of the Senate held on February 1, 2019 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**

### 3. BUSINESS ARISING FROM THE MINUTES

There was none.

### 4. REMARKS FROM THE CHAIR

#### a. President's Report

Prof. Cassels reported that the Vice-President Research search was underway. The university has employed a search consultant and the committee will be looking at candidates shortly. Meanwhile, the call remains open.

In terms of the provincial budget, Prof. Cassels felt it was a positive outcome with solid investment in post-secondary institutions across the province. Of greatest significance is the elimination of student loan interest and full funding for negotiated salary settlements. Prof. Cassels also noted that for public sector organizations, the new employee health tax and the employee premium has been eliminated.

For the University of Victoria, the budget shows a confirmation of debt room to proceed with the \$200M student housing capital project in addition to funding for the Ocean Networks North Cascadia Canada Seismic Early Warning Program, and the new Juris Doctor (JD)/Juris Indigenarum Doctor (JID) program. Prof. Cassels mentioned that the university was actively

working with the Ministry of Advanced Skills and Training to create a business case for the capital funding required to expand the Faculty of Engineering/Computer Science.

A Senate member asked if there was an indication from the government to continue the graduate scholarship program. Prof. Cassels responded that he participated in talks with other research institutions across the province as it is a top priority to make this funding permanent.

Prof. Cassels mentioned that for the third time in five years, a UVic faculty member had been awarded a 3M Fellowship. This is Canada's highest honour for educational leadership in teaching. He congratulated Dr. Helga Thorson as the winner and also acknowledged her recent book, *Out There Learning: Critical Reflections on Off-Campus Study Programs*, published in conjunction with other UVic colleagues.

Finally, Prof. Cassels reminded Senate members of upcoming IdeaFest where there will be over 40 exciting opportunities for the campus to share our work with the community.

## 5. CORRESPONDENCE

There was none.

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

### a. Senate Committee on Awards

#### i. New and Revised Awards

Dr. Lepp introduced the proposal. There were no questions.

Motion: (A. Lepp/R. Lipson)

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:

- Dr. Marion Porath Legacy Scholarship in Theatre Costume Design or Construction (new)
- Dr. Marion Porath Legacy Scholarship in Theatre Performance (new)
- Dr. Marion Porath Legacy Scholarship in Theatre Production and Management (new)
- Sarah D. Bakony Memorial Scholarship (new)
- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts (new)\*
- Herbert Bertram Falkenstein Graduate Scholarship in Humanities (new)\*
- Michael Hayes Award in Public Health & Social Policy (new)
- Davison Graduate Bursary in Economics (new)\*
- Lothar Hermann Redlin Memorial Scholarship (new)

- Victoria Chinatown Lioness Club Graduate Award (revised)\*
- Michaela Tokarski Entrepreneurship Bursary (revised)\*
- Sandra Ann Chisholm MacLean Aitken Graduate Award (new)
- Museum Studies Award in Memory of Dr. Daniel Gallacher (new)
- Howard & Donna Denike Memorial Award (revised)\*
- Engineering Students' Society Stream 'B' Award for Community Involvement (revised)\*
- Constance E. Hoyte Award in Music Education (revised)\*

*\* Administered by the University of Victoria Foundation*

**CARRIED**

**b. Senate Committee on Planning**

**i. Proposal to Establish a Physical Education Minor**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/C. Krull)

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Physical Education Minor, as described in the document "Physical Education Minor", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

**CARRIED**

**ii. Proposed Major Modification of the Diploma in Intercultural Education**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/M. Garcia-Barrera)

That Senate approve the proposed major modification of the Diploma in Intercultural Education, as described in the memorandum dated January 1, 2019.

**CARRIED**

**iii. Proposal for the Addition of a Cultural, Social and Political Thought Option to the Master of Arts in Germanic and Slavic Studies**

Dr. Hicks introduced the proposal. A question was raised as to why this motion did not mention the approval be withdrawn should the program not be offered within five years of the granting of approval. Dr. Hicks replied that this was an addition to an already established program.



Motion: (R. Hicks/M. Garcia-Barrera)

That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Cultural, Social and Political Thought Option, as described in the document “Addition of CSPT Option to Germanic and Slavic Studies Master’s Program”.

**CARRIED**

**iv. Proposal for the Addition of a New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/R. Hancock)

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of an new stream in the Politics of Global Challenges program in the existing Master of Arts in Political Science, as described in the document “New Stream in the Politics of Global Challenges in the Existing Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**CARRIED**

**v. Proposal for the Addition of a Major Research Project Option in the Master of Arts in Political Science**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/C. Krull)

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the addition of a major research project option in the Master of Arts in Political Science, as described in the document “Major Research Project Option in the Master of Arts in Political Science”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**CARRIED**

**vi. Proposal to Discontinue the Major and Minor Programs in Mediterranean Studies**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/J. Colby)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Major and Minor programs in Mediterranean Studies, as described in the memorandum dated December 6, 2018.

**CARRIED**

**vii. Proposal to Discontinue the Entrepreneurship Certificate and Diploma Programs**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/S. Klein)

That Senate approve, and recommend to the Board of Governors that it also approve, discontinuation of the Entrepreneurship Certificate and Diploma programs, as described in the memorandum dated January 11, 2019.

**CARRIED**

**viii. Renewal of the Institute for Integrated Energy Systems (IESVic) as an Approved UVic Research Centre**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/P. Wild)

That Senate approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the period April 1, 2019 through March 31, 2024.

**CARRIED**

**ix. Institute on Aging and Lifelong Health (IALH)**

Dr. Hicks introduced the proposal. There were no questions.

Motion: (R. Hicks/M. Garcia-Barrera)

That Senate approve the extension of Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) until October 31, 2019.

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

There were none.

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

### **a. Strategic Enrolment Management (SEM) Plan for UVic**

Dr. Kuehne introduced the Strategic Enrolment Management Plan outlining the consultation conducted and the transition from planning to development. The plan is meant to move forward in the same direction as the Strategic Framework and as a result SEM's objectives, goals, strategies and tactics builds on the priorities of dynamic learning, graduate student support and research excellence, international recruitment, and successful student retention.

Mr. Dunsdon presented on the SEM goals and process to date and the plans future plans for implementation. He outlined the consultation process and method for ongoing communication and engagement for Senate and across the campus community.

A question was asked as to the size and commitment of the implementation committees. Mr. Dunsdon replied that the plan would be 8-12 member committees who meet monthly.

Another question was raised regarding students with disabilities and if they had been considered in creating a student centred process. Mr. Dunsdon noted that through the process of examining the university's changing population, students with disabilities were an important consideration in both recruitment and retention.

A comment was made as the general nature of the goals and strategies and whether it would be better to concentrate on more specific priorities or strengths. Mr. Dunsdon referenced the International Plan, Indigenous Plan, and Strategic Framework which guided the work of the SEM goals, strategies and tactics. The intention would be for faculties to think about their strengths and areas of improvement within these larger institution's priorities.

## **9. OTHER BUSINESS**

### **a. 2018 Policy Annual Report**

Prof. Cassels introduced the report. There were no questions.

There being no other business the meeting was adjourned at 4:19 p.m.

Name	In Attendance	Regrets		Position Page 7 of 8
Alexander, David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Secretary	Secretary of Senate
Aragon, Janni	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Baer, Doug	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Beam, Sara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Beaveridge, Chandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Bengston, Jonathan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Librarian	Ex officio
Boyle, Patrick	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Breau, Susan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Law	Ex officio
Burford, Neil	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Calder, Gillian	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Law	Elected by the Faculty
Capson, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Graduate Studies	Ex officio
Cassels, Jamie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	President and Vice-Chancellor	Chair of Senate
Castle, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vice-President Research	Ex officio
Clarke, Jo-Anne	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Division of Continuing Studies	Ex officio
Colby, Jason	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Daisley, Nathan	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Devor, Aaron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Driessen, Peter	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Dunsdon, Jim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate Vice-President Student Affairs	By Invitation
Eso, David	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Fairley-Beam, Iris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gagné, Lynda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ganley, Dale	<input type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Law	Elected by the Faculty
Gilson, Jordan	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Goto-Jones, Chris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Humanities	Ex officio
Graham, Adrienne	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gray, Garry	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Hallgrimsdottir, Helga	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Hancock, Rob	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Hani, Maan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Senator	Elected by the students
Haskett, Tim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the faculty members
Hicks, Robin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Hundza, Sandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Kirby, Ashlee	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Klein, Saul	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Krull, Catherine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Social Sciences	Ex officio
Kuehne, Valerie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vice-President Academic and Provost	Ex officio
Kurki, Helen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Leckenby, Cameron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Lee, Isabella	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Lepp, Annalee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Lewis, Susan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Fine Arts	Ex officio
Lipson, Robert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Science	Ex officio
Marck, Patricia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Human and Social Development	Ex officio
Marcy, Richard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ng, Adair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Ni, Jack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Popova, Diana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Prendergast, Monica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Rogers, Shelagh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor	Ex officio
Russell, Carolyn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Saab, Ada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Associate University Secretary	By Invitation
Salem, Joseph	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Seeman, Dean	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Librarian	Elected by the Professional Librarians
Smith, Brock	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Taylor, Wendy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Registrar	By Invitation
Ulysses, Alicia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Continuing Sessionals
Varela, Diana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Science	Elected by the Faculty
Warburton, Rebecca	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the faculty members
Welling, Linda	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Whittla, Curtis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wiebe, Anona	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wild, Peter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Dean, Faculty of Engineering	Ex officio
Woodin, Erica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Wright, Bruce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Head, Division of Medical Sciences	Additional Member
Wright, Nancy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Associate Vice-President Academic Planning	By Invitation
Wyatt, Victoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members

## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

**Effective December 1, 2018**EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers (31/12/20)  
 President and Vice-Chancellor: Jamie Cassels, Chair  
 Vice-President Academic & Provost: Valerie Kuehne  
 Vice-President Research: David Castle  
 Dean, Peter B. Gustavson School of Business: Saul Klein  
 Dean of Education: Ralf St. Clair  
 Acting Dean of Engineering: Peter Wild  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Dean of Fine Arts: Susan Lewis, Vice-Chair  
 Dean of Graduate Studies: David Capson  
 Dean of Humanities: Christopher Goto-Jones  
 Dean of HSD: Patricia Marck  
 Dean of Law: Susan Breau  
 Dean of Science: Robert Lipson  
 Dean of Social Sciences: Catherine Krull  
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Dale Ganley (30/6/19)  
 Brock Smith (30/6/21)  
 EDUC: Sandra Hundza (30/6/20)  
 Monica Prendergast (30/6/19)  
 ENGR: Peter Driessen (30/6/19)  
 Henning Struchtrup (30/6/20)  
 FINE: Patrick Boyle (30/06/21)  
 Carolyn Butler Palmer (30/6/19)  
 GRAD: Sara Beam (30/6/19)  
 Mauricio Garcia-Barrera (30/6/20)  
 HSD: Lynda Gagné (30/6/19)  
 Richard Marcy (30/6/21)  
 HUMS: Jason Colby (30/6/21)  
 Annalee Lepp (30/6/19)  
 LAWF: Gillian Calder (30/6/20)  
 Mark Gillen (30/6/19)  
 SCIE: Neil Burford (30/6/20)  
 Diana Varela (30/6/20)  
 SOSC: Helen Kurki (30/6/20)  
 Erica Woodin (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon – SOSC (30/6/21)  
 Doug Baer - SOSC (30/6/20)  
 Aaron Devor – SOSC (30/6/20)  
 Garry Gray – SOSC (30/6/19)  
 Helga Hallgrimsdottir – HSD (30/6/21)  
 Tim Haskett – HUMS (30/6/20)  
 Robin Hicks – SCIE (30/6/21)  
 Mark Laidlaw – SCIE (30/6/20)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Joseph Salem – FINE (30/6/20)  
 Rebecca Warburton - HSD (30/6/19)  
 Linda Welling – SOSC (30/6/20)  
 Victoria Wyatt - FINE (30/6/19)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Nathan Daisley (SOSC) (30/6/19)  
 David Eso (GRAD) “  
 Iris Fairley-Beam (SOSC) “  
 Jordan Gilson (SOSC) “  
 Adrienne Graham (SCIE) “  
 Maan Hani (GRAD) “  
 Ashlee Kirby (LAW) “  
 Cameron Leckenby (HUMS) “  
 Isabella Lee (SOSC) “  
 Adair Ng (EDUC) “  
 Erhan (Jack) Ni (FINE) “  
 Diana Popova (GRAD) “  
 Curtis Whittla (SOSC) “  
 Anona Wiebe (ENGR) “  
 TBD (BUS) “  
 TBD (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

David Alexander (30/06/21)  
 Chandra Beaveridge (30/06/21)  
 Robert Hancock (30/06/21)  
 Carolyn Russell (30/06/21)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright  
 Member elected by the Professional Librarians:

Dean Seeman (30/06/21)

Continuing Sessional: Alicia Ulysses (30/06/20)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Assoc. V.P. Student Affairs: Jim Dunsdon  
 Assoc. V.P. Academic Planning: Nancy Wright  
 Acting Registrar: Wendy Taylor  
 Acting Associate University Secretary: Ada Saab





**Date:** March 19, 2019

**To:** Members of Senate

**From:** Dr. Sandra Hundza  
Chair, Senate Committee on Admission, Re-registration and Transfer

**Re:** **Proposed creation of Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science, Department of Visual Arts, Faculty of Fine Arts**

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At its meeting of February 7<sup>th</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from Dr. Paul Walde, Chair, Department of Visual Arts regarding the Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science.

SCART supported the attached proposal and voted to endorse the academic calendar changes proposed by the Faculty of Fine Arts.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of March 15<sup>th</sup>, 2019 and expresses no academic standards concerns.

**Recommended Motion:**

*That Senate approve, effective for September 2020 entry, the enclosed Year 1 admission requirements for the Combined Major Program in Visual Arts and Computer Science to be published in the September 2019 undergraduate academic calendar.*

**2018/2019 Senate Committee on Admission, Re-Registration and Transfer**

Dr. Sandra Hundza, Chair, Faculty of Education  
Mr. Pierre-Paul Angelblazer, UVSS Student Representative  
Ms. Tricia Best, Associate Director, International Student Services  
Ms. Sue Butler, Computer Science Academic Advising  
Ms. Adrienne Graham, Student Senator  
Dr. Garry Gray, Faculty of Social Sciences  
Ms. Nicole Greengoe, Registrar  
Dr. Cindy Holder, Associate Dean Academic Advising Faculties of  
Science, Social Sciences and Humanities  
Mr. Cameron Leckenby, Student Senator  
Mr. Joel Lynn, Executive Director, Student Services  
Ms. Emma Mason, Counselling Services  
Dr. Stephen Tax, Peter B. Gustavson School of Business  
Dr. Diana Varela, Faculty of Science  
Dr. Scott Woodcock, Faculty of Humanities  
Ms. Laurie Barnas, Associate Registrar, Secretary






University  
of Victoria

Senate Committee on  
Academic Standards

**MEMO**

**Date:** March 19, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re:** **Proposed creation of Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science, Department of Visual Arts, Faculty of Fine Arts**

At its meeting on March 15, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal to establish admission requirements for Year 1 entry to the Combined Major Program in Visual Arts and Computer Science, effective the September 2019 undergraduate calendar. Committee members had no concerns related to the academic standards of the proposal.





University  
of Victoria  
Visual Arts

Department of Visual Arts  
PO Box 1700 STN CSC  
Victoria, British Columbia, V8W 2Y2, Canada  
Tel: 250-721-8011, Fax: 250-721-6595  
Email: visualarts@uvic.ca

# MEMO

Date: January 29, 2019

To: The Senate Committee on Admission, Re-registration and Transfer

From: Paul Walde, Chair, Department of Visual Arts

Re: Proposed creation of Year 1 admission requirements for the Combined Program in Visual Arts and Computer Science, Department of Visual Arts, Faculty of Fine Arts

## Background

The combined major program in Visual Arts and Computer Science is a very successful program and has been receiving much interest from potential high-school applicants. The department of Visual Arts currently provides entry to the Combined Program in Visual Arts and Computer Science at the 2<sup>nd</sup> year level only.

In the current application process most students apply for the Major in Visual Arts program, citing their interest in the Combined Major with their portfolio submission. If admitted, students can request a program change with the Academic Advisor once the term has begun. Some students apply to Fine Arts or another faculty of their choice for the first year of their program. Students admitted to other programs/faculties apply for the combined major in their second year. At that time they also submit a portfolio to be evaluated by the department. In both situations, students often register in the courses required for the combined major in their first year.

An additional point of confusion is that applicants to the Visual Arts program who enter in the first year are also required to supply a portfolio upon application. Because of the Calendar language, there is often confusion about portfolio requirements for the combined major.

Secondary school students often enquire about applying directly to Year 1 in the Combined Program in Visual Arts and Computer Science and are told that this is not an option or may be provided with inconsistent information.

## Proposal

To provide secondary students with the opportunity to enter the Combined Program in Visual Arts and Computer Science, Faculty of Fine Arts directly in first year, it is proposed that Senate approve the creation of the following new admission requirements:

Year 1 Admission Requirements:  
BC/Yukon Secondary School Graduation

Fine Arts – Combined Major in Visual Arts and Computer Science

### Required Grade 11 Courses

- approved English 11
- Pre-calculus 11
- two courses chosen from an approved science 11; an approved language 11; an approved fine arts 11
- approved social studies 11/12



#### Required Grade 12 Courses

- English Studies 12 or English First Peoples 12 with at least 67%
- Pre-calculus 12 with at least 73%
- two approved academic 12 courses OR one approved academic 12 course and one approved fine arts 12 course

#### Rationale

Including the Combined Program in Visual Arts and Computer Science as a program under Visual Arts on the University application page will streamline the admission process for students and the department.

In addition to a more streamlined process and improved admission experience, there are a number of positive reasons why the ability to admit students directly into the Combined Program in Visual Arts and Computer Science during first year of studies is desirable, including:

- Give students an earlier sense of belonging in their chosen field;
- Provide the ability to identify a potential cohort of students in advance and offer them more specialized advising;
- Attract outstanding students who might otherwise choose to begin their studies elsewhere, where first year admission to a discipline-specific program is already offered; and
- Engage, connect, and retain students to support an outstanding overall student experience.

In order to facilitate this change, the high school admission requirements for the Combined Program need to be included in the Admission Requirements section of the academic calendar. Note that these are the same requirements that have been previously approved by Senate for the Combined Major in Music and Computer Science.

#### Recommended Motion:

That Senate approve the establishment of admission requirements for Year 1 entry to the Combined Major Program in Visual Arts and Computer Science, effective September 2019.



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Paul Walde, Chair,  
Department of Visual Arts



**Date:** March 19, 2019

**To:** Members of Senate

**From:** Dr. Sandra Hundza  
Chair, Senate Committee on Admission, Re-registration and Transfer

**Re:** **Qualifying Year – Graduate Admissions Option**

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At its meeting of February 7<sup>th</sup>, 2019, the Senate Committee on Admission, Re-registration and Transfer (SCART) considered a proposal from David Capson, Dean of Graduate Studies regarding the Qualifying Year – Graduate Admissions Option.

SCART supported the attached proposal and voted to endorse the academic calendar changes proposed by the Faculty of Graduate Studies.

The proposal was then referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered the proposal at its meeting of March 15<sup>th</sup>, 2019 and expresses no academic standards concerns.

**Recommended Motion:**

*That Senate approve the proposed changes to the “Other Admissions” section (as included in the attached) and that these revisions be published in the September 2019 edition of the graduate academic calendar.*

**2018/2019 Senate Committee on Admission, Re-Registration and Transfer**

Dr. Sandra Hundza, Chair, Faculty of Education  
Mr. Pierre-Paul Angelblazer, UVSS Student Representative  
Ms. Tricia Best, Associate Director, International Student Services  
Ms. Sue Butler, Computer Science Academic Advising  
Ms. Adrienne Graham, Student Senator  
Dr. Garry Gray, Faculty of Social Sciences  
Ms. Nicole Greengoe, Registrar  
Dr. Cindy Holder, Associate Dean Academic Advising Faculties of Science, Social Sciences and Humanities  
Mr. Cameron Leckenby, Student Senator  
Mr. Joel Lynn, Executive Director, Student Services  
Ms. Emma Mason, Counselling Services  
Dr. Stephen Tax, Peter B. Gustavson School of Business  
Dr. Diana Varela, Faculty of Science  
Dr. Scott Woodcock, Faculty of Humanities  
Ms. Laurie Barnas, Associate Registrar, Secretary





**University  
of Victoria**

Senate Committee on  
Academic Standards

**MEMO**

**Date:** March 19, 2019

**To:** Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer

**From:** Ada Saab   
Acting Associate University Secretary

**Re:** **Qualifying Year – Graduate Admissions Option**

---

At its meeting on March 15, 2019 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer (SCART) regarding a proposal to eliminate the “Qualifying Year” as an admissions category to the Faculty of Graduate Studies. Committee members had no concerns related to the academic standards of the proposal.





## MEMORANDUM

Date: January 30, 2019

To: Sandra Hundza, Chair, Senate Committee on Admission, Re-registration and Transfer  
From: David Capson, Dean of Graduate Studies  
cc: Sabrina Jackson, Acting Director, Graduate Admissions and Records

Re: Qualifying Year – Graduate Admissions Option

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**Summary:** It is proposed, after consultation with and at the request of Graduate Admissions and Records, to eliminate the “Qualifying Year” as a mode of entry into Graduate School as it is a seldom-utilized pathway with a relatively large administrative burden.

**General Background:** As of September 2016, the graduate academic calendar has contained two admissions options for applicants whose academic background (in this case a three-year baccalaureate degree) does not qualify them for entry to the Faculty of Graduate Studies:

1. Independent Upgrading: applicant is responsible for completing additional coursework prior to admission;
2. Qualifying Year: applicant is guaranteed admission following a deferred entry point and the completion of a prescribed number of undergraduate courses during a set period of time. A separate application to undergraduate, non-degree studies is required.

Independent upgrading continues to be a popular option for students and the admission process is streamlined from both the faculty and Graduate Admissions and Records perspective. By contrast, the Qualifying Year’s administrative complexity has resulted in a lack of uptake from academic units.

**History and Usage:** These options were developed jointly between the Dean of Graduate Studies’ office and Graduate Admissions and Records. Since the Qualifying Year’s inception, graduate admissions officers have forwarded forty-five eligible applicants to the academic units for review. Of these, none have been selected for admission.

Since the Qualifying Year option was introduced, Graduate Admissions and Records has received few enquiries into the process. In all these cases, the complexity around undergraduate enrolment, additional application fees and the uncertainty of deferring an entry point to a term where the number of applications is yet unknown has resulted in the academic units withdrawing their support. There have been only two occasions upon which potential supervisors have expressed interest in supporting a prescribed Qualifying Year but, in both cases, the applicants’ admission GPAs fell below the minimum require

**Proposal:** In consultation with Graduate Admission and Records, it is proposed effective September 1, 2019 to remove the Qualifying Year admissions option from the graduate academic calendar.

**Recommended Motion**

That the Senate Committee on Admission, Reregistration & Transfer propose and recommend that the Senate approve the proposed changes to the other “Other Admissions” section (as included below) and that these revisions be published in the September 2019 edition of the graduate academic calendar.

**Proposed Calendar Change**

<p><b>OTHER ADMISSIONS</b></p> <p>Admission with a three-year undergraduate degree The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.</p> <p>Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after a <del>prescribed Qualifying Year or equivalent:</del></p> <p><b>1. Qualifying Year</b></p> <p><del>Upon the recommendation of the academic unit, the Dean of Graduate Studies may approve provisional entry to the Faculty of Graduate Studies for students with a three-year baccalaureate degree that would not qualify them for entry to a UVic equivalent Master's program in their educational system who have achieved an overall grade point average of 5.0 (B or equivalent) in the last year (15 units) of study. Admission is provisional to the completion as a non-degree undergraduate student of an additional 15 units of course work numbered at the 300, 400, or graduate level prescribed by the academic unit and relevant to the intended field of study. The course work must be completed within the time frame specified by the academic unit (normally not less than 2 terms or more than 6 terms) with an average of not less than 5.0 (B), although the academic unit may require higher minimum grades for the program or for specific courses.</del></p> <p><del>Further, also upon the recommendation of the academic unit, eligible course work (see Independent Upgrading, below) completed with an average of not less than 5.0 (or equivalent) may be counted for credit toward the qualifying year.</del></p> <p><del>None of the courses taken for credit toward the</del></p>	<p><b>OTHER ADMISSIONS</b></p> <p>Admission with a three-year undergraduate degree The Faculty of Graduate Studies at the University of Victoria recognizes that some educational systems prepare their students for graduate-level study through a three-year degree program. Students whose domestic or international baccalaureate degrees would qualify them for entry to a UVic equivalent Master's program in their educational system may apply directly for admission to the Faculty of Graduate Studies.</p> <p>Applicants who have completed a three-year undergraduate degree that would not qualify them for graduate studies in their educational system but who meet all other admission requirements may be considered for entry to a Master's program with the support of the academic unit and the Dean of Graduate Studies after <u>completing Independent Upgrading:</u></p> <p><b>Independent Upgrading following a three-year Baccalaureate degree</b></p>
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~~qualifying year may be considered for credit toward the graduate program.~~

**2. Independent Upgrading following a three-year Baccalaureate degree**

Please do not hesitate to contact me with any questions regarding this proposal.



**Date:** 15 March 2019  
**To:** Senate  
**From:** Senate Committee on Awards  
**Re:** **New and Revised Awards**

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

\*Administered by the University of Victoria Foundation  
Additions are underlined  
Deletions are ~~struck through~~

### **BUDVITCH AWARD IN HOLOCAUST STUDIES (NEW-UG)**

One award of \$1,800 is given to an undergraduate student to assist with the travel costs of the I-witness Field School (travel to, from and within Europe) who has demonstrated financial need and who would otherwise not be able to attend the School. The student will be selected by the Director of the I-witness Field School.

### **HOY SUN BENEVOLENT ASSOCIATION SCHOLARSHIP\* (REVISED-GS)**

A scholarship is ~~may be~~ awarded to an academically outstanding full-time graduate student who is enrolled in a Master's or Ph.D. degree program in the Department of Geography, and whose research work is related to China. ~~related to China or Overseas Chinese. The amount of the scholarship is to be determined by the Department of Geography in consultation with the student's supervisor and will be based on the student's academic standing. Selection will be made by the Graduate Awards Committee on the recommendation of the Department of Geography. If no Geography graduate students are~~ is eligible for the scholarship, the scholarship may be awarded to a graduate student in a Master's or Ph.D. degree program in the Department of History whose research is in Chinese studies. ~~an award will be made to an undergraduate student in the Department of Geography on the basis of high standing in Geography 383. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of either the Department of Geography or the Department of History.~~

**CFUW VICTORIA DIANA MORGAN SCHOLARSHIP IN HUMANITIES\*  
(NEW-UG)**

One or more scholarships are awarded to academically outstanding women undergraduate students in the Faculty of Humanities.

**BOEHM-HESSER GRADUATE RESEARCH EXCELLENCE IN  
ASTRONOMY AWARD\* (NEW-GS)**

Up to two awards are given to academically outstanding Master's or PhD graduate students in the Department of Astronomy to present their innovative research at a conference of international importance for the dissemination of the research and for fostering students' career development. The awards will be used to fund students' conference participation (registration, travel and expenses). Applicants must fill out a form that itemizes all costs.

Preference will be given to students who have recent high quality and significant research results for presentation, ideally a recent publication. Secondly, preference will be given to students who have not already been awarded a major university or national graduate study award.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Physics and Astronomy.

**DR. LORENE KENNEDY ENVIRONMENTAL STUDIES (GRADUATE)  
AWARD\* (REVISED-GS)**

One or more awards are given to graduate students doing an MSc, MA, PhD or Interdisciplinary Ph.D. Program in Environmental Studies with demonstrated financial need. Approval of the recipients will be made selected by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

**DR. LORENE KENNEDY GRADUATE AWARD\* (REVISED-GS)**

One or more awards are given to graduate students doing a MSc, MA, PhD or Interdisciplinary Ph.D. Program in Environmental Studies with demonstrated financial need. Approval of the recipients will be made selected by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

**SHEILA RYAN AND EILEEN RYAN AWARD IN CHILD AND YOUTH  
CARE\* (NEW-UG/GS)**

One or more awards are given to entering or continuing undergraduate or graduate students in the School of Child and Youth Care, with preference to students who have demonstrated financial need. Undergraduate students will apply through the online application via My Page. Graduate student applications must be submitted to the Faculty of Graduate Studies by June 15. Approval of undergraduate recipient(s) will be made by the Senate Committee on Awards. Approval of graduate



recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Child and Youth Care.

### **SHEILA RYAN AND EILEEN RYAN AWARD IN HEALTH INFORMATION SCIENCE\* (NEW-UG)**

One or more awards are given to entering or continuing undergraduate students in the School of Health Information Sciences, with preference to students who have demonstrated financial need. Students will apply through the online application via My Page. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Sciences.

### **HOWLERS RUGBY AWARD\* (REVISED-UG/GS)**

One or more awards are given to undergraduate and graduate students of Indigenous descent who participate in the Vikes Men's or Women's Varsity Rugby program at the University of Victoria. Eligible students must meet all the U SPORTS 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 Coaches and the Associate Director, Sport. ~~Preference will be given to students who demonstrate financial need.~~

Respectfully submitted,  
2018/2019 Senate Committee on Awards  
Annalee Lepp, Faculty of Humanities, Chair  
Anne Cirillo, President's Nominee  
Wendy Taylor, Acting Registrar  
Helga Hallgrimsdottir, Faculty of Human and Social Development  
Donja Roberts, Acting Director, Student Awards and Financial Aid  
Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies  
Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee  
Charlotte Schallie, Faculty of Graduate Studies  
Brock Smith, Peter B. Gustavson School of Business  
Ciel Watt, Alumni Association  
Linda Welling, Social Sciences  
Curtis Whittla, Student Senator  
Kelly Clark, GSS Representative  
Lauren Hume (Secretary), Student Awards and Financial Aid



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Change the Name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies”**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to change the name of the Bachelor of Music major in History and Literature to “Major in Musicology and Sound Studies”, as described in the memorandum from Christopher Butterfield, Director, School of Music.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the proposal to change the name of the Bachelor of Music Major in History and Literature to “Major in Musicology and Sound Studies”, as described in the memorandum dated February 13, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary  
David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

MEMO

Date February 13, 2019  
To Nancy Wright, Associate Vice President, Academic Planning (AVPAP)  
From Wendell Clanton, Acting Chair, Curriculum Committee, School of Music  
Re Consultation regarding: 1) changes to program name from Major in History and Literature to Major in Musicology and Sound Studies; 2) changes to required courses.

This memorandum is submitted in order to consult with the AVPAP regarding proposed changes to required courses and degree name for the current ***Major in History and Literature***. The proposed new title for the program name is ***Major in Musicology and Sound Studies (MSS)***.

The School of Music has approved the proposed changes at its meeting on January 11, 2018.

### ***Revision of the Program Name***

The new program name, ***Major in Musicology and Sound Studies***, captures the nature of the content being taught by current faculty. Musicology and Sound studies is the commonly accepted terminology used to describe the current and proposed Major. Our teachers already offer an international standard of excellence in scholarship in the field of musicology and sound studies:

- Musicology: the scholarly analysis and research-based study of music, including, for example, the historical, theoretical, psychological, sociological, acoustical, neurological and computational aspects of music;
- Sound Studies: the study of the role of sound in culture, including music and media.

The proposed change to the program name:

- conveys to interested students a clear sense of the MSS program content offered at the School of Music;
- is intended to help facilitate recruitment of students who are likely to be attracted to a program that encompasses historical subjects and current interests in diverse topics.

### ***Revision of the Program Requirements***

There are also changes to the program requirements. These are summarized below:

- removal of 1.5 credits of Music Elective (Year 2)
- new 1.5 credit MUS 398 Music Research I (Year 3)
- removal of MUS 499 (Year 4)
- new 1.5 credit MUS 498 Music Research II (Year 4)
- removal of MUS 340, 440, 381 and 481 (Year 3 & 4)
- increase Music Electives to 6.0 units (Year 3 & 4)

These proposed changes to the curriculum have the following aims:

- to improve time-to-degree completion and ensure total degree units reflect the University of Victoria's recommended 60 units (the current program consists of 63.5 or 64 units);

- to alleviate timetable conflicts in the School of Music; to alleviate current timetable conflicts for courses outside of the School of Music but still relevant to the MSS degree;
- to ensure students receive specialized professional training and satisfy prerequisites for graduate programs;
- to provide writing and research mentorship across Years 3 and 4, thereby increasing collaboration between students and faculty on community-engaged projects, grants, opportunities to study abroad, graduate applications, and other avenues of joint research;
- to combine research and mentorship opportunities with existing course offerings rather than as separate, specialized courses—this has many efficiencies, but also allows our MSS students to stay immersed with other School of Music students, learning from them and their experiences as performers and educators as they pursue more specialized research topics while distinguishing the MSS program from the Musical Arts Major.
- to promote diverse and inclusive research relevant to current disciplinary trends;
- to improve competitiveness with similar degrees across North America;
- to align learning outcomes with general University initiatives.

### ***The Advantages of Change***

1. The enhanced recognisability of the proposed program name will facilitate undergraduate advising better than the previous title.
2. The School offers an impressive variety of courses in different areas: Indigenous music, a course that includes community-engaged learning components; popular music; music and gender; music technology; sound studies; and world music. Some of these courses did not previously count towards BMUS program requirements. They are included as music elective options in the proposed changes. These topics vastly improve the breadth and depth of our offerings to students. Consequently, the revised program will improve our competitiveness with similar programs across North America.
3. The changes to the Major more effectively promote the specific objectives of the University's Strategic Framework.

The changes to the program do not require any new resource allocations.

The documentation to be forwarded to the Senate Curriculum Committee is attached for your review:

- Program Change Forms
- Course Change Forms

Wendell A. Clanton  
Acting Chair, Curriculum Committee, School of Music

Original signed by Christopher Butterfield

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Christopher Butterfield, Director, School of Music

## UVic Program Curriculum Change

### Summary of Program Curriculum Changes:

Effective Date:	01May2019		
Line-Faculty:	FINE	Academic Unit:	School of Music
Contact Name:	Wendell Clanton	Local:	7924
		Email:	wclanton@uvic.ca

Types of program change:		
<ul style="list-style-type: none"> <li>• Creation, reinstatement, discontinuance, or change in name of a program or credential; or</li> <li>• a modification that significantly changes a program or credential's focus, content, structure, or requirements</li> </ul>	Change of the required courses for a program	Change in the description of a program or credential not involving any change in program or credential requirements
Suspension of admission, re-admission, or declaration in a program	Change in a listing of eligible or elective courses that can be used to meet 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.

Submission #:	Type(s) of change	Other units consulted: (list all)
1	Change in name of a program or credential; change of the required courses for a program; change in a listing of specific eligible or elective courses that can be used to meet program or credential requirements.	AVPAP

### UVic Program Curriculum Change

		<b>Submission number: 1</b>	
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective Date:</b> 01MAY19
<b>Type(s) of program change:</b>			
<input checked="" type="checkbox"/> • Creation, reinstatement, discontinuance, or change in name of a program or credential; or • a modification that significantly changes a program or credential's focus, content, structure, or requirements	<input checked="" type="checkbox"/> Change of the required courses for a program	<input type="checkbox"/> Change in the description of a program or credential not involving any change in program or credential requirements	
<input type="checkbox"/> Suspension of admission, re-admission, or declaration in a program	<input checked="" type="checkbox"/> Change in a listing of specific eligible or elective courses that can be used to meet program or credential requirements	<input type="checkbox"/> Other (describe):	
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
Current calendar page number: <b>142-143</b>		If new, enter nearest sub-heading:	
<p>PROGRAM REQUIREMENTS Requirements Common to All BMus Degrees [...]</p> <p>At the end of the common first year, each student will be assigned a faculty adviser who will assist in selecting appropriate elective courses, ensure that program requirements are satisfied and oversee year-to-year progress by means of consultation with their instrumental instructors (aided by auditions in certain sections). Students intending to major in Music Education must have enrolled in MUS 131. They will then be interviewed by Music Education Faculty in March of first year. Entrance into the Composition Major is determined by portfolio audition at the end of a student's first year. Entrance into the Performance Major is by audition after first or second year, but no later than the beginning of a student's third year of study. Majors in Musical Arts <del>or Music History and Literature</del> must be declared by the start of third year. Declaration of Degree forms are available from the School of Music office by October 15 of each year. Students are placed in Large Ensembles (MUS 180A-G to MUS 480A-G) by an Ensemble Committee every year, according to each student's educational needs and the needs of the School. Registration is required for one of these groups. Large Ensemble courses can be taken to a maximum of 10.0 units.</p> <p>[...]</p> <p><b>Major in <del>History and Literature</del></b></p> <p><b><u>Year 2</u></b></p> <p>MUS 201A and 201B ..... 3.0</p> <p>MUS 220A and 220B ..... 3.0</p>		<p>PROGRAM REQUIREMENTS Requirements Common to All BMus Degrees [...]</p> <p>At the end of the common first year, each student will be assigned a faculty adviser who will assist in selecting appropriate elective courses, ensure that program requirements are satisfied and oversee year-to-year progress by means of consultation with their instrumental instructors (aided by auditions in certain sections). Students intending to major in Music Education must have enrolled in MUS 131. They will then be interviewed by Music Education Faculty in March of first year. Entrance into the Composition Major is determined by portfolio audition at the end of a student's first year. Entrance into the Performance Major is by audition after first or second year, but no later than the beginning of a student's third year of study. Majors in Musical Arts must be declared by the start of third year. <u>Majors in Musicology and Sound Studies normally enter the program at the end of year two. For entrance, Majors in this program are required to have satisfied UVic's Academic Writing Requirement and be interviewed by Musicology and Sound Studies faculty.</u> Declaration of Degree forms are available from the School of Music office by October 15 of each year. Students are placed in Large Ensembles (MUS 180A-G to MUS 480A-G) by an Ensemble Committee every year, according to each student's educational needs and the needs of the School. Registration is required for one of these groups. Large Ensemble courses can be taken to a maximum of 10.0 units.</p> <p>[...]</p> <p><b>Major in <u>Musicology and Sound Studies</u></b></p> <p><b><u>Year 2</u></b></p> <p>MUS 201A and 201B ..... 3.0</p>	

UVic Program Curriculum Change

MUS 240 ..... 2.0	MUS 220A and 220B ..... 3.0
MUS 270A and 270B ..... 2.0	MUS 240 ..... 2.0
One of MUS 280A-G..... 2.0	MUS 270A and 270B ..... 2.0
MUS 281 ..... 1.0	One of MUS 280A-G..... 2.0
Music elective ..... 1.5	MUS 281 ..... 1.0
Non-music electives ..... 1.5	Non-music electives <sup>2</sup> ..... 1.5
<b>Total: ..... 16</b>	<b>Total: ..... 14.5</b>
<b>Year 3</b>	<b>Year 3</b>
MUS 301A ..... 1.5	MUS 301A ..... 1.5
MUS 340 ..... 2.0	MUS 398 ..... 1.5
One of MUS 380A-G ..... 2.0	MUS 200-400 level <sup>1,2</sup> ..... 3.0
MUS 411 ..... 1.5	MUS 300-400 level <sup>1,2</sup> ..... 3.0
Music electives <sup>1</sup> ..... 4.0 or 4.5	Non-music electives ..... 4.5
Non music electives ..... 4.5	<b>Total: ..... 13.5</b>
<b>Total: ..... 15.5 or 16.0</b>	<b>Year 4</b>
<b>Year 4</b>	MUS 411 ..... 1.5
MUS 440 ..... 2.0	MUS 498 ..... 1.5
One of MUS 480A-G ..... 2.0	
MUS 499 ..... 3.0	



### UVic Program Curriculum Change

Music electives <sup>1</sup> ..... 2.5 or 3.0	MUS 300-400 level <sup>1,2</sup> ..... 6.0
Non-music electives ..... 4.5	Non-music electives ..... 4.5
<b>Total:</b> ..... <b>14.0 or 14.5</b>	Music or non-music electives ..... 1.5
<b>Total Units for Degree:</b> ..... <b>63.5 or 64</b>	<b>Total:</b> ..... <b>15</b>
<i>1. All upper-level music electives are 1.5 units with the exception of MUS 381 and 481 which are 1.0.</i>	<b>Total Units for Degree:</b> ..... <b>60.5</b>
	<i>1. MUS 340, MUS440, MUS 380A-G, MUS 480A-G, and MUS 381 or MUS 481 are strongly recommended. Students who intend to take these courses must seek the approval of the Performance Faculty prior to enrollment to ensure studio or ensemble space.</i>
	<i>2. With approval of the Head of Musicology and Sound Studies, students may substitute 1.5 units of music electives for courses in other departments that are directly relevant to their declared area of interest.</i>

**Rationale for proposed change:**

The former title, Major in History and Literature, is outmoded and therefore is changing to Musicology and Sound Studies. The new program title reflects the current orientation of programs at other major universities. The new title is the commonly understood and, therefore, appropriate name for the program. Changes to Major requirements distinguish the program from other music majors by adjusting the proportion of electives to allow for greater reinforcement in musicology-specific coursework in the upper years of the degree. The reconfiguring of research-based courses (from MUS 499 - to be deleted) to MUS 398 and MUS 498) will allow students to develop the skills and abilities for academic and personal success. As examples of existing courses that support the program change, the School offers courses in Indigenous music, popular music, music and gender, music technology, sound studies, and world music. Changes to the Major provide more opportunities for these courses to be taken. The proposed changes do not require any new resource allocations. A reduction in mandatory lessons and ensemble related courses in the 3<sup>rd</sup> and 4<sup>th</sup> years permits a choice of lessons and/or ensembles and/or academic electives in the School, and will increase music electives to 6.0 units (Year 3 and 4). Starting with the declaration interview on their entrance in third year, musicology faculty will guide students when selecting courses to match their academic interests. The revision improves our competitiveness with similar degrees across North America. The changes promote the specific objectives of the University's Strategic Framework.

**Consultation:** (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)

<p><b>Consultation:</b></p> <input type="checkbox"/> Units (list): <input checked="" type="checkbox"/> AVPAP <input type="checkbox"/> No consultation required	<p><b>Senate Committee on Planning:</b></p> <input type="checkbox"/> In-progress <input type="checkbox"/> Approved	<p><b>Other Committee(s) consulted (list committees):</b></p> <input type="checkbox"/> In-progress: <input type="checkbox"/> Approved
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## UVic Course Curriculum Change

### Summary Course Curriculum Changes:

Effective Date: 01May2019		
Line-Faculty: Fine Arts	Academic Unit: School of Music	
Contact Name: Wendell Clanton	Local: 7924	Email: wclanton@uvic.ca

Types of course 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.

Submission #:	Course code:	Course number:	Type(s) of change: (if new or reinstated, include title)	Other units consulted: (list all)
1	MUS	180D	Course title and description: Jazz and Creative Music Ensemble	
2	MUS	280D	Course title and description: Jazz and Creative Music Ensemble	
3	MUS	380D	Course title and description: Jazz and Creative Music Ensemble	
4	MUS	480D	Course title and description: Jazz and Creative Music Ensemble	
5	MUS	347A	Deletion	
6	MUS	347B	Deletion	
7	MUS	348	New course: Improvisation	
8	MUS	398	New course: Music Research I	
9	MUS	498	New course: Music Research II	

## UVic Course Curriculum Change

		<b>Submission number: 1</b>	
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input checked="" type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p>MUS 180D Units: 2.0 Hours: 0-3-0            Jazz <del>Ensemble</del>            Rehearses and performs a wide range of works, both old and new, for jazz ensemble.</p> <p>Notes:            Credit will be granted for only one of MUS 180D, MUS 180.            Open to all students by audition.</p>		<p>MUS 180D Units: 2.0 Hours: 0-3-0            Jazz <u>and Creative Music Ensemble</u>            Rehearses and performs <u>music with emphasis on community and collaboration, including jazz, improvisation and soundtracks for silent film.</u></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Credit will be granted for only one of MUS 180D, MUS 180.</li> <li>• Open to all students by audition.</li> </ul> <p>Prerequisite(s): Permission of the department.</p>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
Title edit and description for clarification updated to reflect how the course is being taught while maintaining core course content.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission: Film Studies			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

<b>Submission number:</b> 2			
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input checked="" type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p>MUS 280D Units: 2.0 Hours: 0-3-0            Jazz <del>Ensemble</del>            Rehearses and performs a wide range of works, both old and new, for jazz ensemble.</p> <p>Notes:            Credit will be granted for only one of MUS 280D, MUS 280.            Open to all students by audition.</p>		<p>MUS 280D Units: 2.0 Hours: 0-3-0            Jazz <u>and Creative Music Ensemble</u>            Rehearses and performs <u>music with an emphasis on community and collaboration, including jazz, improvisation and soundtracks for silent film.</u></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Credit will be granted for only one of MUS 280D, MUS 280.</li> <li>• Open to all students by audition.</li> </ul> <p>Prerequisite(s): Permission of the department.</p>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
Title edit and description for clarification updated to reflect how the course is being taught while maintaining core course content.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

<b>Submission number:</b> 3			
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input checked="" type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p>MUS 380D Units: 2.0 Hours: 0-3-0            Jazz <del>Ensemble</del>            Rehearses and performs a wide range of works, both old and new, for jazz ensemble.</p> <p>Notes:            Credit will be granted for only one of MUS 380D, MUS 380.            Open to all students by audition.</p>		<p>MUS 380D Units: 2.0 Hours: 0-3-0            Jazz <u>and Creative Music Ensemble</u>            Rehearses and performs <u>music with an emphasis on community and collaboration, including jazz, improvisation and soundtracks for silent film.</u></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Credit will be granted for only one of MUS 380D, MUS 380.</li> <li>• Open to all students by audition.</li> </ul> <p>Prerequisite(s): Permission of the department.</p>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
Title edit and description for clarification updated to reflect how the course is being taught while maintaining core course content.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

<b>Submission number:</b> 4			
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input checked="" type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p>MUS 480D Units: 2.0 Hours: 0-3-0            Jazz <del>Ensemble</del>            Rehearses and performs a wide range of works, both old and new, for jazz ensemble.</p> <p>Notes:            Credit will be granted for only one of MUS 480D, MUS 480.            Open to all students by audition.</p>		<p>MUS 480D Units: 2.0 Hours: 0-3-0            Jazz <u>and Creative Music Ensemble</u>            Rehearses and performs <u>music with an emphasis on community and collaboration, including jazz, improvisation and soundtracks for silent film.</u></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Credit will be granted for only one of MUS 480D, MUS 480.</li> <li>• Open to all students by audition.</li> </ul> <p>Prerequisite(s): Permission of the department.</p>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
Title edit and description for clarification updated to reflect how the course is being taught while maintaining core course content.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

		<b>Submission number:</b> 5	
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input checked="" type="checkbox"/> Deletion		
<input type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p><del><b>MUS 347A</b></del>  Introduction to Jazz Improvisation  Units: <del>1.5</del>  -  Hours: <del>0-3-0</del>  Performance oriented, this course introduces the student to improvisation in the jazz idiom.  <b>Notes:</b>  <ul style="list-style-type: none"> <li><del>▪ Credit will be granted for only one of MUS 347A, MUS 347.</del></li> <li><del>▪ Knowledge of music rudiments is required.</del></li> </ul> Undergraduate course in Music offered by the School of Music in the Faculty of Fine Arts.</p>		   Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
MUS 347A superseded by MUS 348, new this cycle. MUS 347A and MUS 347B are being merged into the new course MUS 348.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

			<b>Submission number: 6</b>
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input checked="" type="checkbox"/> Deletion		
<input type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
<p>MUS 347B Introduction to Contemporary Improvisation Units: 1.5 Hours: 1.5-0-0</p> <p><del>Performance-based course designed to expand the perspective of classically trained musicians. Provides the opportunity to explore the creative performance practice of improvisatory contemporary music and to develop skills in listening and responding.</del></p> <p><del>Note:</del></p> <ul style="list-style-type: none"> <li><del>▪ Credit will be granted for only one of MUS 347B, MUS 347.</del></li> </ul> <p><del>Prerequisites:</del></p> <ul style="list-style-type: none"> <li><del>▪ MUS 101B; or</del></li> <li><del>▪ permission of the school.</del></li> </ul>		<p>Condensed 30-character title (required for all new and revised titles of 31-65 characters):</p>	
<b>Rationale for proposed change:</b>			
MUS 347A superseded by MUS 348, new this cycle. MUS 347A and MUS 347B are being merged into the new course MUS 348.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required



## UVic Course Curriculum Change

<b>Submission number:</b> 7			
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input checked="" type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
		<u>MUS 348 Units: 1.5 Hours: 3-0-0</u> <u>Formerly: MUS 347A, MUS 347B</u>	
		<b><u>Improvisation</u></b>  <u>Performance-based course. Investigates the association between improvisation and composition.</u>	
		<u>Note:</u> <ul style="list-style-type: none"> <li>• <u>Credit will only be granted for one of MUS 348, MUS 347A, MUS 347B.</u></li> </ul> <u>Recommendation(s): MUS 111 recommended prior to MUS 348.</u>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
MUS 348 is a new course that merges MUS 347A and MUS 347B (both to be deleted this cycle). The School currently sees no reason to separate jazz and contemporary improvisation; new course will include overview of improvisation techniques from early to modern times, including jazz.			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input checked="" type="checkbox"/> No consultation required

## UVic Course Curriculum Change

			<b>Submission number: 8</b>
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input checked="" type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
		<u>MUS 398 Units: 1.5 Hours: 3-0-0</u> <u>Music Research I</u>	
		<u>Training in musicological research and writing, resulting in a substantial final project.</u>	
		<u>Pre- or Corequisites</u> <ul style="list-style-type: none"> <li>• <u>Declared Major in Musicology and Sound Studies; and</u></li> <li>• <u>permission of the school.</u></li> </ul>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
<p>Core research course for the proposed Major in Musicology and Sound Studies, which is the study of the role of sound in culture, including music and media. The course sequence of MUS 398 and MUS 498, taken in years 3 and 4 of the program, is a reconfiguration of the current year-long MUS499 Graduate Projects in Music History (to be deleted once two current students complete; no MX note added at that time, not required currently). Two years of research-based coursework allows for the scaffolding of skills and better prepares students for undergraduate research opportunities in the fourth year of their program (JCURA), as well as post-graduate opportunities (SSHRC).</p>			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input type="checkbox"/> No consultation required

## UVic Course Curriculum Change

			<b>Submission number:</b> 9
<b>Line-Faculty:</b> Fine Arts	<b>Academic Unit:</b> Music	<b>Date of submission:</b> 01FEB19	<b>Effective date of change:</b> 01SEP19
<b>Type(s) of course change:</b>			
<input checked="" type="checkbox"/> New or reinstated course	<input type="checkbox"/> Change or addition of a pre- or co-requisite	<input type="checkbox"/> Other:	
<input type="checkbox"/> Course code or number	<input type="checkbox"/> Deletion		
<input type="checkbox"/> Course title or description	<input type="checkbox"/> Retention of a course not offered for five years		
<b>Current calendar entry (include pending changes, if applicable):</b>		<b>Proposed calendar entry:</b>	
		<u>MUS 498 Units: 1.5 Hours: 3-0-0</u> <u>Music Research II</u>	
		<u>A course for training in musicological research and writing, resulting in a substantial final project.</u>	
		<u>Pre- or Corequisites</u> <ul style="list-style-type: none"> <li>• <u>MUS 398; and</u></li> <li>• <u>declared major in Musicology and Sound Studies; and</u></li> <li>• <u>permission of the school.</u></li> </ul>	
		Condensed 30-character title (required for all new and revised titles of 31-65 characters):	
<b>Rationale for proposed change:</b>			
<p>Core research course for the proposed Major in Musicology and Sound Studies, which is the study of the role of sound in culture, including music and media. The course sequence of MUS 398 and MUS 498, taken in years 3 and 4 of the program, is a reconfiguration of the current year-long MUS499 Graduate Projects in Music History (to be deleted once two current students complete; no MX note added at that time, not required currently). Two years of research-based coursework allows for the scaffolding of skills and better prepares students for undergraduate research opportunities in the fourth year of their program (JCURA), as well as post-graduate opportunities (SSHRC).</p>			
<b>Consultation:</b> (Written evidence of all consultations should be included in a single PDF for the entire program package.)			
Other units consulted in preparation of submission:			<input type="checkbox"/> No consultation required



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Add a Cultural, Social and Political Thought (CSPT) Option to the Master of Arts in French**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to add a Cultural, Social and Political Thought (CSPT) Option to the Master of Arts in French, as described in the document "Addition of a CSPT Option within the French Graduate Program".

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the proposal for the addition of a Cultural, Social and Political Thought (CSPT) Option within the Master of Arts in French, as described in the document "Addition of a CSPT Option within the French Graduate Program".

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)  
Gillian Calder, Faculty of Law  
David Castle, Vice-President Research  
Jo-Anne Clarke, Division of Continuing Studies  
Merwan Engineer, President's Nominee  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Andrea Giles, Cooperative Education and Career Services  
Nicole Greengoe, Registrar (on leave)  
Rishi Gupta, Faculty of Engineering  
Robin Hicks, Faculty of Science  
Ashlee Kirby, Student Senator  
Valerie Kuehne, Vice-President Academic and Provost  
Graham McDonough, Faculty of Education  
Patrick Nahirney, Division of Medical Sciences  
Sang Nam, Peter B. Gustavson School of Business  
Abdul Roudsari, Faculty of Human and Social Development  
Dan Russek, Faculty of Humanities  
Nilanjana Roy, Faculty of Social Sciences  
Ralf St. Clair, Dean, Faculty of Education  
Victoria Wyatt, Faculty of Fine Arts



Carla Osborne, GSS Representative  
Ada Saab, Acting Associate University Secretary  
David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

# Addition of CSPT Option within the French Graduate Program

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Dean's Name: Chris Goto-Jones	Signature Dean: Original signed by Chris Goto-Jones
Contact Name and Number:	
Dr. Catherine Caws 7362	Original signed by Catherine Caws
Date approved by Department: Jan 19 <sup>th</sup> , 2018	Chair/Director: Catherine Caws
Date approved by Faculty Curriculum Committee: January 4 <sup>th</sup> , 2019	Dean or Committee Chair: Original signed by Lisa Surridge



**PROPOSAL (up to 2,000 words plus appendices)**

**A. Identification of new concentration**

Name, Location, Academic units (Faculties, departments, or schools) offering the new concentration / option	Humanities, French/ CSPT option
Anticipated concentration /option start date	Sept 2019
Name, title, phone number and email address of contact person	Dr. Emile Fromet de Rosnay, Director CSPT, 7366, <a href="mailto:derosnay@uvic.ca">derosnay@uvic.ca</a> Dr. Catherine Caws, Chair French, 7362, <a href="mailto:chairfran@uvic.ca">chairfran@uvic.ca</a>

**B. History and context of the program indicating value of a new concentration or option**

The Department of French has just revamped its graduate program and is looking for an opportunity to expand on its offerings in order to attract a growing numbers of high caliber students. Since our recent program redesign, we have attracted high caliber students (6 new students in Sept 2018). We believe that the addition of an interdisciplinary option combining French with Cultural, Social, and Political Thought (CSPT: <https://www.uvic.ca/interdisciplinary/cspt/>) will make us even more attractive. More and more students are asking for interdisciplinary options and seek horizontal linkages across campus. Having a CSPT option will allow us to continue to move in this direction.

In addition, considering the political and societal issues that are affecting French around the world, we feel that adding the CSPT (Cultural, Social, and Political Thought) option will be a very positive step in that direction. Within that context, CSPT would benefit from a French involvement.

Joining CSPT benefits both the department and the CSPT program: on the one hand, there are potential French Studies candidates who would be attracted to UVic because of CSPT, and on the other, there are potential CSPT students who would like to do a CSPT concentration, but cannot if they are registered as French Studies students (since French Studies isn't a participating department). Furthermore, CSPT benefits from having a greater variety of faculty members who can be on MA/PhD committees, a greater variety of students in the program, and there can potentially be more course offerings for all CSPT students. Finally, participating departments benefit by having non-departmental CSPT students taking their courses that jointly offered as CSPT courses.

In addition, students will have access to a more diverse faculty, fellow students and a wider range of seminars to better suit their needs.

**C. Aims, goals and/or objectives**

Distinctive characteristics

The program simply adds an option to our French graduate program. Some characteristics include opportunities for students to:

- Expand their knowledge of contemporary and classical theoretical frameworks;
- Discover avant-garde engagements with pressing issues facing a globalized and diverse world in the digital age; and
- Develop a solid theoretical, analytical, and critical foundation for their empirical research activities.
- Understand and apply major theories in literature, film, cultural history, cultural studies, second-language acquisition, etc; and
- Formulate critical questions from a disciplinary and interdisciplinary perspective.

Anticipated contribution to the UVic Strategic Framework, Faculty, and academic unit's strategic plans

This new option will intensify dynamic learning by creating new links between graduate programs, support dialogue between graduate students from various origins and backgrounds, and ultimately it contributes to diversifying ideas, and to the potential for discovery and inquiry.

Target audience, student demand

French students interested in CSPT option

Include plans for student recruitment

Recruitment is done through the Department of French via our graduate advisor; we will simply advertise this new option.

**D. Admission requirements**

Include plans for admissions and transfer within BC system where appropriate

Admissions will not change. They will remain the same as what is currently done for French and CSPT. Students will apply to the French department and then indicate their wishes to concentrate in CSPT. The same criteria that are currently used for French Studies and CSPT will apply.



**E. Areas of research and teaching specialization of faculty complement who will teach program**

See our website. 3 members of the French Department belong to CSPT.

Dr. Hélène Cazes  
Dr. Emile Fromet de Rosnay  
Dr. Sara Harvey

<https://www.uvic.ca/interdisciplinary/cspt/people/faculty/index.php>

Apart from these faculty members who are officially associated with the CSPT program, other department members have strong theoretical grounding--for example, Dr. Sada Niang (African literary and cinema studies), Dr. Lapprand (evolutionary psychology and literary Darwinism), and Dr. Caws (socio-cultural theory, activity theory and complexity theory).

**F. Curriculum design**

Schedule of course delivery

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

FRAN 500A is offered every September and CSPT 500 and CSPT 501 are offered yearly. Students will then choose other seminars as per their program and the Departmental offerings.

Requirements are:

MA with a Concentration in CSPT Students wishing to pursue a Master's with a CSPT concentration must complete a minimum of 7.5 units of course work and a 7.5-unit thesis as follows:

- (a) FRAN 500A (1.5 units)
- (b) Two additional FRAN courses at the graduate level (3 units)
- (c) CSPT 501 (1.5 units)
- (d) either CSPT 500 or 590 (1.5 units) and
- (e) FRAN 599 (7.5 units).

All the courses listed already exist.

The thesis topic must be within the field of CSPT and the thesis must be written in French. At least two members of the

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Graduate seminars at UVic

Linkages between the learning outcomes and the curriculum design (refer either to program-specific learning outcomes or up to 3 UVic learning outcomes. (See <https://web.uvic.ca/calendar2018-05/cal/uvic/learning-outcomes.html>).

1. Expand your knowledge of contemporary and classical theoretical frameworks.
2. Discover avant-garde engagements with pressing issues facing a globalized and diverse world in the digital age.
3. Develop a solid theoretical, analytical, and critical foundation for your empirical research activities.
4. Understand and apply major theories in literature, film, cultural history, cultural studies, second-language acquisition, etc, and
5. Formulate critical questions from a disciplinary and interdisciplinary perspective.

Integration of opportunities for experiential learning, community-engaged or research-enriched learning

6. When applicable, describe: 1) the purpose of practica, Co-op work terms, 2) the unit's plans to develop placement opportunities for students, 3) the level of support extended to students seeking placements, 4) the anticipated outcomes of the work term or field placement, and 5) students' evaluation during their placements.

N/A

7. Opportunities for community engaged and research-enriched learning

Many opportunities through symposia organized by both French and CSPT, activities through the communities, colloquia, research assistantships, teaching assistantships, etc. Every year, our graduate students are involved in a graduate-student conference together with students in French studies at UBC and SFU. This could be linked with graduate student activities in CSPT. This year the graduate seminar is hosted at UVic; in 2020 it will be at UBC.

Residency requirements and anticipated times to completion

All graduate seminars are taught at UVIC. Program is scheduled to be completed in 12 to 24 months.

Policies on student evaluation

We apply UVic policies, see courses in the calendar. No specific evaluation policy is required for this program.

Describe the integration of international or Indigenous content or perspectives in the curriculum

The courses taught in our department focus heavily on international content. We will also bring in Indigenous content as we are currently hiring a new faculty member in Québec studies with a particular focus on Indigenous studies. In addition we regularly admit international students into our program.

**G. Enrolment plan for the program ( i.e., anticipated annual intake number and graduates)**

This is not a new program, so no specific enrolment is required. We need neither extra funding nor extra faculty members. However, we can anticipate that once the new concentration is added, more and more potential students will be interested in its interdisciplinary nature.

We hope to get one student per year amongst our French cohort to be interested in this new option.

**H. Resource plan**

When additional resources will be required from the Library, include evidence of consultation with the UVic Librarian (i.e., an email or letter)

No additional resources required.

**I. Related concentrations or options in UVic programs or other British Columbia post-secondary institutions**

CSPT is a unique program at UVic. SFU does not offer this option, nor do other institutions in BC.

UBC has a program in society and culture but within the faculty of education. It is not comparable.

<http://edst.educ.ubc.ca/programs/society-culture-politics-in-education/>

***J. Evidence of consultation with other UVic Departments/Faculties participating in the delivery of the concentration or option, when applicable. (Provide copies of emails or letters of support in an appendix.)***

This has already been included in the curriculum submission form dated October 22<sup>nd</sup>, 2018. Dr. Emile Fromet de Rosnay, Director of the CSPT program, presented his program at our departmental meeting on January 19<sup>th</sup>, 2017, and discussed the program with us. We voted on a motion to join the CSPT program. We did not think it was necessary to consult with any other department.



**University  
of Victoria**

Senate Committee on  
Planning

**MEMO**

**Date:** February 13, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Establish a Major in Recreation and Health Education in the Bachelor of Physical and Health Education Program**

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At its meeting of January 23, 2019, the Senate Committee on Planning considered the proposal to establish a major in Recreation and Health Education in the Bachelor of Physical and Health Education program, as described in the document "Major in Physical and Health Education in the Recreation and Health Education Program".

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 Major in Physical and Health Education in the Bachelor of Recreation and Health Education program, as described in the document "New Major in Physical and Health Education in the Recreation and Health Education Program", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary

David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA

# “Major in Physical and Health Education (PHE) in the Recreation and Health Education Program”

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Dean's Name: Ralf St. Clair	Signature Dean:
Contact Name and Number: <b>John Meldrum</b>	8382 ephe.director@uvic.ca
Date approved by Department: September 20 <sup>th</sup> , 2018	Chair/Director: Original signed by John Meldrum
Date approved by Faculty Curriculum Committee: <b>October 29<sup>th</sup>, 2018</b>	Dean or Committee Chair: Original signed by Ralf St. Clair



Major in Physical and Health Education (PHE) in the Recreation and Health Education Program

**PROPOSAL (up to 2,000 words plus appendices)**

**A. Identification of new major**

Name, Location, Academic units (Faculties, departments, or schools) offering the new major / option	BA Recreation and Health Education Program, School of Exercise Science, Physical and Health Education, Faculty of Education
Anticipated major /option start date	Fall 2019
Name, title, phone number and email address of contact person	John Meldrum (8382) <a href="mailto:ephe.director@uvic.ca">ephe.director@uvic.ca</a> Director, School of Exercise Science, Physical and Health Education.

**B. History and context of the program indicating value of a new major or option**

The proposed new major in Physical and Health Education (PHE) prepares students who are looking a direct leadership role in their communities be it in coaching, teaching or as a health educator. This major will also prepare students to apply to the University of Victoria post-degree professional program with a Physical Education teaching area as well as allowing space to have a second teachable area.

Until 2018 the pathway to qualify to teach physical education (PE) in BC schools at the University of Victoria (UVic) was through a five year Bachelor of Education degree with a second teachable area. Within UVIC the School of Exercise Science, Physical and Health Education (EPHE) has established a long history and high reputation for educating quality physical educators that reaches back to 1967.

Beginning in September 2018 the Bachelor of Education in Secondary PE is no longer accepting students. Students wishing to prepare to be a Secondary physical educator must complete an undergraduate degree and accumulate 15 units of academic approved courses in PE before applying for admission to UVic's secondary post-degree program (with PE as a teachable area). This is a trend that is happening across Canada. The new major in our BA program offers the opportunity to prepare for the post degree program as well as renews the curriculum across the program.

**C. Aims, goals and/or objectives**



**Distinctive characteristics**

The PHE major brings a strong pedagogy focus for students looking to be educators; be that in the traditional school system, in sport or in a health/community context. The renewed curriculum includes greater emphasis on diversity and indigenous ways of knowing, and enhances experiential learning both in the classroom and through optional coop, practica and volunteer experiences.

**Anticipated contribution to the UVic Strategic Framework, Faculty, and academic unit's strategic plans**

This PHE major fills the gap left by no longer accepting B.Ed students and, along with our proposed minor in PE, will keep our EETs healthy in our PE focused classes. The proposed major and renewed curriculum will help us reduce the time to graduate and allow students more career flexibility. Ultimately this will position the School to have strong BA and BSc programs with both offering honours options, experiential learning, career flexibility and the opportunity to complete a degree in a four-year period.

**Target audience, student demand**

Our current students have expressed the need for increased later-year course options in the program, more flexibility in career options, and the chance to graduate earlier. We also continue to have students interested in PE teaching but often they do not decide this until later in their academic careers. This major allows flexibility in choice and will let us continue to use the talents of our faculty in the pedagogy area. As we move to high school entrance in 2019 we see that this program can take on a cohort model, allowing for better course planning both administratively and for our students.

**Include plans for student recruitment**

We have been working with our faculty communications officer and the Associate Dean of Undergraduate Programs to resource recruitment for the BA program. This began last year with a social media campaign that successfully increased our applications and the quality of those applications. A similar campaign is planned for this year. We host school groups in our labs and classes and by working with groups like Science Ventures. Our strong relationship with our PE graduates is also an effective way to target students interested in our new major.

**D. Admission requirements**

**Include plans for admissions and transfer within BC system where appropriate**

Admission standards will remain the same in the new major and we expect that admission will remain competitive.

**E. Areas of research and teaching specialization of faculty complement who will teach program**

We have a strong group of pedagogy-focused faculty who will teach in the program. Dr Lara Lauzon, Dr. John Meldrum and Dr Vivienne Temple cross over between Recreation and Physical Education. Dr. Tim Hopper and Dr. Sandra Gibbons' physical education and coaching experience will add to our strength of teaching in the new major.

#### ***F. Curriculum design***

In the Recreation and Health Education BA (RHED) students currently all complete the same program. The current program prepares students to enter the fields of recreation, wellness and health promotion/leadership. It provides preparation in the planning, implementation, evaluation and supervision of recreation, leisure, fitness, wellness and health promotion policies and programs that support social change. Participation in Co-operative Education experiences is a mandatory requirement in this program major.

The proposed new major Physical and Health Education (PHE) represents an addition to the program. PHE prepares students for leadership in recreation and wellness, and to teach school-based physical and health education along with a second approved teaching area. Students who graduate from the Physical and Health Education major will need to complete a Diploma in Secondary Teacher Education Post-Degree Professional Program (PDPP), or equivalent, to become a teacher. Participation in Co-operative Education experiences is an option for all students in this program major. A conceptual model of how these major fit together can be found in Appendix A.

In addition to the creation of a new major, we have developed updated curriculum to address the competencies required for the field. Details of these competencies and their connection to specific courses is included in Appendix B. More specifically, we will add six courses to update the current RHED program and meet the needs of the proposed PHE major. Details and brief descriptions are in Appendix C. A full outline of both major is in Appendix D.

**Delivery methods (e.g., plans for distance education or computer assisted delivery) as appropriate to targeted student segments**

The program will primarily be delivered in person with the exception of EPHE 145 Optimizing Work-Life Integration which will be delivered using computer assisted delivery.

**Linkages between the learning outcomes and the curriculum design (refer either to program-specific learning outcomes or up to 3 UVic learning outcomes. (See <https://web.uvic.ca/calendar2018-05/cal/uvic/learning-outcomes.html>)).**

Appendix B lists the competencies we used to guide our renewal of curriculum. The competencies were derived from the UVic Strategic Planning Discussion Doc Sept 2017, UVic Co-op and intercultural competencies, Canadian Parks & Recreation Association (19 individual comp), Framework for Recreation in Canada 2015, Parks & Recreation Competency and Standards Review Project (2005) and the Canadian Sport Policy, 2012. We believe the program renewal and new major will allow our students to achieve all the learning outcomes identified by the university <https://web.uvic.ca/calendar2018-09/cal/uvic/learning-outcomes.html>.

**Integration of opportunities for experiential learning, community-engaged or research-enriched learning**

**When applicable, describe: 1) the purpose of practica, Co-op work terms, 2) the unit's plans to develop placement opportunities for students, 3) the level of support extended to students seeking placements, 4) the anticipated outcomes of the work term or field placement, and 5) students' evaluation during their placements.**

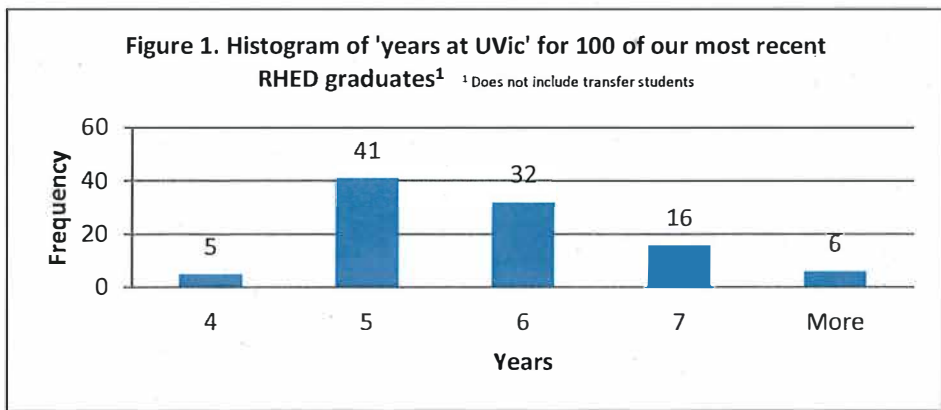
The new major will have an optional coop program similar to our current BSC Program in kinesiology. The current BA RHED major will remain a mandatory coop. The rationale for this is that students in the new major will be seeking experiential learning in a school context and paid positions in schools have not been available. In our former B.Ed PE program we have established strong working relationships with local schools where our students have had the chance to work with practicing teachers. Courses within the PE teachable area will retain these practical experiences and utilize the evaluation process that has been demonstrated to be effective in these courses.

- **Opportunities for community engaged and research-enriched learning**

The proposed major will continue allowing students to pursue an honours research project and we encourage all our students to partake in research opportunities as an undergraduate. The School has been very well supported through JCURA awards (six this academic year) and will continue to encourage research-enriched learning. Much of the content in the BA is community focused. Our curriculum changes further support this by integrating even more experiential learning into our classes and on integrating both research and community engaged learning experiences from projects beginning in first year (EPHE 142) on through to a capstone course.

**Residency requirements and anticipated times to completion**

We anticipate the changes will allow students within the RHED program to complete in 4 years. Reducing the time to completion was a key goal of the curriculum renewal process as graduation times have been identified as an issue in the program. See Figure 1. Time to completion was a key reason moving away from our B.Ed Secondary education program.



**Policies on student evaluation**

There are no new changes to our student evaluation policy currently in place.

**Describe the integration of international or Indigenous content or perspectives in the curriculum**

Adding diversity, cultural competencies and indigenous content and perspectives was also a main focus of our curriculum renewal and the addition of a new major. In our competency exercise we identified 10 specific competencies related to this topic. These competencies are now addressed multiple times beginning in first year of study up to our concluding capstone course. See appendix B for details and specifics.

**G. Enrolment plan for the program ( i.e., anticipated annual intake number and graduates)**

We anticipate that the program will have with 60 students in both majors in the BA program potentially growing to 90 as demand warrants. We project approximately 40% of our students taking and completing the new major. Our retention rates and seven year graduate rates are near 100% and we anticipate that the new major will not change that.

**H. Resource plan**

When additional resources will be required from the Library, include evidence of consultation with the UVic Librarian (i.e., an email or letter)

We do not anticipate any new resource requirements from the library as area specific journals and texts are already available. We expect that we will be able to resource the new program without specific new resources. Resources that were directed toward our 5 year B.Ed. Secondary PE program will support the addition of new courses as will the reduction in the number of activity courses offered. The physical literacy class and group fitness class proposed will fulfill many of the competencies a wide range of activity courses accomplished in the past but in a more efficient and effective manner. A cohort model also allows us to plan and deliver courses more effectively and efficiently.

**I. Related majors or options in UVic programs or other British Columbia post-secondary institutions**

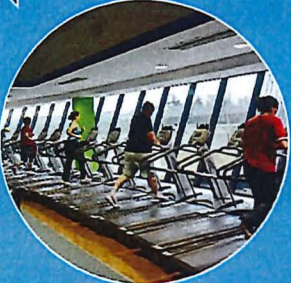
There are a number of recreation programs in BC, Langara and VIU are the two most prominent. We feel this major is innovative combining recreation with a strong pedagogical approach that we feel is needed for future success in the field be that teaching or being an educator in other contexts, such as recreation, health or sport.

***J. Evidence of consultation with other UVic Departments/Faculties participating in the delivery of the major or option, when applicable. (Provide copies of emails or letters of support in an appendix.)***

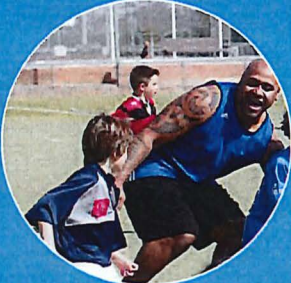
See Appendix E

# Community

Health Promotion



Recreation management and health promotion policy



Leadership in recreation (hands on)



Physical and health education teachable area

Physical Activity

Draft conceptual model Nov 3, 2017;  
reaffirmed September, 2018



2<sup>nd</sup>  
teaching  
area

Bachelor of Arts  
(Recreation and Health Education)





**University  
of Victoria**

**School of Exercise Science,  
Physical & Health Education**

**Recreation and Health Education program competencies (skills, knowledge and attributes)**

**1. Skills, attributes and body of knowledge (subject matter expertise), students will:**

- a. Articulate and apply knowledge of:
  - i. The field of recreation and health education, including the relationships and differences between recreation, leisure, physical activity, and sport
  - ii. Planning and programming for recreation, leisure, physical activity, and sport programs, initiatives, special events, and cultural celebrations.
  - iii. The personal, social and environmental determinants of health
  - iv. Design and prescribe individual lifestyle behaviour and exercise programs
  - v. Health promotion and wellness approaches
  - vi. The current state of active living and physical literacy in Canada and internationally
  - vii. The contribution that recreation, particularly public recreation, can make to active living
  - viii. Physical, cognitive, and social development across the lifespan
  - ix. Organizational, facility, and fiscal management
  - x. Marketing techniques for recreation/health promotion programs
  - xi. Foundational knowledge of teamwork and the practice of leadership.
  - xii. Foundational psychological, sociological, and physiological knowledge.
- b. Access, read, critically evaluate, synthesize, apply, and mobilize research and professional information.
- c. Design and create an evidence-informed project proposal, manage project logistics and data.
- d. Use computer applications effectively (to search for information, write professional reports, collect, store and analyze data, create face-to-face, web-based, and social media communications).
  - i. Use and manage social media and current web-based applications for internal and external communication, and to identify, build and sustain communities.



**3. Approach and characteristics of delivery, students will:**

- a. Identify and implement a personal and professional philosophy of recreation, leisure, sport, and health promotion.
- b. Explain the interconnectedness between the natural and built environment, recreation, culture, and health; and incorporate environmental stewardship and sustainability into their practice.
- c. Articulate the importance of pursuing goals with drive and energy and maintaining a positive and constructive outlook.
- d. Explore, plan, coordinate, evaluate, and maintain records of action strategies that meet community health and recreation goals.
- e. Describe how, and how to adapt to a range of organizational and political systems that affect the delivery of programs and services.
- f. Lead activities that support the development of lifestyle behaviour and movement skills and/or fitness in an enjoyable and safe manner.
- g. Design risk management plans and be able to articulate liability and insurance implications of planned activities and programs.
- h. Demonstrate how to lead and manage others to support their development, empowerment, and to hold them accountable to their intended goal or activity.
- i. Use evidence-informed approaches in practice.

**Proposed new courses and course numbers**

EPHE 144

Units: 1.5

Hours: 3-0-0

Physical Literacy

The fundamental concepts of physical literacy. Topics include: the importance of physical literacy for growth and development, how to develop physical literacy in children and youth, and the implementation of physical literacy programs in recreation, educational, and sport settings.

EPHE 145

Optimizing Work-life Integration

Units: 1.5

Hours: 3-0-0

Focuses on the importance of work-life balance for job satisfaction, personal life satisfaction, and health. Techniques and strategies for integrating work and personal life are discussed and students will learn how to monitor and effect their work-life balance.

EPHE 271

Group Fitness

Units: 1.5

Hours: 3-0-0

Designed to ensure that students are able to apply theoretical knowledge of fitness development to groups of individuals. This course blends theory and practice and field experience is part of this course. Covers effective design and delivery of group exercise programming, safety, how to create supportive exercise environments, and strategies for addressing potential challenges in group exercise contexts.

EPHE 345

Health Education for Children and Youth

Units: 1.5

Hours: 3-0-0

An introduction to health education as an education-driven approach to voluntary behaviour change. Examines how health education contributes to the development of individual and group strategies to

Both RHED Streams

For clarity Stream A refers to current RHED major Stream B the proposed new minor in PHE

Recommended sequence of required courses

Year 1				Cum. Units
	Sep – Dec	Jan – Apr	May – Aug	
Both RHED program streams	ENGL 135 (1.5) EPHE 141 (1.5) EPHE 143 (1.5) 2x EPHE 104-137 (1.0)	EPHE 142 (1.5) EPHE 241 (1.5) 1x EPHE 104-137 (0.5) EPHE 1XX Physical literacy (1.5)		A: 10.5 B: 10.5
Stream A Co-op stream	PSYC 100A (1.5)	PSYC 100B (1.5) CSC 100 (1.5)	EPHE 1XX Optimizing work-life integration (1.5) online	A: 16.5
Stream B PHE stream	EPHE 439 (1.5)	EPHE 106 (0.5) 1 x 2nd teach area (1.5)*		B: 14.0
Year 2				
Both RHED program streams	EPHE 360 (1.5) EPHE 252 (1.5)	EPHE 2XX Group fitness (1.5)		A: 21.0 B: 20.0
Stream A Co-op stream	EPHE 200 (1.5) EPHE 243 (1.5) 1 x 100+ elective (1.5)	EPHE 244 (1.5) EPHE 253 (1.5) ENGL 225 (1.5) SOC 100A (1.5)	Work term – Opportunity 1	A: 31.5
Stream B PHE stream	EPHE 201 (1.5) EPHE 245 (1.5) 1 x 2nd teach area (1.5)	1 x elective (1.5) EPHE 246 (1.5) 2 x 2nd teach area (3.0)		B: 29.0
Year 3				
Both RHED program streams	EPHE 3XX Health Education for C&Y(1.5) EPHE 270 (1.5)			A: 36.0 B: 33.5
Stream A Co-op stream	EPHE 351 (1.5) EPHE 358 (1.5) ADMIN (1.5)	Work term – Opportunity 2	EPHE 356 (1.5) EPHE 359 (1.5) Work term – Opportunity 3	A: 42.0
Stream B PHE stream	EPHE 352 (1.5) 2 x 2nd teach area (3.0)	2 x 2nd teach area (3.0) EPHE 250 or EPHE 346 (1.5) 2 x EPHE 104-137 (1.0) ENGL [see list] (1.5)	1 x elective (1.5)**	B: 45.0
Year 4				
Both RHED program streams	ED-D 417 (1.5)	EPHE 4XX Transitions: Professional prep. (1.5)		A: 48.0 B: 48.0
Stream A Co-op stream	ED-D 417 (1.5) 1 x 100 or above elective (1.5) 3 x 300 or above electives (4.5) Work term – Opportunity 4*  7.5 units*	EPHE 454 (1.5) EPHE Event management (1.5) 1 x 300+ electives (1.5) EPHE 445 (1.5)	2 x 100+ elective (3.0)	A: 60.0

	*Would need to move all these elective and ED-D 417 to an earlier term and EPHE 445 to T2.			
Stream B PHE stream	2 x 2nd teach area (3.0) 2 x elective (3.0)	EPHE 452 (1.5) 2 x 2nd teach area (3.0) 1 x elective (1.5)		PHE 60.0

Notes. \* Can be in either of the winter terms; \*\* Can be taken in any summer term. Components of PHE teachable area; New courses

**Stream A RHED Co-op**

Recommended sequence of required courses

Year 1			
Sep – Dec	Jan – Apr	May – Aug	Units
<b>ENGL 135 (1.5)</b> EPHE 141 (1.5) EPHE 143 (1.5) 2x EPHE 104 – 137 (1.0) PSYC 100A (1.5)  7.0 units	EPHE 142 (1.5) EPHE 241 (1.5) 1x EPHE 104 – 137 (0.5) EPHE 1XX Physical literacy (1.5) PSYC 100B (1.5) CSC 100 (1.5)  8.0 units	EPHE 1XX Optimizing work-life integration (1.5) online          1.5 units	16.5
Year 2			
EPHE 360 (1.5) EPHE 252 (1.5) EPHE 200 (1.5) EPHE 243 (1.5) 1 x 100 or above elective (1.5)  7.5 units	EPHE 2XX Group fitness (1.5) EPHE 244 (1.5) EPHE 253 (1.5) ENGL 225 (1.5) SOCI 100A (1.5)  7.5 units	May – Aug Work term – Opportunity 1	31.5
Year 3			
EPHE 3XX Health Education for C&Y (1.5) EPHE 270 (1.5) EPHE 351 (1.5) EPHE 358 (1.5) ADMIN (1.5)  7.5 units	Work term – Opportunity 2	May – Aug EPHE 356 (1.5) EPHE 359 (1.5) Work term – Opportunity 3   3.0 units	42.0
Year 4			
ED-D 417 (1.5) 1 x 100 or above elective (1.5) 3 x 300 or above electives (4.5) Work term – Opportunity 4*  7.5 units  *Would need to move all these elective and ED-D 417 to an earlier term and EPHE 445 to T2.	EPHE 4XX Transitions: Professional prep. (1.5) EPHE 454 (1.5) EPHE 4XX Event management (1.5) 1 x 300 or above electives (1.5) EPHE 445 (1.5)  7.5 units	2 x 100 or above elective (3.0)          3.0 units	60.0

**Notes.**

**Components of PHE teachable area** (students would need to use all of their elective units to complete the PHE teachable area)

**New courses**

**English requirement**

Includes: 4 x 100 or above level electives and 4 x 300 or above level electives

**Stream B RHED PHE**

Recommended sequence of required courses

Year 1			
Sep – Dec	Jan – Apr	May – Aug	Units
<b>ENGL 135 (1.5)</b> EPHE 141 (1.5) EPHE 143 (1.5) 2x EPHE 104 – 137 (1.0) EPHE 439 (1.5)  7 units	EPHE 142 (1.5) EPHE 241 (1.5) 1x EPHE 104 – 137 (0.5) EPHE 106 (0.5) 1 x second teach area (1.5)* EPHE 1XX Physical literacy (1.5)  7 units		14.0
Year 2			
EPHE 360 (1.5) EPHE 252 (1.5) EPHE 201 (1.5) EPHE 245 (1.5) 1 x second teaching area (1.5) 7.5 units	EPHE 2XX Group fitness (1.5) EPHE 246 (1.5) 2 x second teaching area (3.0) 1 x elective (1.5) 7.5 units	May – Aug	29.0
Year 3			
EPHE 3XX Health Education for C&Y(1.5) EPHE 270 (1.5) EPHE 352 (1.5) 2 x second teaching area (3.0) 7.5 units	2 x second teaching area (3.0) EPHE 250 or EPHE 346 (1.5) 2x EPHE 104 – 137 (1.0) ENGL [see list] (1.5)* 7.0 units	May – Aug 1 x elective (1.5)** 1.5 units	45.0
Year 4			
ED-D 417 (1.5) 2 x second teaching area (3.0) 2 x elective (3.0)  7.5 units	EPHE 4XX Transitions: Professional prep. (1.5) EPHE 452 (1.5) 2 x second teaching area (3.0) 1 x elective (1.5) 7.5 units		60.0

**Notes.**

\*Can be in either of the winter terms

\*\* Can be taken in any summer term

Components of PHE teachable area (all 15 units)

English requirements for entry into PDF

New courses

Second teaching area (18 units embedded, students need to ensure they have prerequisites for upper level, and would need to use electives for teachable areas with more units)

Includes 5 x 100 or above level electives



February 22, 2019

Dr. John Meldrum  
Director, School of Exercise Science, Physical & Health Education  
University of Victoria

**Re: New Major in Physical and Health Education (PHE) in the Recreation and Health Education Program**

Dear John,

I am writing this letter to provide my support for the new major in Physical and Health Education (PHE) in the Recreation and Health Education Program (RHED) being proposed by the Faculty of Education's School of Exercise Science, Physical & Health Education. Specifically, currently the BA RHED is a mandatory co-op program whereby all students enrolled in the degree path are required to complete mandatory co-op work term experiences. The proposed new major in major Physical and Health Education (PHE) represents an additional degree pathway to the program for students intending to teach school-based physical and health education along with a second approved teaching area. The intention for this new major is that participation in Co-operative Education work term experiences will be an option for students, rather than a mandatory component of the degree. The rationale for establishing an optional co-op program is that students in the new major may be seeking experiential learning opportunities in a school context where paid positions have not been available. The flexibility of an optional co-op program will allow those students who seek non-paying, volunteer activities within the school context to still gain experiential opportunities that may not be available to them in a paid environment.

We understand from the School of Exercise Science, Physical & Health Education that they believe that the enrolment numbers will be spread across the BA RHED and the PHE degree and School expects to maintain, or slightly increase, EETS. As it appears that there should be no resource implications for the Co-operative Education program, we are pleased to support this new major. We look forward to working with the School of Exercise Science, Physical & Health Education as they move forward with what looks to be an innovative addition to the suite of programs already offered by the School.

Sincerely,

Original signed by Andrea Giles

Andrea Giles

Acting Executive Director, Co-operative Education Program and Career Services





Date: March 14, 2019

To: Dr. John Meldrum  
Director – School of Exercise Science, Physical & Health Education  
University of Victoria

From: Gord Inglis  
Chair – Bachelor of Sport & Fitness Leadership  
Camosun College

Re: Letter of Support

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Dear John,

It is exciting to read and hear more directly regarding the new major in Physical and Health Education in the Recreation and health Education Program being proposed by the Faculty of Education's School of Exercise Science, Physical & Health Education. This appears to be a very positive development for your program and within our field generally.

I am pleased to provide my full support and endorsement on behalf of our Centre for Sport & Exercise Education for this new major.

All the best with the development and roll-out of this program.

Best regards,

Original signed by Gord Inglis

Gord Inglis  
Centre for Sport & Exercise Education  
Camosun College  
[Inglisg@camosun.ca](mailto:Inglisg@camosun.ca)  
250.370.4722





March 8, 2019

John Meldrum, PhD  
Director  
School of Exercise Science, Physical & Health Education,  
University of Victoria  
3800 Finnerty Rd.  
Victoria, BC V8P 5C2

Dear Dr. John Meldrum,

I write this letter in support for the major in Physical and Health Education (PHE) in the Recreation and Health Education Program (RHED) being proposed by the Faculty of Education's School of Exercise Science, Physical & Health Education. If you have any questions or require anything further, please let me know.

Sincerely,

Original signed by Amanda Johnson

Amanda Johnson, PhD  
Department Chair, Recreation and Tourism Management  
Vancouver Island University  
amanda.johnson@viu.ca

9 March, 2019

**RE: Support for new Major in Physical and Health Education in the Bachelor of Recreation and Health Education program**

Dear John,

I am writing this letter to provide my support for the new major in Physical and Health Education (PHE) in the Recreation and Health Education Program (RHED) being proposed by the Faculty of Education's School of Exercise Science, Physical & Health Education.

I am excited to hear about this development and wish it success in the future.

Sincerely,

Yue-Ching Cheng, MSc, PMP  
Recreation Leadership Diploma Coordinator / Instructor  
Recreation Studies Department, Langara College



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Change the Name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education”**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to change the name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal to change the name of the Professional Specialization Certificate in Special Education to “Professional Specialization Certificate in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative  
Ada Saab, Acting Associate University Secretary  
David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

**January 11, 2019**

Educational Psychology and Leadership Studies – Faculty of Education

**Memorandum #1 Re: Program Name Change**

Current Name: Professional Specialization Certificate in Special Education

Proposed Name: Professional Specialization Certificate in Special and Inclusive Education

1. The program was approved in 2008 and first admitted students in the Fall 2009 term.
2. The proposed program name change reflects changes in the discipline. Specifically, the proposed adding 'and inclusive' brings the description of this program in line with the terminology being used by BC Ministry of Education in their new policy document titled, "Inclusive Education Multi-Year Plan" (2018) and more accurately reflects the inclusive instructional approach prevalent in today's K-12 classrooms.
3. The proposed name change will not impact any students currently enrolled in the program. All students can complete their program of study if the change is approved.
4. The program name change is proposed to take effect on September 1, 2019 for students beginning the program in the Fall 2019 term.

Original signed by:

Dr. Tim Black, Chair, EPLS

January 14, 2019

Dr. James Nahachewsky, Chair, Faculty of  
Education Curriculum Committee

January 14, 2019

Dr. Ralf St. Clair, Dean, Faculty of Education

January 21, 2019



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Change the Name of the Diploma in Special Education to “Diploma in Special and Inclusive Education”**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to change the name of the diploma in Special Education to “Diploma in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal to change the name of the diploma in Special Education to “Diploma in Special and Inclusive Education”, as described in the memorandum dated January 11, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary

David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

**January 11, 2019**

Educational Psychology and Leadership Studies – Faculty of Education

**Memorandum #2 re: Program Name Change**

Current Name: Diploma in Special Education

Proposed Name: Diploma in Special and Inclusive Education

1. The program was approved in 2009 and first admitted students in the Spring 2011 term.
2. The proposed program name change reflects changes in the discipline. Specifically, the proposed adding 'and inclusive' brings the description of this program in line with the terminology being used by BC Ministry of Education in their new policy document titled, "Inclusive Education Multi-Year Plan" (2018) and more accurately reflects the inclusive instructional approach prevalent in today's K-12 classrooms.
3. The proposed name change will not impact any students currently enrolled in the program. All students can complete their program of study if the change is approved.
4. The program name change is proposed to take effect on September 1, 2019 for students beginning the program in the Spring 2020 term.

Original signed by:

Dr. Tim Black, Chair, EPLS

January 14, 2019

Dr. James Nahachewsky, Chair, Faculty of  
Education Curriculum Committee

January 14, 2019

Dr. Ralf St. Clair, Dean, Faculty of Education

January 21, 2019





**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Change the Name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences”**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to change the name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences”, as described in the memorandum dated January 8, 2019.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, the proposal to change the name of the Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program to “Physics and Ocean-Atmosphere Sciences”, as described in the memorandum dated January 8, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

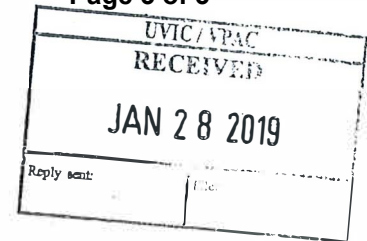
Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative

Ada Saab, Acting Associate University Secretary

David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



January 8, 2019

Dear Dr. Wright,

We are writing this memo to request that a change be made to the name of one of the sets of combined BSc programs between the School of Earth and Ocean Sciences and the Department of Physics and Astronomy. The present name of this pair of programs (one Honours and one Major) is "Physics and Ocean Sciences (Ocean-Atmosphere Dynamics)". We are requesting a change of the program name to "Physics and Ocean-Atmosphere Sciences". Associated with this name change, we are proposing some modest changes to the program requirements (removing first-year EOS courses to allow second-year entry to the program, increasing the number of required ocean science courses, and removing some required PHYS and MATH courses). Curriculum change forms describing the proposed course changes in detail are attached. The motivation for the proposed change is that the revised name is shorter and better reflects the content of the revised programs. In particular, the broader oceanography requirements of the revised programs justify the change from "Ocean-Atmosphere Dynamics" to "Ocean-Atmosphere Sciences". The proposed changes will have no effect on the ability of existing students to successfully complete the program.

We propose that these changes take effect in the September 2019 Calendar. The proposed changes have been approved by SEOS and the Department of Physics and Astronomy and have been submitted to the Faculty of Science Curriculum Committee for consideration in Cycle II of the 2018/19 academic year.

Please do not hesitate to contact us if you require any further information.

Original signed by Stan Dosso

Stan Dosso, Director, SEOS

Original signed by Bob Kowalewski

Bob Kowalewski, Acting Chair, Physics and Astronomy

Original signed by Robin Hicks

Robin Hicks, Chair,  
Faculty of Science Curriculum Committee

Original signed by Robert Lipson

Robert Lipson, Dean, Faculty of Science



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Establish New Honours and Major within the Existing Chemistry and Earth and Ocean Sciences Combined Program**

---

At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to establish new honours and majors within the existing Chemistry and Earth and Ocean Sciences combined program, as described in the document “Honours in Chemistry and Ocean Sciences/Major in Chemistry and Ocean Sciences”.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the proposal to establish new Honours and Major within the existing Chemistry and Earth and Ocean Sciences combined program, as described in the document “Honours in Chemistry and Ocean Sciences/Major in Chemistry and Ocean Sciences”, and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts  
Carla Osborne, GSS Representative  
Ada Saab, Acting Associate University Secretary  
David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA

# Honours in Chemistry and Ocean Sciences

## Major in Chemistry and Ocean Sciences

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Dean's Name: Robert Lipson	Signature Dean:
Contact Name and Number: Jody Klymak	250-472-5969 jklymak@uvic.ca
Date approved by SEOS: February 15, 2019	Signature SEOS Director: Original signed by Stan Dosso
Date approved by Chemistry: February 15, 2019	Signature Chemistry Chair: Original signed by Neil Burford
Date approved by Faculty: February 19, 2019	Dean or Faculty Chair: Original signed by Rob Lipson





**FULL PROPOSAL (up to 5,000 words plus appendices)**

**A. Identification of new Major**

Name, Location, Academic units (Faculties, departments, or schools) offering the new Major	Honours in Chemistry and Ocean Sciences Major in Chemistry and Ocean Sciences Department of Chemistry School of Earth and Ocean Sciences
Anticipated start date	September 2019
Name, title, phone number and email address of contact person	Jody Klymak 250-472-5969 jklymak@uvic.ca

**B. History and context of the existing undergraduate program and relation to new Major**

SEOS and Chemistry have a long history of offering combined undergraduate educational programs (both Honours and Major programs) since the mid 1990s. The EOS classes in these existing combined programs are almost exclusively focused on the earth sciences. Yet, chemistry is an excellent foundation for ocean sciences and chemical oceanography is a thriving research discipline at UVic and more broadly in the global research community. As well, UVic needs educational programs to match and augment its commitment to being a national leader in ocean science and climate research. UVic renewed its Strategic Research Plan in 2016, identifying *Ocean Science and Technology* and *Environment, Climate, and Energy* as two of UVic's eight dynamic research capabilities. The investment in faculty in these areas across the university is one testament to UVic's focus on these research capabilities. The investment in centres and infrastructure is another testament, including Ocean Networks Canada, Bamfield Marine Sciences Centre, Pacific Institute for Climate Solutions, and the Pacific Climate Impacts Consortium. As a research-intensive university, UVic strives to suffuse its educational programs with relevant research and to align educational opportunities with its research capabilities.

In 2007, SEOS introduced an Ocean Science Minor (OSM), with the goal that it could be combined with any science major program. At the time, this was a deliberate choice to mirror the traditional multi-disciplinary nature of oceanography involving chemistry, physics, biology, geology, and more. Indeed, many oceanographers enter the field late in their undergraduate degrees or in graduate school, first pursuing a strong background in



a core science. The OSM was designed as a set of four oceanography courses at the 3<sup>rd</sup> year level, taken as an intensive sequence in the summer term, and includes SEOS's two 1<sup>st</sup> year courses and two upper-level ocean-related electives.

While the OSM has been successful, most of the students adding the OSM to their degrees have been Biology majors, followed by Earth Science majors, Biology and Earth and Ocean Science combined program majors, and a smattering of others. Several factors have limited the participation of Chemistry majors in the OSM. First, Chemistry majors have a high number of required classes, making it difficult to add a minor program of any kind. Second, most of the upper-level ocean-related electives that can be included to fulfill the requirements of the OSM are Biology courses that Chemistry students would not have the other prerequisites for. Finally, because the OSM includes two 1<sup>st</sup> year EOS courses, it is designed with the expectation that students will include the OSM in their degree planning from the first year. However, many students become interested in ocean sciences farther along in their degree and may be put off by the need to take 1<sup>st</sup> year level classes later in their degree and maturity level.

Our motivation in introducing new major/honours in Chemistry and Ocean Sciences is to solve some of these systemic problems for Chemistry students to participate in ocean sciences educational opportunities and to ensure that combined degree programs between Chemistry and SEOS reflect the different branches of the departments. To do this, we are proposing new Honours and Majors within the existing Chemistry and SEOS combined program to create one set of Chemistry and Earth Sciences Honours and Major and a different set of Chemistry and Ocean Sciences Honours and Major. First, the new major/honours curates the upper level CHEM and EOS courses to ensure that students will have the necessary prerequisites for these courses. Second, it reduces the total number of CHEM courses compared to a Chemistry major to allow the inclusion of the EOS courses. Third, it parallels the CHEM major for the first two years to allow students to easily enter the program in their third year.

The proposed new programs would provide a home at UVic for Faculty of Science students wanting to do quantitative science focused on oceans and the atmosphere.

### C. Aims, goals and/or objectives

#### Distinctive characteristics

This combined Chemistry and Ocean Sciences Honours and Major would be one of few programs nationally that incorporates environmental chemistry into a core chemistry program. Care has been taken to ensure that a fundamental chemistry education is at its heart. Students graduating with this major should be able to go on to industrial jobs or graduate school in chemistry if they so desire. Students in this major would also develop skills in conducting field research, analyzing environmental datasets, and forecasting future changes. Field research, fundamentally different from laboratory experiments, would focus on experiment design, logistics of sampling, choice/characterization of aspects of the system that may affect results, and interpretation of real, noisy, environmental data. Environmental datasets are typically large and collected by multiple sensors/analyses,

The proposed program is distinct from the existing CHEM majors in that it gives students the ability to fit upper level ocean-chemistry and general oceanography courses into their program. It is distinct from the existing combined degrees in Chemistry and Earth Sciences in that it focuses on oceanography EOS courses rather than geology courses.

#### Anticipated contribution to the UVic, Faculty, and academic unit's strategic plans

UVic and the Faculty of Science have a strong ongoing commitment to ocean science research. This Chemistry and Ocean Sciences major will strengthen that commitment in the educational realm. Students hear about the great research UVic does in oceans, but do not yet find ready venues for learning about the ocean.

UVic and Science also have a strong commitment to experiential learning. UVic's vigorous Co-op programs and extensive use of field-courses for learning help make us a destination university. The proposed major has field components in 3-4 of the upper level courses, and a focused field school to be held at the UVic-supported Bamfield Marine Centre.

#### Target audience, student and labour market demand

##### *EOS110 Spring 2017 Survey Results:*

95 of EOS 110 students filled out a survey in Spring 2017 to gauge interest in ocean science majors at UVic. Of those 95, 26 indicated that they were "very interested" in a combined ocean sciences degree, and a further 32 who said they were "interested", for a 61% favourability rating.

##### *Statement from former SEOS Undergraduate Advisor Colin Goldblatt:*

"Most of the admissions enquiries that I field, and many of the lower-level program choice questions, are from students looking for an Oceanography Major. Presently, I have to advise students that our only Major program is in Earth Science, and that existing combined programs are, in essence, combined Earth + X (other than the Physics + Atm/Ocean program). Thus, the proposed combined programs will likely be a step in the right direction, providing an ocean option partly in SEOS."

*Labour Market:*

Not only would these new programs tap into student desire to make the planet a better place and to apply their science skills to societally important questions, but they would also give students the skills to join a growing job market in the environmental sector (a \$20 billion industry in North America). Environmental assessments, water quality monitoring, and spill management have become government and industry concerns and require workers with skills in chemistry and the ocean environment. The Department of Fisheries and Oceans (DFO) have employed a number of our graduates. ASL in Sidney (<http://www.aslenv.com>) has grown to 50 people and is interested in hiring more students training directly in oceanography. There are a number of local Victoria companies (Axys, AML, Rockland Scientific, JASCO) who require highly trained personnel with undergraduate or graduate degrees related to ocean sciences. Nationally there is a thriving ocean technology sector, centred in Victoria, Halifax, and Ottawa. More broadly, students trained in ocean/atmosphere data collection and analysis are well suited to work in careers requiring strong quantitative reasoning skills (e.g. finance).

Include plans for student recruitment, retention, and success

Recruitment will be via a special section on the SEOS website; presentation to second-year science classes (with permission of instructors); and yearly information sessions.

Retention will be aided by developing a cohort, particularly via the 300-level courses and the field school at Bamfield.

Students are already very successful in the existing Ocean Science Minor, and we expect that success to be replicated in this proposed combined Honours and Major. Students in the existing OSM have moved to academic, governments, and industry careers.

**D. Admission requirements**

Include plans for admissions and transfer within BC system where appropriate

The degrees are designed to start in third year, and will share admission and transfer requirements with the other programs in the Faculty of Science.

**E. Areas of specialization and evidence of adequate faculty complement (Include short faculty cv information in an appendix)**

These combined Chemistry and Ocean Sciences degrees can be fully taught with the existing faculty complement who already offer the core CHEM and OSM courses.

**F. Curriculum design**

*Schedule of course delivery:*

**Combined Honours in Chemistry and Ocean Sciences**

**First Year**

CHEM 091 <sup>1</sup> .....	0.0
CHEM 101 and 102 <sup>2</sup> .....	3.0
CHEM 231.....	1.5
MATH 100 or 109 .....	1.5
MATH 101 .....	1.5
Either PHYS 110 and 111 or PHYS 120 and 130 .....	3.0
Electives <sup>3</sup> .....	4.5
<b>Total .....</b>	<b>15.0</b>

**Second Year**

BIOL 186 or BIOC 299 <sup>4</sup> .....	1.5
CHEM 212, 225, 234, 245, 260.....	7.5
MATH 202 <sup>5</sup> .....	1.5
Electives <sup>3</sup> .....	4.5
<b>Total .....</b>	<b>15.0</b>

**Third and Fourth Years**

CHEM 318, 361 .....	3.0
One of CHEM 362, 363, 364 .....	1.5
Three CHEM 400-level courses <sup>6</sup> .....	4.5
EOS 225, 312, 314, 401, 425 .....	7.5
Two of EOS 311, 313 <sup>3</sup> , 340 .....	3.0
CHEM 499A, 499B or EOS 499A, 499B .....	3.0
STAT 255 or 260 .....	1.5
Electives .....	6.0
<b>Total .....</b>	<b>30.0</b>

1. For students with Chemistry 11 and Pre-Calculus 12 or equivalents. Students with Chemistry 12 and Pre-Calculus 12 or equivalents should not complete CHEM 091.
2. CHEM 150 may be taken instead of CHEM 101.
3. EOS 120 is a prerequisite to EOS 313.
4. May be replaced by BIOC 300A.
5. MATH 200 and 204 may be taken instead of MATH 202.
6. A list of CHEM 400-level courses and their offering schedule is available in the Department of Chemistry web site (<http://www.uvic.ca/chemistry/undergraduate/courses/index.php>)

### Combined Major in Chemistry and Ocean Sciences

#### First Year

CHEM 091 <sup>1</sup> .....	0.0
CHEM 101 and 102 <sup>2</sup> .....	3.0
CHEM 231.....	1.5
MATH 100 or 109 .....	1.5
MATH 101 .....	1.5
Either PHYS 110 and 111 or PHYS 120 and 130 .....	3.0
Electives <sup>3</sup> .....	4.5
<b>Total .....</b>	<b>15.0</b>

#### Second Year

BIOL 186 or BIOC 299 <sup>4</sup> .....	1.5
CHEM 212, 225, 234, 245, 260.....	7.5
MATH 202 <sup>5</sup> .....	1.5
Electives <sup>3</sup> .....	4.5
<b>Total .....</b>	<b>15.0</b>

#### Third and Fourth Years

CHEM 318, 361 .....	3.0
One of CHEM 362, 363, 364 .....	1.5
Three CHEM 400-level courses <sup>6</sup> .....	4.5
EOS 225, 312, 314, 401, 425 .....	7.5
Two of EOS 311, 313 <sup>3</sup> , 340 .....	3.0
STAT 255 or 260 .....	1.5
Electives .....	9.0
<b>Total .....</b>	<b>30.0</b>

1. For students with Chemistry 11 and Pre-Calculus 12 or equivalents. Students with Chemistry 12 and Pre-Calculus 12 or equivalents should not complete CHEM 091.
2. CHEM 150 may be taken instead of CHEM 101.
3. EOS 120 is a prerequisite to EOS 313.
4. May be replaced by BIOC 300A.
5. MATH 200 and 204 may be taken instead of MATH 202.
6. A list of CHEM 400-level courses and their offering schedule is available in the Department of Chemistry web site (<http://www.uvic.ca/chemistry/undergraduate/courses/index.php>)

#### New Courses:

#### **EOS 401 Oceanographic Field School, Units: 1.5**

Methods of data acquisition, study, and analysis required for solving oceanographic problems. Includes a field component held at Bamfield Marine Centre. Focus is on planning, implementing, and analyzing a field data set, elucidating the biological, chemical, geological, and physical dynamics of coastal waters. *Prerequisites:* Three of EOS 311, 312, 313, either 314 or 431.

Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

Classroom delivery supplemented by laboratory classes and a field school (EOS 401)

Linkages between the learning outcomes and the curriculum design

The most important learning outcome is that students emerge with an internationally competitive Chemistry Degree. This program has a solid core of chemistry, and students will be recognized as chemists foremost.

The second learning outcome is that students learn how field-based research differs in fundamental ways from laboratory-based research. The core courses in the oceanography side of this program all have field components, and the proposed field school explicitly teaches experimental design, execution, and scientific evaluation. This will have valuable real-world application for students who wish to pursue any aspect of chemistry that requires field work. We also believe it will be advantageous even for students who end up focusing on laboratory work, because learning different methodologies makes for more flexible scientists.

The third learning outcome is that students gain a knowledge base in ocean sciences. The core courses in chemical, physical, and biological or geological oceanography plus the upper level ocean chemistry course will give students this knowledge base that will make them desirable in a number of environmental science professions. The ocean courses will additionally provide more breadth in other science disciplines (physics, geology, biology) than other chemistry students. Being exposed to these disciplines will give students a broader array of tools to use to apply to future endeavours.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

These degrees are meant to be accessible to Co-op students, and students would be encouraged to participate in Co-op. The OSM was formerly taught exclusively in the summer term, but the classes have been moved into the regular fall and spring terms in part to make them more accessible to Co-op students. There are a good number of potential Co-op placements in chemical oceanography, and more broadly in environmental chemistry.

Residency requirements and anticipated times to completion

Four-year program, mainly on-campus with one course at Bamfield Marine Science Centre.

Policies on student evaluation, candidacy exams, and oral examinations

Usual Faculty of Science policies

Plans for integration of teaching and research

The existing OSM is already integrated with research programs by the various faculty. Our focus on Saanich Inlet has led to observation programs like the recent Saanich Inlet Redox Experiment. Conversely, students use data set outputs from our research in their learning, including data collected during research fieldwork and from Ocean Networks

Canada's observing nodes. These integrations will continue and be strengthened by the field school to take place at Bamfield Marine Science Centre.

Describe any plans to develop international or Indigenous content or perspectives

Oceanography is by its nature international. We have informal linkages through research to other oceanographic programs in North America, China, and the UK. These linkages are not formally part of the proposal, but could be developed (and likely will at the graduate level with co-incident graduate education programs).

Similarly, indigenous content is not explicitly included. However, indigenous organizations have a strong interest in local ocean conditions and such linkages could be developed in the future.

**G. Enrolment plan for the length of the Major (Include a table of anticipated annual intake and graduates including those in any existing program)**

	Number
Y2	8-10
Y3	6-8
Y4	5-7

We anticipate most students in this program would have pursued a core Chemistry program or have chosen to move from Chemistry to Environmental Studies. We expect any students who don't complete the Ocean Science part of the program will be able to add additional CHEM classes to receive a degree in Chemistry. We plan for these degrees to encourage more students into the Chemistry program who may have pursued other degrees and for this program to help make UVic a destination university for excellent science students who may want to pursue degrees that have ocean/environmental application.

**H. Funding plan for the length of the Major**

Resources required for Faculty appointments

- Currently funded faculty resources

The faculty who teach both the chemistry and ocean sides of this degree are all housed in Chemistry or SEOS already. SEOS has the capacity to add the EOS 401 field school without increasing its faculty complement.

- New faculty resources required

Resources required for staff appointments

SEOS has a Senior Laboratory Instructor who is mainly associated with the Ocean Science Minor, and we anticipate this position will support the new combined degrees.

Resources required for space

Space requirements are as for the existing OSM

Resources required from Library

(Include evidence of consultation with UVic Librarian)

No new resources required

**I. Related Majors within UVic or other British Columbia post-secondary institutions**



A combined Physics and Ocean-Atmosphere Sciences program is also being proposed, adapted from an existing Physics and Ocean Sciences (Ocean-Atmosphere Dynamics) program.

Dalhousie University has a full-fledged undergraduate degree in Oceanography. Our proposed combined degree with Chemistry is distinct from this Oceanography degree in giving students a core degree in Chemistry in addition to Ocean Science education. The goal is that students who complete these degrees are not constrained to be oceanographers, but would also be fully prepared chemists. The degree we propose is more similar to the combined Major (or Honours) in Oceanography and Chemistry at University of British Columbia, though the selection of required courses and emphasis on field work in several classes is different.

***J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)***

See attached letters of support.

Resource Plan for BOG (500 words maximum)

Strategic Relevance

UVic has a research and strategic investment and branding in oceans research. On the education side, we have a well-subscribed Ocean Science Minor. This proposal will expand that offering to be available to more students by making the ocean sciences courses available in their degrees. This degree will offer a solid core of courses constituting a Chemistry major, while allowing the students to study Ocean Chemistry and general ocean science. Ocean Sciences will expose students to a different set of techniques and methodologies that will build on their laboratory-based core studies. The degree will also expand opportunities for experiential learning by offering a two-week long Oceanographic Field School, with field work based at Bamfield Marine Science Centre.

Overview/nature of the Major

Combined degrees between the Department of Chemistry and the School of Earth and Ocean Sciences. The program replaces some upper-level chemistry courses with upper level EOS courses, many of which have strong chemistry components. Because studying the ocean is very interdisciplinary, students also will learn ocean physics, ocean biology, and ocean geology, all of which strongly affect and are affected by ocean chemistry.

Alignment with the university's mission and strategic plan

As above, UVic has a strong commitment to ocean science, particularly through Ocean Networks Canada. Having strong educational programs in this subject area is vital and will take advantage of UVic's location on the coast. UVic also values experiential learning, and this degree has a very large component of students going into the field, designing and conducting their own experiments.

Senate/academic considerations

Demand and availability

Survey demand for students taking EOS 110 is about 50%, indicating robust demand. Anecdotal evidence from SEOS undergraduate advisors indicate that this program will have demand. Courses in program are largely already available, and well-subscribed; this change is meant to allow more chemistry students to take the courses as part of a structured program.

Resource implications (including resource plan, revenue and expenditure implications)

The teaching complement is already satisfactory to offer this program. The field course will cost order \$20k/y, some of which has been requested from UVic to subsidize student participation

Other relevant factors (including impact and outcomes)

The program is supported by local industry and government groups. See appendix for support letters.



March 6, 2019

Dr. Roberta Hamme, Associate Professor  
School of Earth and Ocean Sciences  
Bob Wright Centre A405  
University of Victoria  
Victoria BC Canada

Dear Roberta,

Thank you for briefing me on your proposed new Major and Honours programs in Chemistry and Ocean Sciences. I offer my full support for these programs on behalf of the Department of Oceanography at Dalhousie.

The SEOS experience with offering of major programs that combine Ocean Sciences with other disciplines provides clear understanding of the challenges and opportunities associated with drawing students into ocean-related degrees. In particular, non-biology science students rarely are aware of the opportunities in ocean-related fields, and by the time some do become aware, they are too far along in their programs to switch emphasis to ocean sciences. At Dalhousie we also confront these problems as we seek to increase non-biology enrolments in our Ocean Sciences major.

I am impressed with how the proposed programs are structured to allow students to merge smoothly into them after two years of studying Chemistry. This strategy gives students time to develop their interests in Chemistry and to consider where they wish to take their degrees. In my experience, at the mid-program point, many chemistry students begin to ponder whether a career in the laboratory is the goal. The opportunity to apply their knowledge to environmental problems is a powerful draw for some, and the proposed programs will serve those students well.

Many of our pressing problems in the ocean involve chemistry. Canada will benefit from training more scientists able to address these problems, and University of Victoria is well positioned to offer that training.

Sincerely,

A handwritten signature in blue ink that reads "Paul S Hill".

Dr. Paul S. Hill  
Professor and Chair

**From:** [Science - Associate Dean](#)  
**To:** [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning](#)  
**Subject:** FW: Planning document for Chemistry and Ocean Sciences programs  
**Date:** March 7, 2019 9:50:33 AM  
**Attachments:** [image002.png](#)  
[image003.png](#)  
**Importance:** High

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Hi Sandra – as discussed in previous email.

Cheers,  
Robin



**Dr. Robin G. Hicks**

Associate Dean (Academic), Faculty of Science  
Professor of Chemistry  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, British Columbia  
V8V 2Y2 Canada  
+1-250-721-7062  
[www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php](http://www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php)

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**From:** Catherine Krull - Dean, SOSC <soscdean@uvic.ca>  
**Sent:** March 6, 2019 10:42 AM  
**To:** Science - Associate Dean <adeansci@uvic.ca>  
**Cc:** Rob Lipson <rlipson@uvic.ca>  
**Subject:** Re: Planning document for Chemistry and Ocean Sciences programs  
**Importance:** High

Dear Colleagues,

I am writing in support of the proposed undergraduate program in Chemistry and Ocean Sciences. This program would make a significant contribution to the ongoing development of a collaboration between the Faculties of Science and Social Sciences in the area of oceans, climate, and coastal communities. The research and training components of this collaboration would be significantly enhanced by the development of new integrative programs such as this one.

Sincerely yours,

Catherine Krull  
Dean of Social Sciences



CATHERINE KRULL, PhD  
DEAN, Faculty of Social Sciences  
[University of Victoria](http://www.uvic.ca)  
T 250-472-5058  
[soscdean@uvic.ca](mailto:soscdean@uvic.ca)

I acknowledge with respect the Songhees, Esquimalt and WSANEC peoples on whose traditional territory the university of Victoria stands and whose historical relationships with the land continue to this day.

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**From:** Science - Associate Dean <[adeansci@uvic.ca](mailto:adeansci@uvic.ca)>  
**Date:** Tuesday, February 19, 2019 at 9:18 AM  
**To:** "Catherine Krull - Dean, SOSC" <[soscdean@uvic.ca](mailto:soscdean@uvic.ca)>, "Rosaline Canessa - Associate Dean, SOSC" <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>  
**Subject:** Planning document for Chemistry and Ocean Sciences programs

Hi Cathie/Rosaline,

I am writing to seek a letter of support from you for new undergraduate programs in Chemistry and Ocean Sciences. We are excited about these new programs which are part of an ongoing effort to strengthen our undergraduate Oceans-centric programming.

We are hoping to have these programs approved by the Senate Planning Committee at their early March meeting. As such, if I could get your letter of support by the middle of next week I would really appreciate it (apologies for the short notice).

If you have any questions or concerns please feel free to contact me.

Cheers,  
Robin

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**Dr. Robin G. Hicks**

Associate Dean (Academic), Faculty of Science  
Professor of Chemistry  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, British Columbia  
V8V 2Y2 Canada  
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[www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php](http://www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php)

**From:** [Science - Associate Dean](#)  
**To:** [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning](#)  
**Subject:** FW: Planning document for Chemistry and Ocean Sciences programs  
**Date:** March 7, 2019 9:50:14 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)

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Hi Sandra,

Here is a “memo” of support from Humanities for the Chemistry/Ocean Sciences program. Obviously too late for the planning committee, but could you please include this in the package that will be sent to Senate?

I will also send a similar memo from Social Sciences.

Cheers,  
Robin



**Dr. Robin G. Hicks**

Associate Dean (Academic), Faculty of Science  
Professor of Chemistry  
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Victoria, British Columbia  
V8V 2Y2 Canada  
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[www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php](http://www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php)

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**From:** Lisa SurrIDGE - Humanities Associate Dean, Academic <humsada@uvic.ca>  
**Sent:** March 5, 2019 10:06 AM  
**To:** Science - Associate Dean <adeansci@uvic.ca>  
**Cc:** Chris as DeanHums <deanhums@uvic.ca>  
**Subject:** Re: Planning document for Chemistry and Ocean Sciences programs

Dear Robin: I have consulted with Chris. We have no concerns about these new programs and are pleased, therefore, to offer this letter of support.

Lisa SurrIDGE

Dr. Lisa SurrIDGE  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246  
F 250-721-7059



[web page](#)

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### Dr. Robin G. Hicks

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[www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php](http://www.uvic.ca/science/chemistry/people/faculty/RobinHicks/index.php)

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**From:** Science - Associate Dean

**Sent:** February 19, 2019 9:20 AM

**To:** Chris as DeanHums <[deanhums@uvic.ca](mailto:deanhums@uvic.ca)>; Lisa Surridge - Humanities Associate Dean, Academic <[humsada@uvic.ca](mailto:humsada@uvic.ca)>

**Subject:** Planning document for Chemistry and Ocean Sciences programs

Hi Chris/Lisa,

I am writing to seek a letter of support from you for new undergraduate programs in Chemistry and Ocean Sciences. We are excited about these new programs which are part of an ongoing effort to strengthen our undergraduate Oceans-centric programming.

We are hoping to have these programs approved by the Senate Planning Committee at their early March meeting. As such, if I could get your letter of support by the middle of next week I would really appreciate it (apologies for the short notice).

If you have any questions or concerns please feel free to contact me.

Cheers,

Robin

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### Dr. Robin G. Hicks

Associate Dean (Academic), Faculty of Science

Professor of Chemistry  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, British Columbia  
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**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to Establish an Honours program within the Existing Chemistry for Medical Sciences (ChemMedSci) Program**

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At its meeting of March 6, 2019, the Senate Committee on Planning considered the proposal to establish honours within the existing Chemistry for Medical Sciences (ChemMedSci) program, as described in the document "Honours within the Existing Chemistry for Medical Sciences (ChemMedSci) Program".

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve the proposal to establish an Honours program, within the existing Chemistry for Medical Sciences (ChemMedSci) program, as described in the document "Honours within the Existing Chemistry for Medical Sciences (ChemMedSci) Program", and that this approval be withdrawn should the programs not be offered within five years of the granting of approval.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)

Gillian Calder, Faculty of Law

David Castle, Vice-President Research

Jo-Anne Clarke, Division of Continuing Studies

Merwan Engineer, President's Nominee

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Andrea Giles, Cooperative Education and Career Services

Nicole Greengoe, Registrar (on leave)

Rishi Gupta, Faculty of Engineering

Robin Hicks, Faculty of Science

Ashlee Kirby, Student Senator

Valerie Kuehne, Vice-President Academic and Provost

Graham McDonough, Faculty of Education

Patrick Nahirney, Division of Medical Sciences

Sang Nam, Peter B. Gustavson School of Business

Abdul Roudsari, Faculty of Human and Social Development

Dan Russek, Faculty of Humanities

Nilanjana Roy, Faculty of Social Sciences

Ralf St. Clair, Dean, Faculty of Education

Victoria Wyatt, Faculty of Fine Arts

Carla Osborne, GSS Representative  
Ada Saab, Acting Associate University Secretary  
David Capson, Faculty of Graduate Studies  
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

# Honours within the Existing Chemistry for the Medical Sciences (ChemMedSci) Program

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Dean's Name: <b>Rob Lipson</b> Robin Hicks, Acting Dean	Signature Dean: Original signed by Robin Hicks
Contact Name and Number: <b>Peter Wan</b> <a href="mailto:pwan@uvic.ca">pwan@uvic.ca</a> 250-721-8976	
Date approved by Department: Nov 27, 2018	Head: <b>Neil Burford</b> Original signed by Neil Burford
Date approved by Faculty:	Dean or Faculty Chair: <b>Rob Lipson</b>



Proposal of a new Stream or Option  
within an Existing Major Program

**PROPOSAL (up to 5,000 words plus appendices)**

**A. Identification of new stream**

Name, Location, Academic units (Faculties, departments, or schools) offering the new stream / option	Department of Chemistry, Faculty of Science (Elliott and Petch Buildings and Bob Wright Centre)
Anticipated stream /option start date	Honours stream within current "Chemistry for the Medical Sciences" (ChemMedSci) major program Proposed start date: September 2019
Name, title, phone number and email address of contact person	Peter Wan, Professor of Chemistry (ChemMedSci advisor) (250) 721-8976 pwan@uvic.ca

**B. History and context of the program indicating value of a new stream or option**

Since the 1960s the Department of Chemistry has offered the traditional Chemistry Major (CHEM MAJOR) and Chemistry Honours (CHEM HONOURS) degrees, along with minor/general program options. These programs were intended to train future professional chemists, and to prepare students for the Masters and PhD degrees in chemistry. With the advent of the co-op option in the 1970s, many CHEM MAJOR/HONOURS students were also co-op students, further adding to their experiential training by working for 4-month periods in chemistry-related companies and organizations.

During the 1970-1995 period, five combined programs with other departments were created: (1) Combined Major in Chemistry and Biochemistry; (2) Combined Major in Chemistry and Microbiology; (3) Honours Program in Chemistry and Mathematics; (4) Major Program in Chemistry and Mathematics; (5) Honours Program in Chemistry and Earth & Ocean Sciences; (6) Major Program in Chemistry and Earth & Ocean Sciences.

Up to 2014, most chemistry students chose the CHEM MAJOR/HONOURS degrees over the combined programs. Typically, the department graduates 35-45 students with the traditional CHEM MAJOR/HONOURS degrees with a total of 5-10 students from all of the combined degrees together. These numbers would seem healthy when the student population was around 7000-10,000 in the 1980/90s. However, the numbers have not grown proportionately with student enrollment growth experienced by the university over the last 20 years that is now approx 21,000 students.

In the years leading to 2014, from department planning exercises and self-evaluations initiated by Dr. Neil Burford (incoming Chair at the time), the department proposed the creation of a new program, "Major Program in Chemistry for the Medical Sciences (ChemMedSci)". This is a unique and innovative chemistry program intended to attract students with a genuine interest in the chemical sciences but whose ultimate aim is to enter one of the health professions such as

medicine, pharmacy, veterinary medicine, etc. or who wish to pursue graduate studies in chemistry aligned to health areas such as medicinal chemistry, bioorganic chemistry, chemical biology, pharmaceutical chemistry, bioanalytical diagnostics, etc. The basis for the program was the realization that although the chemical sciences are the basis for many diagnostic methods and treatments of disease, the traditional CHEM MAJOR/HONOURS degrees offered very few options for students with the health professions as the primary goal. Most students with such interests would often choose biology or biochemistry, but programs in these departments do not offer exposure to the wide range of chemical sub-disciplines that are relevant to the chemical basis for diagnosis and detailed mechanistic understanding and treatment of disease.

The ChemMedSci Major was implemented in the 2014-15 academic year. Its popularity is evidenced by the fact that up to 50% of all chemistry graduates now are ChemMedSci Majors. Significantly also is that the total number of chemistry graduates has reached up to 70 per year. This healthy growth (from about 35-45 prior to 2014) can be directly attributed to the new ChemMedSci program. In other words, the program has attracted a new group of students whose interest lies in chemistry but would like to pursue a career in health science. As this program is unique in Canada (we are not aware of any similar program offered in any chemistry department in Canada; Dalhousie University has a "Medical Science Program" but it is not a chemistry degree; it is closer to the American "pre-med" program), it is attracting students directly to UVic with the sole intent in entering this program, rather than mostly competing with other departments such as biology and biochemistry for the same group of students.

Now that the ChemMedSci program is firmly in place and familiar with incoming science students, we are now getting inquiries about the honours option within the program, particularly from the more senior students who know from their peers (e.g., fellow CHEM MAJORS/HONOURS students) that it is possible to enter the Honours option within the CHEM MAJOR program. The honours option requires students to take a capstone research project (CHEM 499A (1.5) and 499B (1.5), total of 3.0 units) with a faculty member in the department. The two courses (CHEM 499A and CHEM 499B) are generally taken back-to-back (same project with the same faculty member). Evaluation consists of submitting an Honours Thesis followed by oral presentation and evaluation. CHEM 499A/B exposes honours students to timely and relevant research problems in a chemistry sub-discipline chosen by the student. With up to 20 research-active faculty within chemistry department, honours students have many different areas of chemistry to choose from. Currently, we graduate about 8-10 honours students per academic year.

This proposal requests that an Honours stream be created within the current ChemMedSci major. The only change in the curriculum would be the addition of CHEM 499A (1.5) and CHEM 499B (1.5) (Honours Thesis, total of 3.0 units), with a corresponding reduction (3.0 units) in elective courses.

### **C. Aims, goals and/or objectives**

#### **Distinctive characteristics**

As described above, the current ChemMedSci major program is unique in Canada. We have direct evidence that high school students are applying for entry to UVic Science with the sole intent of entering this program (*Direct entry is not possible as with all Faculty of Science programs. Science students take a selection of introductory sciences courses and electives in their first year and chose a specialized set of courses starting in their second year depending on their program intent. At about the same time, they may declare their major and consult with appropriate advisors from the various departments within Science for advice about their chosen program*).

The ChemMedSci major program trains students in the chemical sciences and along with a selection of additional courses chosen outside of chemistry (e.g., from biology, biochemistry, microbiology, psychology, anthropology, exercise science and physical education, philosophy, medical sciences, etc.), they will understand and appreciate how the chemical sciences are the basis for the diagnosis and treatment of disease and in the general maintenance of good health. This is of course not a professional program but it is intended to better prepare undergraduate chemistry students for entering a health profession of their choice, or enter graduate studies in chemistry programs such as medicinal chemistry, bioorganic chemistry, chemical biology, pharmaceutical chemistry, bioanalytical chemical diagnostics, etc.

The proposed honours option in the ChemMedSci program would provide students with the opportunity to carry out an 8-month long research project (CHEM 499A (1.5) and CHEM 499B (1.5), total of 3.0 units) on a health-relevant topic of their choice in conjunction with a chemistry faculty member. One of the strengths of the chemistry department is a strong research focus on chemistry research relevant to health. Currently up to 10 faculty carry out research that readily fits into this focus. Proposed ChemMedSci honours students would be able to choose from a variety of health-relevant topics for their CHEM 499A/B course from this subset of chemistry faculty (see below).

#### **Anticipated contribution to the UVic Strategic Framework, Faculty, and academic unit's strategic plans (specify goal #)**

One of the goals of the current UVic Strategic Framework is to "increase experiential learning" (# 3.1, 3.5). By "experiential learning" in this context, we mean exposure to hands-on research that is not based on a prescribed set of outcomes from standard classroom or laboratory expectations. Because the proposed honours stream of the current ChemMedSci program will require CHEM 499A and CHEM 499B (Honours Thesis), our students will be exposed to health-based research that is cutting-edge and where solutions cannot be found in the current literature. Their contributions to the project could range from an important incremental advance or open up a whole new area of health-based research. Opportunities abound for students in the proposed honours program where "experiential learning" will be a core and feature element of the program.

#### **Target audience, student and labour market demand**

The primary target audience is the current ChemMedSci major who wishes to pursue an honours research project with our research faculty whose interests lie in an aspect of health research. The existence of an honours option in the ChemMedSci program may in itself attract students whose intent is post-graduate studies in health research based in the chemical sciences. The demand and opportunities in health research are broad in scope and growing. With the continued improvement in our understanding of the molecular basis for disease, especially at the DNA level, the demand for chemically-trained students from our ChemMedSci program can only increase.

**Include plans for student recruitment, retention, and success**

The Faculty of Science and Department of Chemistry already have recruitment mechanisms in place to attract high school students into our programs. The existence of an honours option within ChemMedSci would be an even more attractive option for entering the Faculty of Science at UVic. The chemistry department also hosts numerous on-going annual events aimed at recruiting high school students and undergraduate students currently at UVic. The chemistry department has a mentorship program aimed to help students plan their professional careers and to give general advice on how to succeed in university. In addition, two advisors of undergraduate programs (Drs. Berg and Wan) are available to advise students on all majors/honours programs offered by the department.

***D. Admission requirements***

**Include plans for admissions and transfer within BC system where appropriate**

There is no direct admission to the ChemMedSci program. Entry is to the Faculty of Science followed by declaration of ChemMedSci major. Admission to the honours option will be by application to the ChemMedSci advisor. A graduating GPA of 5.5 is required for the honours designation of ChemMedSci as per university regulations.

Current transfer to Faculty of Science is readily available from other BC post-secondary institutions. We have a fair and efficient chemistry transfer credit systems such that science students from all of BC will be able to enter our ChemMedSci program smoothly and efficiently. One-on-one advice is always available, particularly for new and transfer students.

***E. Areas of specialization and evidence of adequate faculty complement***

The proposed honours stream for the current ChemMedSci major will require honours students to take CHEM 499A and CHEM 499B (Honours Thesis). This 8-month research course will be supervised by a faculty member. Within the chemistry department, there are currently 10 faculty members with research programs associated with some aspect of health research that would be suitable for an honours student:

C. Bohne (drug delivery); A. Brolo (cancer research; medical diagnostics); K. Elvira (medical diagnostics; drug delivery); F. Hof (medicinal chemistry; medical therapeutics); D. Hore (medical diagnostics); I. Manners (biomedicine); M. Moffitt (drug delivery); F. van Veggel (cancer diagnostics); J. Wulff (medicinal chemistry; pharmaceutical synthesis); D. Leitch (pharmaceutical synthesis; process chemistry). Typically, faculty members would supervise up to two or three honours each per academic year. Thus, we currently have the capacity to take on up to 20-30 honours students per academic year. This capacity is more than enough for the next 5-10 years (currently the department graduates about 10-12 honours students per year in the CHEM HONOURS program).

***F. Curriculum design***

**Schedule of course delivery**

- Identify the prescribed set of core and prerequisite courses.
- Identify which courses already exist at UVic and which new courses will be implemented as a result of the program.

The proposed curriculum for the ChemMedSci Honours is identical to the ChemMedSci Majors (see attached) except that the honours stream requires CHEM 499A (1.5) and CHEM 499B (1.5), with a 3.0 unit reduction in elective courses. All other requirements are identical to the majors program.

CHEM 499A and CHEM 499B currently exists in chemistry department offerings (they were created in the 1960s for the CHEM HONOURS program). The capacity for CHEM 499A and CHEM 499B is about 40 students per year, based on the calculation that current faculty can supervise up to two students per year. This is more than enough capacity within the department for the proposed new honours program. Therefore, no new resources are required to mount the proposed new honours stream. Indeed, current faculty are looking forward to hosting new honours students in the ChemMedSci program as this will provide new opportunities to integrate and gear their health-oriented research to this undergraduate population which will likely increase their research productive/capacity as well as incorporate new highly-motivated personnel in their research groups.



**Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments:**

N/A

**Linkages between the learning outcomes and the curriculum design:**

As described above, the proposed ChemMedSci Honours program differs from the existing Major in that Honours students take Chem 499A/B, a 3.0 unit honours thesis, an experimental research-based project in a health-related area with research faculty in the chemistry department. This requires a project proposal, independent research work over 8 months, writing a B.Sc. honours thesis, and participating in a department oral defense at the end of the project to committee. Therefore, the Chem 499A/B course is a significant addition to the curriculum as it aims to develop and refine intellectual, academic, and practical skills in inquiry, analysis, problem solving, and effective written and oral communication on completion of the honours thesis (Chem 499A/B). Past honours students in our regular Chem Honours program can attest to the fact that the overall experience in Chem 499A/B is indispensable in helping them to refine their future career plans, whether it may be to continue on towards a M.Sc. and Ph.D. in chemistry, or work in industry, or pursue teaching or other related careers.

**Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity**

- Describe use and purpose of practica, Co-op work terms, field placements or other forms of experiential learning
- Opportunities for community engagement

*(See Section C "Anticipated contributions to UVic Strategic Framework" above)*

**Residency requirements and anticipated times to completion:**

The proposed honours stream is not expected to increase the time to completion. The only new course requirement is Chem 499A/B (3.0); it replaces two 1.5 unit elective courses. Therefore, no additional units are required for the program and hence graduation time should stay the same. From many years of experience, we find this to be the case for our regular Chem Honours vs Chem Major programs.

**Plans for integration of teaching and research:**

N/A

**Describe any plans to develop international or Indigenous content or perspectives:**

N/A

**G. Enrolment plan for the length of the program (Include a table of anticipated annual intake and graduates related to the new stream or option including those in any existing programs)**

The proposed program targets a select group of students enrolled in the current ChemMedSci major program. Currently, we have about 30-35 students per year in the ChemMedSci major program. It is anticipated that about 5-10 of these students will seek the honours option. Entering the honours stream will not change the length of the program or increase the number of required units to graduate. The only required change is to take CHEM 499A and CHEM 499B (Honours Thesis), with a 3.0 unit reduction in elective courses.

**H. Resources required from Library**

(Include evidence of consultation with UVic Librarian)

No additional resources are required from the UVic Library since all course materials are adequately covered by current chemistry programs.

**I. Related streams or options in UVic programs or other British Columbia post-secondary institutions**

There is no similar program in any BC post-secondary institution. The creation of the honours stream for ChemMedSci would give current and future students in ChemMedSci more opportunities to take advantage of this unique program. The research component in the honours option is seen as vital and necessary components in the health professions in that only valid research-based solutions have currency in solving current health issues and preventing or curing disease. We strongly believe that future ChemMedSci Honours students from UVic will be potential leaders in these areas.

***J. Evidence of support and recognition from Faculties and academic units***

Letters of support are attached from:

1. Dr. Bruce J. Wright, Head, Division of Medical Sciences, University of Victoria.
2. Dr. Alan Weedon, Professor of Chemistry Emeritus, Former Vice-Provost, Academic Planning, Western University, London, Ontario.

## Major Program in Chemistry for the Medical Sciences (*current requirements, 2018-19*)

### First Year

CHEM 091, 101, 102<sup>1</sup>; or 101, 102<sup>2</sup> (3.0)  
BIOL 184, 186 (3.0)  
MATH 100 or 109, 101 (3.0)  
PHYS 102; or 102A and 102B; or 110 and 111 or 120 and 130 (3.0)  
One of ENGL 135, 146, 147<sup>3</sup> (1.5)  
Electives (1.5)

### Second Year

CHEM 213 (1.5)  
One of CHEM 212<sup>4</sup>, 222, 245<sup>5</sup> (1.5)  
CHEM 231, 232 (3.0)  
BIOL 225 (1.5)  
STAT 255 or 260 (1.5)  
Two of ANTH 250, BIOL 230, ENGL 303,  
EPHE 141, 155, 241, 242, MICR 200A,  
200B, PHIL 331, PSYC 251<sup>5, 6, 7</sup> (3.0)  
Electives (3.0)

### Third and Fourth Years

BIOC 300A and 300B<sup>7</sup> (3.0)  
One of CHEM 212<sup>4</sup>, 222, 245<sup>5</sup> (1.5)  
One of CHEM 361, 362, 363, 364 (1.5)  
CHEM 337 and 437 (3.0)  
Three 300- or 400-level CHEM lecture courses (4.5)  
Two of ANTH 250, BIOL 230, ENGL 303,  
EPHE 141, 155, 241, 242, MICR 200A,  
200B, PHIL 331, PSYC 251<sup>5, 6</sup> (3.0)  
Two of ANTH 352, BCMB 301A, 301B,  
BIOL 432, 436, 439, 447, MEDS 301, 325, 410,  
MICR 303, 402, STAT 355<sup>5, 6, 8</sup> (3.0)  
Electives<sup>9, 10</sup> (10.5)  
Total 3rd & 4<sup>th</sup> (30.0)

1. For students with Chemistry 11 and Principles of Mathematics 12 or Pre-Calculus 12 or equivalents.
  2. For students with Chemistry 12 and Principles of Mathematics 12 or Pre-Calculus 12 or equivalents.
  3. Most medical schools require two first year English courses; as a result, students are encouraged to take a second English course at some point of their degree.
  4. Students interested in pursuing the co-op option are encouraged to take CHEM 212, and to do so prior to their first work term. This course may also be useful for identifying job opportunities after graduation.
  5. Units for any of these courses will be granted only once per course.
  6. Some of these courses will require prerequisites other than those listed as required courses in the ChemMedSci program. Students are advised to check prerequisite requirements well in advance of the year in which they plan to take these courses.
  7. BIOC 299 plus one of either BIOL 360 or 361 in lieu of BIOC 300A and 300B may be acceptable. Students planning on this option need to consult with the Program Adviser.
  8. In any given year, some of these courses may not be offered, or may be restricted to students in a specialized program of study. In this event, additional 300- or 400-level courses may be substituted, with the permission of the Chemistry Department.
  9. A total of 21 units of 300- and 400-level courses are required for graduation.
  10. Students planning on a career in chemistry involving additional graduate study or accreditation as a Professional Chemist are advised to take at least one additional 1.5 units of Chemistry courses numbered 300 or higher as part of their program electives in the third and fourth year.
-

**Proposed Honours Program in Chemistry for the Medical Sciences (for 2019-20)**

*(the only change will be to third and fourth years course requirements which are UNDERLINED IN BOLD, as follows)*

**Third and Fourth Years**

BIOC 300A and 300B<sup>7</sup> (3.0)

One of CHEM 212<sup>4</sup>, 222, 245<sup>5</sup> (1.5)

One of CHEM 361, 362, 363, 364 (1.5)

CHEM 337 and 437 (3.0)

**CHEM 499A and 499B (3.0)**

Three 300- or 400-level CHEM lecture courses (4.5)

Two of ANTH 250, BIOL 230, ENGL 303,

EPHE 141, 155, 241, 242, MICR 200A,

200B, PHIL 331, PSYC 251<sup>5, 6</sup> (3.0)

Two of ANTH 352, BCMB 301A, 301B,

BIOL 432, 436, 439, 447, MEDS 301, 325, 410,

MICR 303, 402, STAT 355<sup>5, 6, 8</sup> (3.0)

Electives<sup>9, 10</sup> **(7.5)**

Total 3rd & 4<sup>th</sup> (30.0)

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Faculty of Engineering | Engineering Undergraduate Office  
Engineering Office Wing, Room 206, PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada  
T 250-721-6023 | engr@uvic.ca | uvic.ca/engineering

February 28<sup>th</sup>, 2019

To: Senate Committee on Planning  
University of Victoria  
MWB A138  
Victoria, BC

From: Dr. LillAnne Jackson, Associate Dean Undergraduate Programs, Faculty of Engineering

Re: **Faculty of Engineering's Support for Honours in Chemistry and Ocean Sciences  
Major in Chemistry and Ocean Sciences**

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This letter is written in support of the Faculty of Science's proposed Honours and Major programs in Chemistry and Ocean Sciences. These combined programs will broaden the Faculty of Science's offerings in the Ocean Sciences, something that is very relevant for our University.

The Faculty of Engineering welcomes these new programs and is happy to support the Faculty of Science, as they see fit with this initiative.

Original signed by Lill'Anne Jackson

*Associate Dean Undergraduate Programs, Faculty of Engineering*



Tuesday September 4, 2018

sent as an e-mail attachment

Dr Peter Wan  
Department of Chemistry  
University of Victoria  
Victoria, British Columbia

Dear Peter:

I have read the proposal you sent me in which your Department is proposing to establish an honours stream alongside the existing Chemistry for the Medical Sciences major. My comments on the proposal are provided below. First, however, I will provide some context around how my experiences at Western support my ability to provide these comments.

I was appointed as a probationary assistant professor at Western in 1980, tenured and promoted to associate professor in 1986, and promoted to the rank of professor in 1991. In 1991-92 I was acting chair of the Department of Chemistry, and during the period 1996-2002 I served as Western's Dean of Graduate Studies. While Dean I was elected as chair of the Ontario Council for Graduate Studies, which at that time was responsible for oversight of quality assurance for new and existing graduate programs at all Ontario Universities. That responsibility, along with responsibility for quality assurance for new and existing undergraduate programs, has subsequently been assumed by the Quality Council of Ontario.

From 2002 to 2016 I served as Western's Vice-Provost (Academic Planning, Policy and Faculty). In that role I worked with the Provost and the Deans, along with their Associate Deans and Department Chairs, to facilitate plans to sustain, expand, establish, or close undergraduate and graduate programs at Western. As Vice-Provost, I met with all external reviewers of graduate and undergraduate programs and received their reports, which informed decisions made through the university's annual planning and budgeting processes.

In June 2018 I retired from Western and was nominate by the university to serve as an auditor for the Quality Council of Ontario. The role of auditor is to review quality assurance policies and procedures at Ontario universities to ensure that they are appropriate and are being properly implemented.



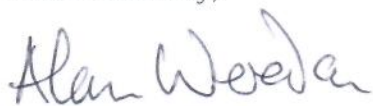
Students in the proposed honours stream of the Chemistry for the Medical Sciences program at UVic will take courses that are already offered as part of the Chem Med Sci Major, less three units of electives that will be replaced by a two-term research/thesis course supervised by a faculty member. This is the same model that is already working successfully for the honours Chemistry program at UVic, and is the standard model for an honours degree at universities I am familiar with. Accordingly, I see no issue with the academic design of the proposed program. From my perspective, the only matter for further consideration is whether the quantity and quality of the faculty resources is sufficient to support the proposed honours stream at the enrolment levels envisaged.

The proposal states that the Chemistry Department at UVic has 20 research-active faculty who are currently supervising the research/thesis course of 8-10 (section B) or 10-12 (section E) students in the Chemistry honours stream each year. The proposal also estimates the capacity of each research-active faculty member to supervise the research/thesis course of honours students as 2-3 students per year. This number is consistent with practice at Western where research-active faculty in the Chemistry department routinely supervise the research/thesis course of 1-3 honours students each year. The research-active faculty in UVic's Chemistry Department therefore have plenty of capacity to supervise the research/thesis course of additional honours students. Further, the 10 faculty identified as having expertise and interests appropriate for the supervision of honours Chem Med Sci students would be able to support the planned enrolments (anticipated to be 5-10 per year) while still leaving plenty of capacity for supervision of the current honours Chemistry cohort. The total honours enrolment (Chemistry plus Chem Med Sci) should still be small enough to meet student interest and preference when determining pairing with a faculty supervisor.

In summary, the academic and resource case for the establishment of the proposed honours stream is, in my view, well justified in the proposal sent to me.

Please do not hesitate to contact me if there are further matters you wish me to comment on.

Yours sincerely,



Alan Weedon, PhD  
Professor Emeritus



**Date:** March 18, 2019

**To:** Senate

**From:** Dr. Frank van Veggel, Chair  
Senate Committee on University Budget

**Re:** **2018/2019 Annual Report**

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During the 2018/19 academic year, the Senate Committee on University Budget continued to work with the administration throughout the integrated planning and budget planning processes. The committee met four times:

October 15, 2018	November 30, 2018
January 25, 2019	March 21, 2019

At the **October 15, 2018** meeting, Vice-President Academic and Provost, Dr. Valerie Kuehne and Associate Vice-President Financial Planning, Ms. Kristi Simpson provided an overview of the integrated planning and university budgeting processes. Vice-President Finance and Operations, Ms. Gayle Gorrill reviewed the 2018/19 Budget Expenditure Allocation Report and responded to questions from committee members. This report is available as part of the September 2018 Open Board meeting docket at [https://www.uvic.ca/universitysecretary/governors/open\\_session\\_summary\\_record\\_september\\_25\\_2018.pdf](https://www.uvic.ca/universitysecretary/governors/open_session_summary_record_september_25_2018.pdf). The committee also received an update from President Cassels on international tuition and financial sustainability.

Also at the October meeting, the committee passed a motion that all meetings for 2018/2019 be deemed closed and confidential and that all materials submitted to the committee in 2018/2019 be deemed closed and confidential unless these are submitted as open documents.

At the **November 30, 2018** meeting, Associate Vice-President Finance Planning, Ms. Kristi Simpson reviewed the 2019/2020 budget approach and key assumptions informing the development of the budget. She reviewed the cost pressures and discussed the university's approach to allocating funding for the upcoming budget year. Vice-President Finance and Operations, Ms. Gayle Gorrill reviewed international tuition increases planned and subsequent investment into international and domestic student support.

Also at the December meeting, Vice-President Academic and Provost, Dr. Kuehne reviewed the priorities and the process for developing Part One of the Budget and Planning Framework, which identified budget priorities for the coming year. Committee members provided feedback on the process and priorities.

At the **January 25, 2019** meeting, Vice-President Academic and Provost, Dr. Valerie Kuehne reviewed a draft of the 2018/19 to 2020/2021 Planning and Budget Framework, Part One. She reported on the process for developing this portion of the document, and reviewed the approach and content. Committee members asked questions and provided feedback regarding the proposed budget priorities and related issues.

At the **March 21, 2019** meeting, the committee received a presentation on the 2019/2020 - 2021/2022 Planning and Budget Framework. Vice-President Academic and Provost, Dr. Valerie Kuehne reviewed the strategies and priorities outlined in Part One of the framework. Vice-President Finance and Operations, Ms. Gayle Gorrill and Associate Vice-President Financial Planning, Ms. Kristi Simpson reviewed Part Two of the draft framework, including sources of revenue, expenditures, fee increases and priority allocations. Committee members provided feedback on the budget framework, proposed revenue sources and proposed budget allocations.

Respectfully submitted,

2018/19 Senate Committee on University Budget

Frank van Veggel (Chair), Faculty of Science

Jen Baggs, Peter B. Gustavson School of Business

Chandra Beaveridge, Convocation Senator

Patrick Boyle, Faculty of Fine Arts

Jamie Cassels, President and Vice-Chancellor

Lynda Gagné, Faculty of Human and Social Development

Helen Kurki, Faculty of Social Sciences

Jack Ni, Student Senator

Jodi Streelasky, Faculty of Education

Helga Thorson, Faculty of Humanities

Ada Saab, Acting Associate University Secretary (Secretary)



**Date:** March 20, 2019

**To:** Senate

**From:** Senate Committee on Agenda and Governance

**Re:** **Feedback on the Request to Revise the 10-Year Sessional Calendar**

At the January 19, 2018 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the Chairs and Directors of the Faculties of Humanities and Social Sciences. This request proposed a revision to the 10-Year Sessional Calendar. Following a discussion of the issue, a sub-committee was convened for further examination and to make a recommendation to the committee as a whole.

After an initial analysis and a number of discussions within the Senate Committee on Agenda and Governance, a sub-committee was formed in order to develop an in-depth response to the request. The sub-committee met regularly from October 2018 to December 2018. It began its review of the suggested revision to the calendar by examining policies and practices at UVic. The committee was informed the Principles informing the 10-Year Sessional Calendar. Consultations with the Office of the Registrar were conducted with a specific focus on the exam timetable.

It was determined during the research and preliminary consultation phase that a variety of restrictions must be considered. The start of terms must lie within the confines of a 365-day calendar of statutory holidays and weekends, yet also adhere to the operational requirements of a minimum of 59 instructional days per term. As a result, it was not possible to adjust to the requested five business day break between the last day of December exams and the start of the spring term. It was also determined that the length of the exam period could not be shortened without compromising the university's ability to schedule exams in a way that was fair for students and took into account unique requests or requirements. Nevertheless, the sub-committee felt it was essential to recognize the work of faculty who are required to work throughout the holiday to meet grading deadlines while prepare for the following term.

An attempt was made to adjust the current university's calendar (Appendix A) to include as much of a break as time would allow. The adjustment was especially crucial for years which had particularly constricted timelines created by the annual calendar. This work resulted in a number of different scenarios which are mapped out in this memo to recommend and explain the most optimal solution.

First, a 3-day break was inserted using the same calendar principles used in previous years. Although this lengthened the break for an increased number of years, it left other years without any break between the last day of exams in April and the first day of classes for the Summer term (Appendix B).

Second, a new calendar principle was established to allow for classes to begin on the first Monday of the New Year. Once again, this ran into issues with exams in April (Appendix C).

Third, a solution was found using an adjusted principle to allow classes which currently begin on Wednesday, Thursday or Friday, move to the following Monday. This brought enough of an adjustment to each year to account for the end of the Spring term and the start of the Summer term (Appendix D).

A 20-year calendar was created to ensure there were no unaccounted unforeseen issues and that the formula from the scenario in Appendix D held consistently throughout an increased time period. This exploration assured the sub-committee that the increased number of days found between the Winter and Spring terms would allow for increased time for class preparation while still ensuring the spring exam period was not set too close to the start of summer classes.

The sub-committee recommended this third solution be presented to the university community for consultation. This scenario will allow enough time for instructors to prepare for Spring classes while maintaining a consistent set of principles for the preparation of the 10-Year Sessional Calendar.

Currently, significant concerns have been raised during consultation by the Office of the Registrar regarding the time required to create the convocation lists at the end of the exam period in preparation for convocation. Factors that impact the creation of convocation lists include grade submission, final degree audit signoff, and administration of requests for academic concession for graduating students. Solutions may result in an adjustment to the procedure for faculty approval of the convocation list or tighter adherence to the timeline for the submission of grades.

At this time, further consultation is being sought from potentially affected areas on campus such as the Centre for Accessible Learning (CAL), Student Affairs, and the Faculty Association.

Feedback is also requested from members of Senate. Time will be set aside at our April meeting for this purpose.

Respectfully submitted,  
2018/2019 Senate Committee on Agenda and Governance  
Jamie Cassels, Chair, President and Vice-Chancellor  
Susan Lewis, Vice-Chair, Faculty of Fine Arts  
Carrie Andersen, Acting University Secretary  
Doug Baer, Faculty of Social Sciences  
Chandra Beaveridge, Convocation Senator  
Aaron Devor, Faculty of Social Sciences  
David Eso, Student Senator  
Robin Hicks, Faculty of Science  
Valerie Kuehne, Vice-President Academic and Provost  
Annalee Lee, Faculty of Humanities  
Dean Seeman, Libraries  
Ada Saab, Secretary, Acting Associate University Secretary

/attachments

## APPENDIX A: CURRENT 10-YEAR SESSIONAL CALENDAR DATES

CURRENT CALENDAR DATES	2019	2020	2021 (LEAP YEAR)	2022	2023	2024 (LEAP YEAR)	2025	2026	2027
<b>WINTER SESSION</b>									
1 <sup>st</sup> business day in January	2 (Wednesday)	2 (Thursday)	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)
Classes start-January	7 (Monday)	6 (Monday)	4 (Monday)	5 (Wednesday)	4 (Wednesday)	3 (Wednesday)	6 (Monday)	5 (Monday)	4 (Monday)
Classes end-April	5 (Friday)	3 (Friday)	1 (Thursday)	4 (Monday)	6 (Thursday)	5 (Friday)	4 (Friday)	2 (Thursday)	5 (Monday)
Easter weekend	Apr 19 – 22 (Friday – Monday)	Apr 10 – 13 (Friday – Monday)	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)
Examinations-April	8 – 27 (Mon. – Sat.)	6 – 24 (Mon. – Fri)	6 – 22 (Tues.-Thurs.)	6 – 25 (Wed. – Mon.)	11 – 26 (Tues.-Wed.)	8 – 23 (Mon. – Tues)	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	8 – 23 (Thur. – Fri.)
Winter class days	60	60	59	59	62	61	60	59	59
<b>SUMMER SESSION</b>									
Number of business days between end of April exams and beginning of May (K) courses	5 (Mon. – Fri.)	5 (Mon. – Fri.)	6 (Fri. – Fri.)	4 (Tues. – Fri.)	2 (Thur. – Fri.)	8 (Wed. – Fri.)	5 (Mon. – Fri.)	7 (Thur. – Fri.)	5 (Mon. – Fri.)
May/Aug ("K") courses begin	May 6 (Monday)	May 4 (Monday)	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)
May and May/June ("A"&"M") courses begin - May	13 (Monday)	11 (Monday)	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)

**APPENDIX B: PROPOSED 10-YEAR SESSIONAL CALENDAR  
WITH 3-DAY BREAK**

<b>PROPOSED CALENDAR DATES (3 additional business days between 1<sup>st</sup> business day and start of classes)</b>		<b>2019</b>	<b>2020</b>	<b>2021 (LEAP YEAR)</b>	<b>2022</b>	<b>2023</b>	<b>2024 (LEAP YEAR)</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>WINTER SESSION</b>										
1 <sup>st</sup> business day in January		2 (Wednesday)	2 (Thursday)	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)
Classes start-January		7 (Monday)	<i>7 (Tuesday)</i>	<i>7 (Thursday)</i>	<i>10 (Monday)</i>	<i>9 (Monday)</i>	<i>8 (Monday)</i>	<i>7 (Tuesday)</i>	<i>7 (Wednesday)</i>	<i>7 (Thursday)</i>
Classes end-April		5 (Friday)	3 (Friday)	<i>8 (Thursday)</i>	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	<i>8 (Wednesday)</i>	<i>8 (Thursday)</i>
Easter weekend		Apr 19 – 22 (Friday – Monday)	Apr 10 – 13 (Friday – Monday)	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)
Examinations-April		8 – 27 (Mon. – Sat.)	6 – 24 (Mon. – Fri)	<i>12 – 27 (Mon. – Tues.)</i>	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	<i>11 – 27 (Sat. – Mon.)</i>	<i>12 – 27 (Mon. – Tues.)</i>
Winter class days		60	<i>59</i>	59	59	<i>59</i>	<i>59</i>	<i>59</i>	59	59
<b>SUMMER SESSION</b>										
Number of days between end of April exams and beginning of May (K) courses		5 (Mon. – Fri.)	5 (Mon. – Fri.)	<i>3 (Wed. – Fri.)</i>	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	<i>4 (Tues. – Fri.)</i>	<i>3 (Wed. – Fri.)</i>
May/Aug ("K") courses begin		May 6 (Monday)	May 4 (Monday)	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)
May and May/June ("A"&"M") courses begin - May		13 (Monday)	11 (Monday)	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)

**APPENDIX C: PROPOSED 10-YEAR SESSIONAL CALENDAR  
WITH CLASSES BEGINNING ON THE 1<sup>ST</sup> MONDAY IN JANUARY**

<b>PROPOSED CALENDAR DATES (start classes on 1<sup>st</sup> Monday in January)</b>	<b>2019</b>	<b>2020</b>	<b>2021 (LEAP YEAR)</b>	<b>2022</b>	<b>2023</b>	<b>2024 (LEAP YEAR)</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>WINTER SESSION</b>									
1 <sup>st</sup> business day in January	2 (Wednesday)	2 (Thursday)	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)
<i>Number of business days before classes begin (plus weekend)</i>	<i>3 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>1 day plus Sat and Sun</i>	<i>0 days</i>
Classes start 1 <sup>st</sup> Monday in January	7	6	<i>11**</i>	<i>10**</i>	<i>9</i>	<i>8</i>	6	5	4
Classes end-April	5 (Friday)	3 (Friday)	<i>12 (Monday)</i>	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	<i>8 (Wednesday)</i>	<i>8 (Thursday)</i>
Easter weekend	Apr 19 – 22 (Friday – Monday)	Apr 10 – 13 (Friday – Monday)	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)
Examinations-April	8 – 27 (Mon. – Sat.)	6 – 24 (Mon. – Fri)	<i>15 – 30 (Thur. – Fri.)</i>	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	<i>11 – 27 (Sat. – Mon.)</i>	<i>12 – 27 (Mon. – Tues.)</i>
Winter class days	60	60	59	59	<i>59</i>	<i>59</i>	60	59	59
<b>SUMMER SESSION</b>									
Number of days between end of April exams and beginning of May (K) courses	5 (Mon. – Fri.)	5 (Mon. – Fri.)	<i>0 days</i>	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	<i>4 (Tues. – Fri.)</i>	<i>3 (Wed. – Fri)</i>
May/Aug ("K") courses begin	May 6 (Monday)	May 4 (Monday)	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)
May and May/June ("A"&"M") courses begin - May	13 (Monday)	11 (Monday)	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)



**APPENDIX D: PROPOSED 10-YEAR SESSIONAL CALENDAR  
CLASSES THAT CURRENTLY BEGIN ON WEDNESDAY, THURSDAY OR FRIDAY MOVE TO FOLLOWING MONDAY**

<b>PROPOSED CALENDAR DATES (If classes currently begin on Wednesday, Thursday or Friday, move to following Monday)</b>	<b>2019</b>	<b>2020</b>	<b>2021 (LEAP YEAR)</b>	<b>2022</b>	<b>2023</b>	<b>2024 (LEAP YEAR)</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>
<b>WINTER SESSION</b>									
1 <sup>st</sup> business day in January	2 (Wednesday)	2 (Thursday)	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)
<i>Number of business days before classes begin (plus weekend)</i>	<i>3 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>0 days</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>1 day plus Sat and Sun</i>	<i>0 days</i>
Classes start-January	7 (Monday)	6 (Monday)	4 (Monday)	<i>10 (Monday)</i>	<i>9 (Monday)</i>	<i>8 (Monday)</i>	6 (Monday)	5 (Monday)	4 (Monday)
Classes end-April	5 (Friday)	3 (Friday)	1 (Thursday)	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	2 (Thursday)	5 (Monday)
Easter weekend	Apr 19 – 22 (Friday – Monday)	Apr 10 – 13 (Friday – Monday)	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)
Examinations-April	8 – 27 (Mon. – Sat.)	6 – 24 (Mon. – Fri.)	6 – 22 (Tues. – Thurs.)	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	8 – 23 (Thur. – Fri.)
Winter class days	60	60	59	59	<i>59</i>	<i>59</i>	60	59	59
<b>SUMMER SESSION</b>									
Number of days between end of April exams and beginning of May (K) courses	5 (Mon. – Fri.)	5 (Mon. – Fri.)	6 (Fri. – Fri.)	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	7 (Thur. – Fri.)	5 (Mon. – Fri.)
May/Aug ("K") courses begin	May 6 (Monday)	May 4 (Monday)	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)
May and May/June ("A" & "M") courses begin - May	13 (Monday)	11 (Monday)	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)