



**The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 8, 2021 at 3:30 p.m. via Zoom.**

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

**1. APPROVAL OF THE AGENDA ACTION**

**2. MINUTES ACTION**

a. December 4, 2020 (SEN-JAN 8/21-1)

Motion: That the minutes of the open session of the meeting of the Senate held on December 4, 2020 be approved and that the approved minutes be circulated in the usual way.

**3. BUSINESS ARISING FROM THE MINUTES**

**4. REMARKS FROM THE CHAIR**

a. President's report INFORMATION

**5. CORRESPONDENCE**

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

a. Senate Committee on Academic Standards - Dr. Neil Burford, Chair

i. University of Victoria Grading Report for 2019/2020 INFORMATION  
(SEN-JAN 8/21-2)

ii. Proposed Changes to the Teacher Education Program (TEP) ACTION  
Professional Code of Conduct (SEN-JAN 8/21-3)

Motion: That Senate approve the revisions to the proposed changes to the Code Conduct for Professional Programs in the Faculty of Education, effective May, 2021.

- iii. Extension of Approval to Waive Medical Documentation – **ACTION**  
Second Term of the Winter Session, January 2021 - April 2021  
(SEN-JAN 8/21-4)

Motion: That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the second term of the Winter Session, January 2021 – April 2021.

- iv. Consultation on Revisions to the Academic Integrity Policy **ACTION**  
(SEN-JAN 8/21-5)

- b. Senate Committee on Admission, Re-registration and Transfer Appeals  
- Dr. Stuart MacDonald, Chair

- i. 2019-2020 Annual Report (SEN-JAN 8/21-6) **INFORMATION**

- c. Senate Committee on Agenda and Governance – Dr. Kevin Hall, Chair

- i. 2019/2020 Annual Report (SEN-JAN 8/21-7) **INFORMATION**

- ii. Upcoming Senate committee vacancies (SEN-JAN 8/21-8) **INFORMATION**

- iii. Appointments to the 2020/2021 Senate Standing Committees **ACTION**  
(SEN-JAN 8/21-9)

Motion: That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

- d. Senate Committee on Awards – Dr. Charlotte Schallié, Chair

- i. New and Revised Awards (SEN-JAN 8/21-10) **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:

- For the Love of Film Scholarship\* (New)
- Faculty of Fine Arts Student Community Impact Award\* (New)
- Victoria Nikkei Cultural Society Award\* (New)
- Howlers Rugby Award\* (Revised)

- Marilyn (Leslie) Kan and John YH Kan Award (New)
- TANSI Bursary (New)
- Dr. Carolyn Lee Crippen Scholarship\* (New)
- Langford-Seaborne Scholarship\* (Revised)
- Chris Barran Memorial Fund\* (New)
- Boehm-Hesser Graduate Research Excellence in Astronomy Award\* (Revised)

*\* Administered by the University of Victoria Foundation*

e. Senate Committee on Planning - Robin Hicks, Chair

- i. Proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society (**SEN-JAN 8/21-11**) **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society from April 20, 2021 to October 20, 2021, as described in the memorandum dated November 3, 2020.

- ii. Proposed changes to the Bachelor of Child and Youth Care Program (**SEN-JAN 8/21-12**) **ACTION**

Motion: That Senate approve the proposed changes to the Bachelor of Child and Youth Care program, as described in the document “Bachelor of Child & Youth Care program renewal”.

- iii. Proposal to discontinue the business option in all undergraduate Programs in the Department of Economics (**SEN-JAN 8/21-13**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the business option in all undergraduate programs in the Department of Economics, as described in the document “Discontinuance of Business Option”.

- iv. Proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP) (**SEN-JAN 8/21-14**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP), as described in the document “Bachelor of Education Indigenous Post-Degree Professional Program (I-PDPP).

- v. Proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization (**SEN-JAN 8/21-15**) **ACTION**

Motion: That Senate approve the proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization, as described in the memorandum dated November 12, 2020.

- vi. Proposed curriculum change for the Certificate in Business Administration (**SEN-JAN 8/21-16**) **ACTION**

Motion: That Senate approve the proposed curriculum change for the Certificate in Business Administration, as described in the document “Curriculum Change for Certificate in Business Administration”.

## **7. PROPOSALS AND REPORTS FROM FACULTIES**

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

## **9. OTHER BUSINESS**

- a. Revisions to the Academic Important Dates (**SEN-JAN 8/21-17**) **ACTION**

Motion: That Senate approve the revisions to the Academic Year Important Dates, as outlined in the attached document, for immediate publication in the undergraduate and graduate academic calendars.

## **10. ADJOURNMENT**



Meeting of Senate  
December 4, 2020

MINUTES

A meeting of the Senate of the University of Victoria was held on December 4, 2020 at 3:30 p.m. via Zoom.

**1. APPROVAL OF THE AGENDA**

Motion: (R. St. Clair/Y. Kandil)  
That the agenda be approved as circulated.

**CARRIED**

**2. MINUTES**

**a. November 6, 2020**

Motion: (M. Garcia-Barrera/T. Kalyniuk)  
That the minutes of the open session of the meeting of the Senate held on November 6, 2020 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**

**3. BUSINESS ARISING FROM THE MINUTES**

There was no business arising.

**4. REMARKS FROM THE CHAIR**

**a. President's Report**

Dr. Kevin Hall remarked on the National Day of Remembrance and Action on Violence against Women and the 14 women murdered at École Polytechnique de Montréal on December 6th, 1989. He noted UVic and Canada have been honouring this day for 30 years; more recently, the day has been expanded to address all forms of gender-based violence.

He thanked Esther Sangster-Gormley for her participation in Senate and her role as Acting Dean of Human and Social Development since July and welcomed the new Dean, Helga Hallgrimsdottir.

Dr. Hall reminded Senate members of the listening and engagement tour, which begins with the town hall with faculty and staff on December 7th. There are plans for other town halls with students and alumni and meetings with the Board of Governors, Dean's Council, the Faculty Association President, the UVSS, and the GSS. In addition, many engagements are planned with local leaders, partners, and government.

Addressing the new public health orders related to COVID-19, Dr. Hall reported that notices were sent out to our UVic community, advising how these measures affect the campus. He reminded members that we

all need to conduct daily health checks, and the campus will continue to respond to the pandemic actively and plan for the future. He thanked everyone for their efforts.

Dr. Hall noted the Finnerty Gardens memorial bench now established in remembrance of the two students, Emma Machado and John Geerdes, who tragically died in the Bamfield bus accident.

On the subject of divestment, Dr. Hall reported on the November 18th peaceful live-art protest in which a mural was painted in front of the Michael Williams Building. This initiative was to call on the university to take additional action on divestment. He mentioned that he spoke with the students during the creation of the mural and looks forward to furthering discussions with our campus community about how we can do more to address climate change and environmental stewardship.

Dr. Hall announced that the Student Housing and Dining project achieved a significant milestone with the receipt of a letter from the Passive House Institute confirming our design meets their standards.

In terms of equity and diversity, a priority of the president, Dr. Hall reported on the university's third annual "Five Days of Action". In addition to virtual seminars, the Equity and Human Rights Office organized a daily list of videos and reading and a daily virtual engagement with Dr. Hall. The Provost launched a new anti-racism grants program to coincide with these five days of action. The fund supports faculty, instructors, and staff to revise their programs, courses, curriculum, or learning resources in ways that help fulfill UVic's commitment to anti-racism.

Dr. Hall noted UVic's local MLA and former Professor Murray Rankin's appointment as the Minister of Indigenous Relations and Reconciliation. As well, Honourable Anne Kang will serve as Minister of Advanced Education, Skills, and Training. UVic alumni Rob Fleming and Lisa Beare were named to Cabinet as well as Fin Donnelly and Brenda Bailey as Parliamentary Secretaries.

Finally, Canadian Foundation for Innovation (CFI) funding was awarded to the university for particle physics experiments in two large, multi-institutional projects - \$5.4M for the Intermediate Detector for the Hyper-Kamiokande Neutrino Oscillation Experiment and \$2M for Belle II Canadian Research Data Centre. The university also recently received another major gift, a \$1M gift from the Kasapi family to fund two new undergraduate student awards in the Faculty of Science.

One Senate member addressed the recent divestment protest and asked how the university would continue its fiscal responsibilities if it were to divest. Dr. Hall replied that this was an ongoing conversation that was not only about divestment but to address the impacts of social responsibility.

## **b. University Rankings**

Dr. Lisa Kalynchuk, Vice-President Research, presented to Senate on the importance of university rankings and how paying attention to rankings will affect student recruitment and partnerships with other institutions.

Mr. Tony Eder, Executive Director Academic Resource Planning, outlined where the university stood on various national and international rankings and some recent improvements in the Times Higher Education Impact Rankings global performance tables.

After Dr. Kalynchuk reported on the university's next steps, members discussed bibliometric strategies and the need to better utilize our alumni.

## **5. CORRESPONDENCE**

### **a. Campus Planning Committee**

#### **i. Semi-annual report**

Dr. Valerie Kuehne, Vice-President Academic and Provost, introduced the semi-annual report and highlighted a number of projects underway across the university. There were no questions.

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

### **a. Senate Committee on Academic Standards**

#### **i. Proposed Revisions to the Summer Add/Drop Deadline**

Dr. Neil Burford introduced the proposed revisions to the Summer Add/Drop Deadline.

One member noted that although this proposal addresses an operational challenge, it was worth noting that the deadlines are already very late in the term. This disadvantages late registrants as it is often too late for students to catch up in the course.

Dr. Robin Hicks, Acting Associate Vice-President Academic Planning, noted that when the actual dates are set was related but would need separate consideration.

Motion: (N. Burford/R. Hancock)

That Senate approve the revisions to the Add/Drop Deadlines to three of the standard summer parts of term courses to take effect for Summer 2021.

**CARRIED**

### **b. Senate Committee on Agenda and Governance**

#### **i. Proposal to Extend the Break Between the First and Second Terms of the Winter Session**

Ms. Ada Saab, Associate University Secretary, outlined the proposal to extend the break. She noted the consultation conducted across campus, which resulted in many impacts that would need to be addressed for this revision to take place.

Members engaged in a discussion on the need for the change and the impacts a more condensed final exam timetable may have on students. As well, members noted the advantages for parents dealing with a potentially late start, international students who will need to quarantine after their visits home over the holiday closure, and the need for faculty to prepare for courses and catch up with teaching and research associated with online instruction.

In response to a question, Ms. Saab confirmed that this revision to the break was only temporary for the start of the 2021 spring term.

Motion: (M. Garcia-Barrera/S. Hundza)

That Senate approve the temporary revision to the January to April 2021 start of standard part-of-term courses, with the exception of practicum and co-op registration, by delaying the start of courses by three business days.

**CARRIED**

Members engaged in further discussion on the change to assessments measures which may alleviate the pressure on the final exam timetable.

Motion: (R. Hancock/C. Beaveridge)

That Senate approve the reduction of the April final examination timetable by one full day, and utilize both Sundays in the exam period.

**CARRIED**

**ii. Appointments to the 2020/2021 Senate standing committees**

Dr. Helen Kurki introduced additional appointment to the 2020/2021 Senate standing committees.

Motion: (M. Garcia-Barrera/J. Martin)

That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.

**CARRIED**

**iii. Appointments to the 2021 Joint Senate Board Retreat Committee**

Dr. Kurki introduced the appointments to the 2021 Joint Senate Board Retreat Committee.

Motion: (J. Burton/T. Kalyniuk)

That Senate approve the appointments of Brian Leacock, Jo-Anne Clarke, and Tomas Kalyniuk to the Joint Senate Board Retreat Committee for a term beginning January 1, 2021 and ending on December 31, 2021.

**CARRIED**

**c. Senate Committee on Awards**

**i. New and Revised Awards**

Dr. Helga Hallgrimsdottir introduced the new and revised awards.

Motion: (B. Smith/D. Cloutier)

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:



- Winner Medical Young Pioneer in Social Innovation Scholarship\* (New)
- Elizabeth (Betty) Valentine Prangnell Scholarship\* (Revised)
- Scotiabank Scholarship for Law Students (New)
- Indigenous Perspectives Camp 25th Anniversary Award (New)
- Herbert Bertram Falkenstein Graduate Scholarship in Fine Arts\* (Revised)
- Victoria Musical Arts Society Scholarship\* (Revised)
- Harper Grey LLP & Life in Law Diversity Award (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation\* (Revised)
- John Geerdes Memorial Bursary\* (New)
- Chuck Curtis Memorial Scholarship\* (Revised)

*\* Administered by the University of Victoria Foundation*

**CARRIED**

**d. Senate Committee on Learning and Teaching**

**i. 2019/2020 Annual Report**

Dr. Michael McGuire introduced the annual report from the Senate Committee on Learning and Teaching.

**e. Senate Committee on Planning**

**i. Proposed changes to the Graduate Diploma in Evaluation**

Dr. Robin Hicks introduced the proposed changes. There were no questions.

Motion: (S. Hundza/M. McGinnis)

That Senate approve the proposed changes to the Graduate Diploma in Evaluation, as described in the memorandum dated September 11, 2020.

**CARRIED**

**ii. Proposal to add a thesis option to the Master of Arts in Community Development**

Dr. Hicks introduced the proposed changes. There were no questions.

Motion: (M. McGinnis/M. Laidlaw)

That Senate approve, and recommend to the Board of Governors, that it also approve the addition of a thesis option to the Master of Arts in Community Development, as described in the document "MA in Community Development-adding Thesis (CD 599) Option".

**CARRIED**

**iii. Proposed changes to the Indigenous Governance Program**

Dr. Hicks introduced the proposed changes. There were no questions.

Motion: (E. Sangster-Gormley/R. Hancock)

That Senate approve the proposed changes to the Indigenous Governance Program, as described in the document "IGOV Program Update".

**CARRIED**

**iv. Proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program**

Dr. Hicks introduced the proposed changes. Dr. Saul Klein, Dean of the Peter B. Gustavson School of Business, outlined the over-arching theme for the series of revisions to the following MBA programs.

Motion: (S. Klein/ R. St. Clair)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Computer Science Double Degree Program, as described in the document "MBA+MSC-CSBU Discontinuation of Program".

**CARRIED**

**v. Proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program**

Motion: (J. Martin/G. McDonough)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Electrical Engineering Double Degree Program, as described in the document "MBA+MENG-ELBU Discontinuation of Program".

**CARRIED**

**vi. Proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program**

Motion: (L. Kalynchuk/R. St. Clair)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Engineering in Mechanical Engineering Double Degree Program, as described in the document "MBA+MENG-MEBU Discontinuation of Program".

**CARRIED**

**vii. Proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School**

Motion: (J. Clarke/S. Breau)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Business Administration and Master of Science in Business Double Degree Program with the EDHEC Business School, as described in the document "MBA-BUSI-EDHEC Discontinuation of Program".

**CARRIED**

**viii. Proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School**

Motion: (R. St. Clair/G. McDonough)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Master of Global Business Double Degree Program with the EDHEC Business School, as described in the document "Discontinuance".

**CARRIED**

**ix. Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Education**

Dr. Hicks introduced the proposed changes. There were no questions.

Motion: (J. Burton/V. Kuehne)

That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Education, as described in the document "Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Education".

**CARRIED**

**x. Proposed changes to the Leadership Studies (EPLS) Graduate Program Unit Reduction – Master of Arts**

Dr. Hicks introduced the proposed changes. There were no questions.

Motion: (S. Hundza/M. Garcia-Barrera)

That Senate approve the proposed changes to the Leadership Studies Graduate Program Unit Reduction Master of Arts, as described in the document "Leadership Studies (EPLS) Graduate Program Unit Reduction Master of Arts".

**CARRIED**

**7. PROPOSALS AND REPORTS FROM FACULTIES**

There was none.

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

There was none.

**9. OTHER BUSINESS**

A member asked how the approved motions for extending the break between the fall and spring terms of the winter session would be communicated to the campus community. Ms. Saab responded that University Communications and Marketing has a communication plan that would be put in action directly after the Senate meeting.

There being no other business the meeting was adjourned at 5:06 p.m.

Draft

Senate Meeting December 4, 2020			SEN-JAN 8/21-1	
Name	In Attendance	Regrets		Page 8 of 10
Alexander, David		☒	Convocation Senator	Elected by the convocation
Andersen, Carrie	☒		University Secretary	Secretary of Senate
Aragon, Janni	☒		Faculty of Social Sciences	Elected by the faculty members
Beaveridge, Chandra	☒		Convocation Senator	Elected by the convocation
Bengtson, Jonathan	☒		University Librarian	Ex officio
Berge, Brittany	☒		Student Senator	Elected from the student societies
Bhiladvala, Rustom	☒		Faculty of Engineering	Elected by the faculty members
Breau, Susan	☒		Dean, Faculty of Law	Ex officio
Bruton, Jeffrey	☒		Student Senator	Elected from the student societies
Burford, Neil	☒		Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	☒		Faculty of Fine Arts	Elected by the Faculty
Campbell, Erin	☒		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	☒		Dean, Division of Continuing Studies	Ex officio
Cloutier, Denise	☒		Faculty of Social Sciences	Elected by the Faculty
Colby, Jason	☒		Faculty of Humanities	Elected by the Faculty
Cowen, Laura	☒		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	☒		Student Senator	Elected from the student societies
Cucksey, Logan	☒		Student Senator	Elected from the student societies
D’Arcy, Alexandra	☒		Faculty of Humanities	Elected by the Faculty
Devor, Aaron	☒		Faculty of Social Sciences	Elected by the faculty members
Dunsdon, Jim	☒		Associate Vice-President Student Affairs	By Invitation
Evans, Steve	☒		Acting Dean, Faculty of Graduate Studies	Ex officio
Garcia-Barrera, Mauricio	☒		Faculty of Graduate Studies	Elected by the Faculty
Giffen, Robyn	☒		Student Senator	Elected from the student societies
Gijzen, Benjamin	☒		Student Senator	Elected from the student societies
Gillen, Mark	☒		Faculty of Law	Elected by the Faculty
Granirer, Jonathan	☒		Student Senator	Elected from the student societies
Greengoe, Nicole	☒		Registrar	By Invitation
Hall, Kevin	☒		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	☒		Faculty of Social Sciences	Elected by the faculty members
Hancock, Rob	☒		Convocation Senator	Elected by the convocation
Hicks, Robin	☒		Acting Associate Vice-President Academic Planning	By Invitation
Hiser, Emily	☒		Student Senator	Elected from the student societies
Hof, Fraser	☒		Faculty of Science	Elected by the faculty members
Humphries, Sara	☒		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	☒		Student Senator	Elected from the student societies
Hundza, Sandra	☒		Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	☒		Vice-President Research	Ex officio
Kalyniuk, Tomas	☒		Student Senator	Elected from the student societies
Kandil, Yasmine	☒		Faculty of Fine Arts	Elected by the Faculty
Klein, Saul	☒		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	☒		Continuing Sessional	Elected by the Continuing Sessionals
Kuehne, Valerie	☒		Vice-President Academic and Provost	Ex officio
Kurki, Helen	☒		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	☒		Faculty of Science	Elected by the Faculty
Leacock, Brian	☒		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	☒		Faculty of Humanities	Elected by the faculty members
Lewis, Susan	☒		Acting Vice-Provost	By Invitation
Lindgren, Allana	☒		Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	☒		Dean, Faculty of Science	Ex officio
Marcy, Richard	☒		Faculty of Human and Social Development	Elected by the Faculty
Martin, Joseph	☒		Student Senator	Elected from the student societies
McDonough, Graham	☒		Faculty of Education	Elected by the Faculty
McGinnis, Martha	☒		Faculty of Graduate Studies	Elected by the Faculty
Mukhopadhyaya, Phalguni	☒		Faculty of Engineering	Elected by the Faculty
Newcombe, Andrew	☒		Faculty of Law	Elected by the Faculty
Purchase, Michelle	☒		Student Senator	Elected from the student societies
Rogers, Shelagh		☒	Chancellor	Ex officio
Rose-Redwood, CindyAnn	☒		Faculty of Social Sciences	Elected by the faculty members
Roubekas, Evan	☒		Student Senator	Elected from the student societies
Russell, Carolyn	☒		Convocation Senator	Elected by the convocation
Saab, Ada	☒		Associate University Secretary	By Invitation
Sangter-Gormley, Esther	☒		Acting Dean, Faculty of Human and Social Development	Ex officio
Seeman, Dean	☒		Librarian	Elected by the Professional Librarians
Shaman, Wren	☒		Student Senator	Elected from the student societies
Smith, Brock	☒		Peter B. Gustavson School of Business	Elected by the Faculty
Snizek, Suzanne	☒		Faculty of Fine Arts	Elected by the faculty members
St. Clair, Ralf	☒		Dean, Faculty of Education	Ex officio
Strega, Susan	☒		Faculty of Human and Social Development	Elected by the Faculty
Struchtrup, Henning	☒		Faculty of Engineering	Elected by the Faculty
Voss, Graham	☒		Acting Dean, Faculty of Social Sciences	Ex officio
Watts, Juliet	☒		Student Senator	Elected from the student societies
Wild, Peter	☒		Acting Dean, Faculty of Engineering	Ex officio
Wright, Bruce	☒		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	☒		Faculty of Fine Arts	Elected by the faculty members

## MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

**Effective November 2, 2020**EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers  
 President and Vice-Chancellor: Kevin Hall, Chair  
 Vice-President Academic & Provost: Valerie Kuehne  
 Vice-President Research: Lisa Kalynchuk  
 Dean, Peter B. Gustavson School of Business: Saul Klein, Vice-Chair  
 Dean of Education: Ralf St. Clair  
 Acting Dean of Engineering: Peter Wild  
 Dean of Continuing Studies: Jo-Anne Clarke  
 Acting Dean of Fine Arts: Allana Lindgren  
 Acting Dean of Graduate Studies: Steve Evans  
 Acting Dean of Humanities: Annalee Lepp  
 Acting Dean of HSD: Esther Sangster-Gormley  
 Dean of Law: Susan Breau  
 Dean of Science: Peter Loock  
 Acting Dean of Social Sciences: Graham Voss  
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Brian Leacock (30/6/22)  
 Brock Smith (30/6/21)  
 EDUC: Sandra Hundza (30/6/23)  
 Graham McDonough (30/6/22)  
 ENGR: Phalguni Mukhopadhyaya (30/6/22)  
 Henning Struchtrup (30/6/23)  
 FINE: Carolyn Butler Palmer (30/6/22)  
 Yasmine Kandil (30/6/21)  
 GRAD: Mauricio Garcia-Barrera (30/6/23)  
 Martha McGinnis (30/6/22)  
 HSD: Richard Marcy (30/6/21)  
 Susan Strega (30/6/22)  
 HUMS: Jason Colby (30/6/21)  
 Alexandra D'Arcy (30/6/22)  
 LAW: Mark Gillen (30/6/22)  
 Andrew Newcombe (30/6/23)  
 SCIE: Neil Burford (30/6/23)  
 Mark Laidlaw (30/6/23)  
 SOSC: Helen Kurki (30/6/23)  
 Denise Cloutier (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon – SOSC (30/6/21)  
 Rustom Bhiladvala (ENGR) (30/6/23)  
 Erin Campbell (FINE) (30/6/23)  
 Laura Cowen - SCIE (30/6/22)  
 Aaron Devor (SOSC) (30/6/23)  
 Helga Hallgrimsdottir – HSD (30/6/21)  
 Fraser Hof (SCIE) (30/6/23)  
 Sara Humphries (HUM) (30/6/21)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

CindyAnn Rose-Redwood - SOSC (30/6/22)  
 Suzanne Snizek (FINE) (30/6/23)  
 Victoria Wyatt (FINE) (30/6/23)  
 TBD (30/6/21)

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

Brittany Berge (LAW) (30/6/21)  
 Jeffrey Bruton (GRAD) “  
 Sophia Crabbe (FINE) “  
 Logan Cucksey (SCIE) “  
 Robyn Giffen (GRAD) “  
 Benjamin Gijzen (SOSC) “  
 Jonathan Granirer (SOSC) “  
 Emily Hiser (SOSC) “  
 Navinder Hundal (SCIE) “  
 Tomas Kalyniuk (BUS) “  
 Joseph Martin (GRAD) “  
 Michelle Purchase (HSD) “  
 Evan Roubekas (ENGR) “  
 Wren Shaman (HUMS) “  
 Juliet Watts (SOSC) “  
 TBD (EDU) “

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: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Acting Vice-Provost: Susan Lewis  
 Assoc. VP Student Affairs: Jim Dunsdon  
 A/Assoc. VP Academic Planning: Robin Hicks  
 Registrar: Nicole Greengoe  
 Associate University Secretary: Ada Saab



University  
of Victoria

Senate Committee on  
Academic Standards

# MEMO

**Date:** December 14, 2020  
**To:** Senate  
**From:** Senate Committee on Academic Standards  
**Re:** **University of Victoria Grading Report for 2019/2020**

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To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on December 10, 2020.

/attachment

Respectfully submitted,

**2020/2021 Senate Committee on Academic Standards**

Neil Burford (Chair), Faculty of Science  
Janni Aragon, Faculty of Social Sciences  
Laurie Barnas, Associate Registrar  
Sophia Crabbe, Student Senator  
Alexandra D'Arcy, Faculty of Humanities  
Erin Donald, GSS Representative  
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)  
Andrea Giles, Executive Director, Co-op Education and Career Services  
Nicole Greengoe, Registrar  
Rob Hancock, Convocation Senator  
Robin Hicks, Acting Associate Vice-President Academic Planning  
Emily Hiser, UVSS Representative  
Navinder Hundal, Student Senator  
Sandra Hundza, Faculty of Education  
Sabrina Jackson, Director, Graduate Admissions and Records  
Yasmine Kandil, Faculty of Fine Arts  
Michelle Lawrence, Faculty of Law  
Michele Martin, Division of Medical Sciences  
Martha McGinnis, Faculty of Graduate Studies  
Tania Muir, Division of Continuing Studies  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Henning Struchtrup, Faculty of Engineering  
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC  
Ada Saab (Secretary), Associate University Secretary

**Office of the Vice-President Academic and Provost**

Michael Williams Building  
University of Victoria  
T 250-721-7013 | F 250-721-7216  
provasst@uvic.ca | uvic.ca/vpac

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**DATE:** November 25, 2020

**TO:** Chair, Senate Committee on Academic Standards

**FROM:** Tony Eder, Executive Director, Academic Resource Planning

**RE: Grading report for 2019/20**

The purpose of the grading report is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. Previous paper reports were prepared every two years for the Senate Committee on Academic Standards and the Vice-President Academic and Provost, with relevant sections distributed to interested parties, such as deans and chairs.

In 2013, the system was revamped to be more comprehensive, timely, detailed, and available online. This report comprises grading statistics up to the spring term of the 2019/20 academic year. Starting with the summer 2014 term, percentage grades are now being collected, and this report presents some overall percentage grades in addition to the usual 9-point and letter grade statistics.

**COVID-19 context**

In March 2020, BC universities shifted quickly to online instruction for all courses in order to ensure students could finish up the academic year in a safe way that aligned with provincial health protocols. In recognition of the teaching and learning challenges due to this unexpected pivot partway through term, UVic provided new [grading options](#) to students. Providing these options helped ensure academic quality, supported student success, and alleviated stress during challenging times. Options were: keep the original grade as assigned by the instructor; select a COVID Pass/Fail (with no impact on GPA); drop the course without academic penalty; and COVID Withdrawal – Extenuating Circumstances.

While a full analysis has not been undertaken on the differences between assessed grades and selected grades (based on the above options), the outcomes of those selections are visible at a summary level. Compared to the spring 2019 term, the spring 2020 term saw noticeable changes: mean grade point rose from 5.51 to 6.42, course drops increased from 4% to 6.1%, and Fail grades dropped from 5% to 1.7%. Consequently “1<sup>st</sup> Class” grades of A or better increased from 45.5% to 59% of grades. Two summary tables showing breakouts by terms and overall averages by academic year are provided below.



Academic Year	Term Code	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2015		5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016		5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017		5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	201805	5.97	77.5	14%	51.8%	30.0%	15.2%	2.9%	15,913	5.0%	17,671
	201809	5.46	74.9	12%	43.8%	30.9%	20.6%	4.7%	63,996	4.8%	69,348
	201901	5.51	75.0	12%	45.5%	29.5%	19.9%	5.0%	62,316	4.0%	67,166
	201905	5.86	77.0	14%	49.9%	30.1%	16.6%	3.3%	15,497	5.2%	17,358
2019	201909	5.51	75.2	12%	44.8%	30.4%	20.1%	4.7%	65,653	4.3%	70,700
	202001	6.42	79.8	18%	59.0%	29.1%	10.2%	1.7%	56,923	6.1%	68,400

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.3%	29.8%	15.6%	3.3%	138,073	5.2%	156,458

### Attached reports (Appendix A):

- Overall Undergraduate
- Overall Graduate
- Faculty of Law
- Faculty of Education
- Faculty of Engineering
- Faculty of Fine Arts
- Faculty of Human and Social Development
- Faculty of Humanities
- Division of Medical Sciences
- Faculty of Science
- Faculty of Social Sciences
- PB Gustavson School of Business

These reports document general time-series trends and grading anomalies, but they do not attempt to explain changes in grade distributions over time, for differences in grade distributions across sections of a course, or for variations in grade distributions among departments and faculties.

Access to the online grading reports is via the Office and Institutional Planning and Analysis' reporting portal on its website ([uvic.ca/institutionalplanning](http://uvic.ca/institutionalplanning)). **Full instructions on how to access and navigate the system as well as reports at the following levels are attached to this memo (Appendix B).**



## Section Grading Patterns - UVic

### Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

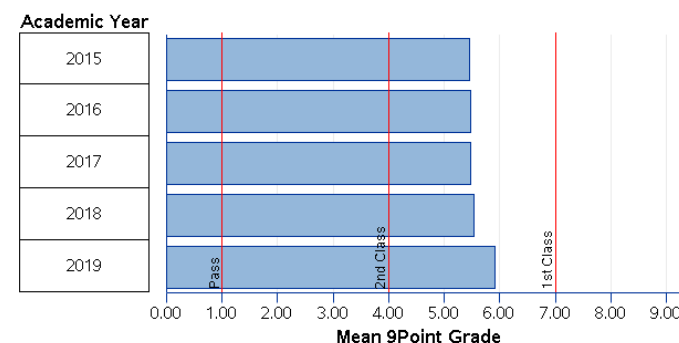
#### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.3%	29.8%	15.6%	3.3%	138,073	5.2%	156,458

#### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### BY COURSE LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
100 Level	2015	4.80	71.3	9.0%	34.8%	30.0%	26.8%	8.4%	42,854	6.2%	46,276
	2016	4.87	71.7	9.5%	35.6%	30.4%	26.0%	8.0%	41,905	6.0%	45,011
	2017	4.87	71.7	9.5%	35.6%	30.6%	25.9%	7.9%	41,034	6.3%	44,293
	2018	4.93	72.0	9.9%	36.8%	29.7%	26.0%	7.5%	41,627	5.7%	44,691
	2019	5.55	75.3	14%	45.6%	29.8%	19.6%	5.0%	40,064	6.5%	45,127
200 Level	2015	5.24	73.8	11%	40.6%	30.5%	23.6%	5.3%	32,087	4.8%	34,664
	2016	5.15	73.2	10%	39.3%	30.5%	24.4%	5.8%	32,840	5.2%	35,547

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



## Section Grading Patterns - UVic

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**BY COURSE LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level  
**AND** Time 5 years ending with the last year (currently 2019)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
200 Level	2017	5.11	73.0	11%	39.2%	29.8%	24.9%	6.0%	32,696	5.5%	35,472
	2018	5.25	73.8	11%	40.4%	31.2%	23.0%	5.4%	33,770	4.9%	36,468
	2019	5.55	75.4	12%	45.2%	30.7%	19.9%	4.2%	32,197	6.1%	36,666
300 Level	2015	5.76	76.5	11%	47.3%	32.8%	17.0%	2.8%	43,012	4.3%	46,171
	2016	5.73	76.3	11%	46.8%	33.2%	17.0%	3.0%	43,413	4.0%	46,544
	2017	5.72	76.3	11%	47.1%	32.4%	17.4%	3.1%	44,099	3.9%	47,111
	2018	5.73	76.3	11%	47.2%	32.3%	17.2%	3.1%	44,281	3.9%	47,323
	2019	6.05	77.9	13%	52.3%	31.8%	13.6%	2.2%	43,231	4.5%	48,246
400 Level	2015	6.61	80.6	17%	63.7%	26.5%	8.3%	1.4%	19,989	2.8%	23,108
	2016	6.60	80.5	17%	63.2%	26.8%	8.6%	1.4%	21,523	2.8%	24,868
	2017	6.62	80.6	17%	63.4%	26.9%	8.3%	1.4%	22,312	2.8%	25,408
	2018	6.72	81.2	19%	65.4%	25.4%	8.0%	1.2%	22,352	2.6%	25,277
	2019	6.89	82.1	22%	67.9%	24.8%	6.4%	0.9%	22,401	3.0%	26,083
700 Level	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	336

**BY COURSE LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

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## Section Grading Patterns - UVic

### Program Course Level.PROGRAM\_COURSE\_LEVEL: Graduate

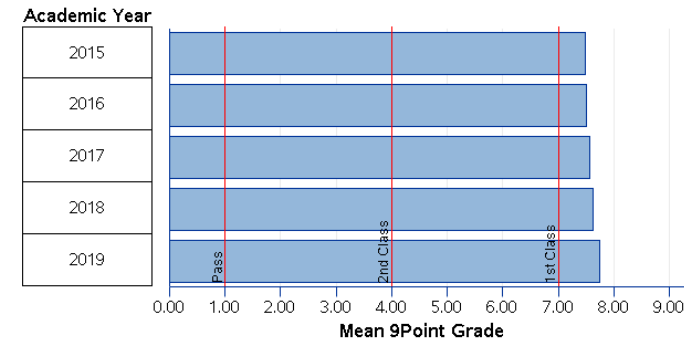
#### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	7.49	84.7	24%	82.8%	15.5%	1.3%	0.5%	8,290	2.6%	18,676
2016	7.52	84.9	25%	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	17,743
2017	7.57	85.2	26%	84.9%	14.2%	0.7%	0.3%	7,836	2.1%	17,782
2018	7.63	85.6	28%	85.4%	13.8%	0.6%	0.2%	7,784	2.0%	17,181
2019	7.74	86.1	32%	87.8%	11.2%	0.8%	0.2%	7,297	2.3%	16,892

#### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



#### BY COURSE LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
500 Level	2015	7.47	84.6	24%	82.5%	15.7%	1.3%	0.5%	8,034	3.1%	14,969
	2016	7.51	84.9	25%	83.3%	15.4%	1.0%	0.4%	7,545	2.7%	14,119
	2017	7.56	85.2	26%	84.7%	14.4%	0.6%	0.3%	7,581	2.5%	14,202
	2018	7.62	85.5	28%	85.0%	14.1%	0.6%	0.3%	7,535	2.4%	13,780
	2019	7.72	86.0	31%	87.5%	11.5%	0.8%	0.2%	6,994	2.8%	13,236
600 Level	2015	8.02	87.4	47%	90.6%	7.4%	0.8%	1.2%	256	0.7%	3,707
	2016	7.71	85.8	32%	88.8%	7.6%	2.4%	1.2%	251	0.4%	3,624

Note:

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\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



## Section Grading Patterns - UVic

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Graduate**

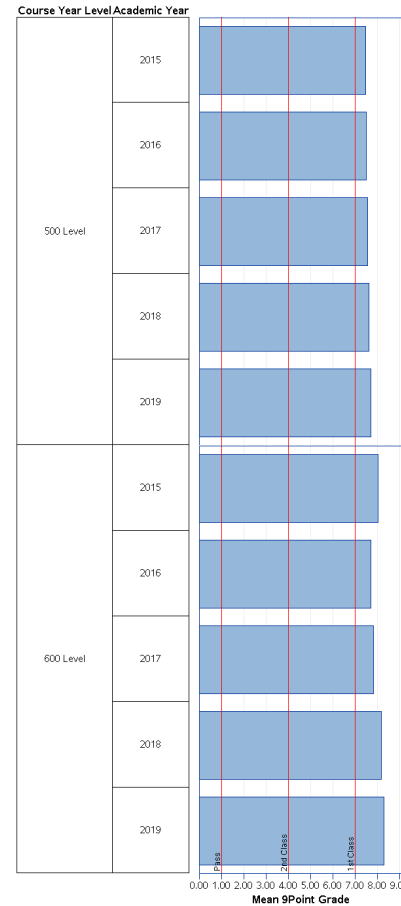
**BY COURSE LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level  
**AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
600 Level	2017	7.83	86.6	38%	90.2%	7.8%	0.8%	1.2%	255	0.6%	3,580
	2018	8.17	88.7	45%	96.8%	3.2%	.	.	249	0.4%	3,401
	2019	8.29	89.1	54%	95.7%	3.6%	0.7%	.	303	0.4%	3,656

**BY COURSE LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



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## Section Grading Patterns - UVic

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Law**

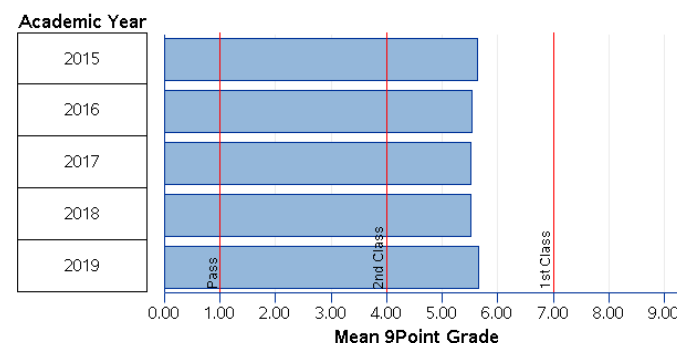
### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	5.64	76.6	1.1%	30.2%	61.5%	8.0%	.	2,574	1.9%	3,110
2016	5.53	75.7	1.2%	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,319
2017	5.52	76.0	0.7%	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,262
2018	5.52	76.0	0.4%	27.0%	63.7%	8.6%	0.6%	2,722	1.5%	3,388
2019	5.66	76.5	1.2%	30.1%	63.1%	6.1%	0.8%	2,635	2.6%	3,436

### ALL COURSE LEVELS

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### BY COURSE LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
100 Level	2015	5.24	74.9	0.1%	16.3%	74.8%	8.5%	.	798	3.0%	941
	2016	5.14	73.9	.	13.8%	77.4%	7.0%	1.7%	860	4.1%	1,023
	2017	5.18	74.8	.	14.4%	75.8%	9.3%	0.4%	786	2.2%	918
	2018	5.11	74.3	0.3%	14.5%	73.9%	10.8%	0.7%	922	2.7%	1,068
	2019	5.27	74.9	0.2%	17.7%	73.5%	7.7%	1.1%	827	5.8%	1,046
300 Level	2015	5.79	77.3	1.4%	35.6%	56.3%	7.9%	.	1,750	1.5%	2,023
	2016	5.69	76.5	1.6%	33.6%	57.1%	9.1%	0.1%	1,771	0.8%	2,162

Note:

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\* **2nd Class:** Includes grades B+, B, and B-

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\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



## Section Grading Patterns - UVic

Program Course Level.PROGRAM\_COURSE\_LEVEL: Law

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2017	5.64	76.5	0.7%	30.7%	60.2%	8.9%	.	1,788	0.3%	2,186
	2018	5.71	76.7	0.4%	32.6%	59.2%	7.6%	0.6%	1,777	1.0%	2,172
	2019	5.81	77.0	1.6%	35.0%	59.0%	5.4%	0.6%	1,779	1.3%	2,227
500 Level	2015	7.79	86.1	17%	95.8%	4.2%	.	.	24	.	58
	2016	7.75	85.4	19%	93.8%	6.3%	.	.	16	.	51
	2017	7.50	84.1	14%	85.7%	14.3%	.	.	28	.	65
	2018	7.67	84.6	4.8%	95.2%	4.8%	.	.	21	.	52
	2019	7.48	84.0	4.8%	81.0%	19.0%	.	.	21	.	54
600 Level	2015	8.00	86.5	.	100%	.	.	.	2	.	88
	2016	.	.	.	.	.	.	.	0	.	83
	2017	.	.	.	.	.	.	.	0	.	93
	2018	8.00	85.0	.	100%	.	.	.	2	.	96
	2019	7.63	84.4	13%	100%	.	.	.	8	.	109

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)



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\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

**Program Course Level.PROGRAM\_COURSE\_LEVEL:** Undergraduate

**Course Faculty.COURSE\_FACULTY\_1:** Faculty of Education

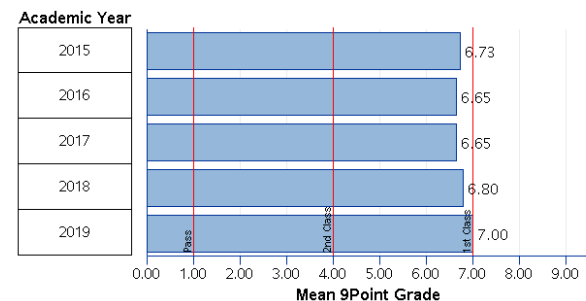
### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
<b>Academic Year</b>										
<b>2015</b>	6.73	81.2	16%	64.8%	27.6%	6.7%	1.0%	10,423	2.4%	12,509
<b>2016</b>	6.65	80.8	17%	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,198
<b>2017</b>	6.65	81.0	16%	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,305
<b>2018</b>	6.80	81.5	20%	65.2%	27.0%	6.7%	1.2%	10,559	2.2%	12,558
<b>2019</b>	7.00	82.8	22%	69.3%	24.6%	5.2%	0.8%	10,725	2.4%	12,475

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
<b>Course Year Level</b>	<b>Academic Year</b>										
<b>100 Level</b>	<b>2015</b>	5.94	77.3	12%	52.4%	28.6%	16.8%	2.2%	2,275	5.4%	2,573
	<b>2016</b>	5.92	77.3	15%	51.8%	28.2%	16.9%	3.1%	2,279	4.2%	2,449
	<b>2017</b>	5.81	77.2	14%	47.8%	31.4%	18.8%	2.0%	2,351	5.4%	2,575
	<b>2018</b>	5.94	77.2	16%	51.9%	27.4%	17.3%	3.4%	2,279	4.4%	2,579
	<b>2019</b>	6.46	80.1	22%	60.8%	25.0%	11.9%	2.3%	2,363	4.5%	2,626
<b>200 Level</b>	<b>2015</b>	6.63	80.8	15%	61.9%	31.0%	6.4%	0.7%	955	1.0%	1,236
	<b>2016</b>	6.69	80.6	16%	64.8%	26.9%	6.9%	1.5%	960	2.2%	1,245
	<b>2017</b>	6.91	82.1	20%	70.1%	23.0%	6.3%	0.6%	890	3.0%	1,139
	<b>2018</b>	6.95	82.1	22%	68.9%	24.9%	5.5%	0.8%	925	1.2%	1,213
	<b>2019</b>	7.04	82.6	20%	72.5%	21.6%	5.1%	0.7%	976	1.3%	1,157
<b>300 Level</b>	<b>2015</b>	6.73	81.3	13%	62.3%	32.2%	4.8%	0.7%	4,189	2.3%	4,862
	<b>2016</b>	6.48	80.0	12%	55.6%	37.0%	6.4%	1.0%	4,032	1.8%	4,678

Note:

\* **1st Class:** Includes grades A+, A, and A-

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\* **Official Reporting:** Please verify with Institutional Planning & Analysis.



## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

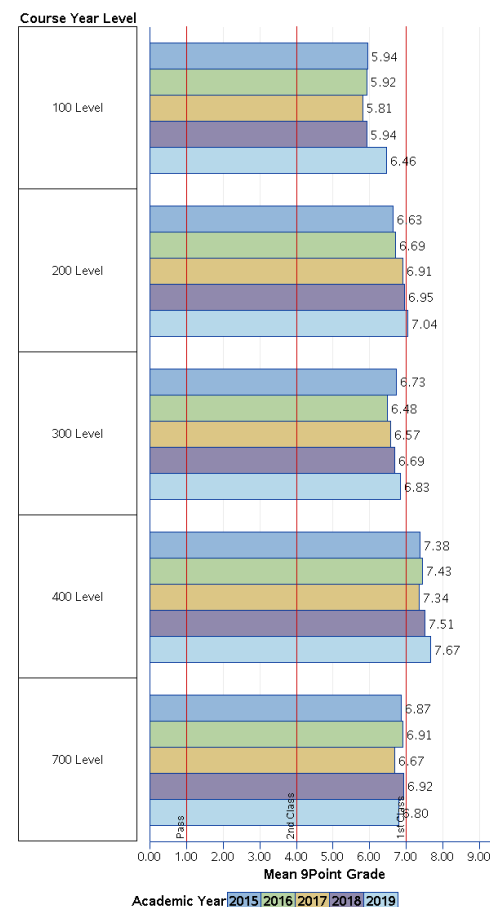
## COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2017	6.57	80.6	12%	58.9%	34.8%	5.7%	0.7%	4,148	1.8%	4,699
	2018	6.69	81.1	15%	62.0%	31.9%	5.4%	0.8%	4,055	2.0%	4,694
	2019	6.83	82.0	17%	64.1%	30.6%	4.9%	0.5%	4,201	2.3%	4,769
400 Level	2015	7.38	84.3	22%	79.3%	18.6%	1.8%	0.4%	2,783	0.8%	3,342
	2016	7.43	84.7	27%	78.5%	19.8%	1.4%	0.3%	2,869	1.2%	3,367
	2017	7.34	84.2	23%	77.0%	20.9%	1.7%	0.4%	2,984	0.7%	3,468
	2018	7.51	85.2	30%	78.4%	20.0%	1.3%	0.3%	3,105	1.3%	3,646
700 Level	2019	7.67	86.0	32%	83.1%	15.9%	0.8%	0.2%	3,005	1.4%	3,587
	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	336

## COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

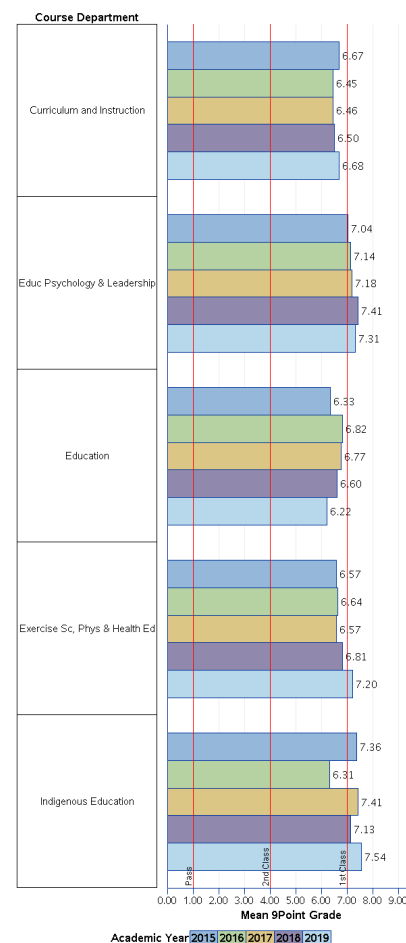
### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Curriculum and Instruction	2015	6.67	81.0	10%	62.2%	32.9%	4.2%	0.6%	4,058	2.2%	5,315
	2016	6.45	80.0	9.2%	54.5%	38.8%	6.0%	0.7%	4,154	2.0%	5,330
	2017	6.46	79.9	7.3%	55.6%	38.8%	4.9%	0.7%	4,352	1.7%	5,532
	2018	6.50	80.1	10%	55.1%	39.2%	4.8%	0.9%	4,268	1.7%	5,471
	2019	6.68	81.2	11%	60.2%	35.0%	4.3%	0.5%	4,281	2.1%	5,258
Educ Psychology & Leadership	2015	7.04	82.8	22%	74.9%	16.4%	8.0%	0.7%	2,170	1.4%	2,420
	2016	7.14	83.2	28%	75.1%	18.4%	4.9%	1.6%	1,876	1.9%	2,115
	2017	7.18	83.5	24%	76.8%	16.3%	5.8%	1.0%	1,752	1.9%	1,987
	2018	7.41	84.6	33%	81.1%	12.8%	4.9%	1.2%	1,908	2.2%	2,155
	2019	7.31	84.1	29%	79.5%	14.1%	5.4%	1.0%	1,887	3.0%	2,179
Education	2015	6.33	78.5	6.2%	58.0%	32.1%	7.4%	2.5%	81	8.5%	94
	2016	6.82	81.2	24%	65.9%	26.0%	4.9%	3.1%	223	1.3%	231
	2017	6.77	81.3	28%	67.7%	20.0%	8.9%	3.4%	235	1.6%	245
	2018	6.60	81.1	27%	61.3%	28.0%	7.5%	3.2%	279	1.7%	287
	2019	6.22	79.2	22%	62.5%	19.0%	13.8%	4.7%	253	1.9%	260
Exercise Sc, Phys & Health Ed	2015	6.57	80.6	17%	60.5%	29.6%	8.9%	1.0%	3,852	2.8%	4,017
	2016	6.64	80.9	20%	63.9%	24.6%	10.3%	1.3%	3,802	2.7%	3,953
	2017	6.57	80.8	20%	61.2%	26.7%	11.3%	0.7%	3,943	3.6%	4,120
	2018	6.81	81.8	23%	67.6%	21.7%	9.9%	0.8%	3,846	2.8%	4,004
	2019	7.20	83.7	29%	73.5%	19.9%	5.7%	0.8%	3,830	2.5%	3,994
Indigenous Education	2015	7.36	81.0	31%	85.9%	5.7%	1.5%	6.9%	262	3.9%	663
	2016	6.31	76.2	19%	57.1%	32.7%	2.9%	7.3%	275	0.7%	569
	2017	7.41	83.5	24%	84.3%	12.9%	0.3%	2.4%	287	1.2%	421
	2018	7.13	80.3	42%	81.8%	6.2%	2.3%	9.7%	258	1.9%	641
	2019	7.54	86.0	39%	80.0%	14.1%	4.4%	1.5%	474	2.2%	784

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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## Section Grading Patterns by Faculty

**Program Course Level.PROGRAM\_COURSE\_LEVEL:** Undergraduate

**Course Faculty.COURSE\_FACULTY\_1:** Faculty of Engineering

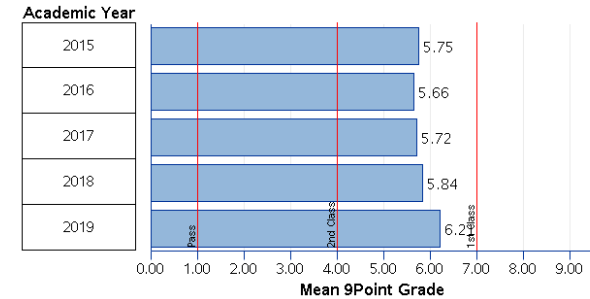
### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2015	5.75	76.3	18%	50.2%	26.1%	18.6%	5.0%	16,852	5.0%	17,748
2016	5.66	75.8	17%	48.4%	26.5%	19.4%	5.5%	18,505	5.1%	19,521
2017	5.72	76.1	17%	49.8%	25.9%	18.7%	5.3%	19,113	5.3%	20,208
2018	5.84	76.7	17%	51.9%	25.6%	16.9%	5.3%	19,308	4.9%	20,323
2019	6.21	78.8	20%	57.5%	24.9%	13.8%	3.8%	18,683	5.9%	20,696

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2015	5.65	75.4	19%	50.3%	24.2%	17.2%	8.4%	4,931	6.5%	5,274
	2016	5.66	74.9	22%	51.4%	22.0%	16.5%	10.0%	4,996	6.5%	5,351
	2017	5.72	75.7	21%	51.7%	22.7%	16.7%	8.5%	4,795	6.9%	5,156
	2018	5.45	73.6	19%	48.5%	22.3%	17.6%	11.0%	4,238	7.5%	4,581
	2019	6.39	79.3	24%	62.3%	21.3%	10.7%	5.7%	4,198	8.3%	4,718
200 Level	2015	5.50	75.3	14%	44.9%	28.9%	20.9%	5.1%	4,037	4.6%	4,233
	2016	5.09	73.1	11%	37.6%	31.5%	24.7%	6.0%	4,412	5.5%	4,668
	2017	5.13	72.9	11%	40.0%	28.9%	23.6%	7.0%	4,409	6.8%	4,736
	2018	5.54	75.1	14%	47.3%	27.5%	18.8%	6.3%	4,362	5.0%	4,596
	2019	5.20	73.3	13%	41.1%	29.0%	21.1%	8.7%	3,877	8.4%	4,404
300 Level	2015	5.59	75.6	17%	47.2%	26.5%	22.1%	3.8%	4,909	4.1%	5,118
	2016	5.58	75.8	17%	46.4%	27.1%	22.4%	3.9%	5,561	4.3%	5,820

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Engineering

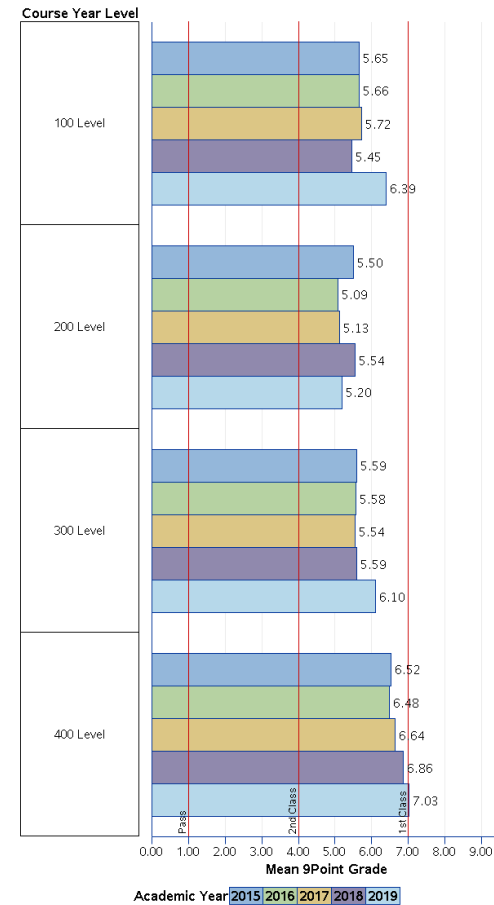
### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2017	5.54	75.6	15%	46.4%	27.1%	22.0%	4.2%	5,989	3.6%	6,230
	2018	5.59	76.1	14%	45.9%	29.3%	20.7%	3.8%	6,320	4.0%	6,604
	2019	6.10	78.6	16%	54.2%	27.9%	16.0%	1.8%	5,865	3.7%	6,507
400 Level	2015	6.52	80.5	22%	61.9%	24.8%	12.0%	1.3%	2,975	4.7%	3,123
	2016	6.48	80.3	20%	61.0%	25.8%	12.3%	0.9%	3,536	3.9%	3,682
	2017	6.64	81.1	22%	63.8%	24.7%	10.5%	1.0%	3,920	4.1%	4,086
	2018	6.86	82.1	25%	68.6%	21.7%	8.8%	1.0%	4,388	3.3%	4,542
	2019	7.03	83.1	29%	70.5%	21.2%	7.7%	0.5%	4,743	4.4%	5,067

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Engineering

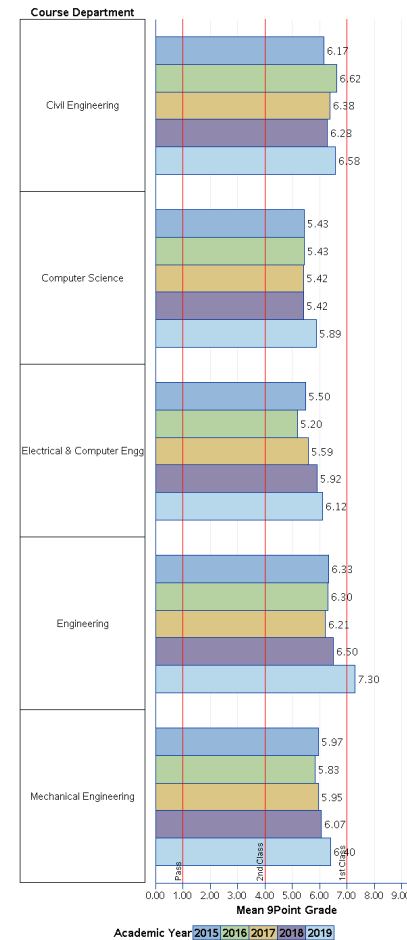
### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Civil Engineering	2015	6.17	79.4	14%	54.0%	30.5%	14.2%	1.3%	226	.	226
	2016	6.62	81.3	20%	61.8%	28.2%	9.3%	0.6%	1,363	1.1%	1,378
	2017	6.38	80.1	14%	58.7%	29.7%	11.2%	0.5%	1,521	0.3%	1,525
	2018	6.28	79.6	11%	56.3%	31.3%	11.6%	0.8%	1,669	0.9%	1,684
	2019	6.58	80.9	13%	61.9%	30.2%	7.6%	0.3%	1,792	1.4%	1,862
Computer Science	2015	5.43	74.5	17%	46.8%	24.2%	21.3%	7.7%	6,111	7.4%	6,602
	2016	5.43	74.3	19%	47.3%	23.1%	21.5%	8.2%	7,778	8.0%	8,457
	2017	5.42	74.5	18%	46.7%	23.2%	22.2%	7.9%	8,349	8.8%	9,166
	2018	5.42	74.3	19%	47.6%	22.6%	21.0%	8.8%	8,411	8.0%	9,148
	2019	5.89	77.1	20%	53.1%	23.9%	17.0%	6.0%	7,958	9.2%	9,292
Electrical & Computer Engg	2015	5.50	75.2	18%	46.6%	24.4%	23.9%	4.9%	3,757	3.9%	3,912
	2016	5.20	73.9	14%	40.1%	28.3%	26.0%	5.4%	3,764	4.3%	3,934
	2017	5.59	75.6	16%	47.3%	26.6%	21.7%	4.0%	3,697	2.6%	3,797
	2018	5.92	77.7	19%	50.8%	27.8%	18.8%	2.5%	3,518	3.3%	3,642
	2019	6.12	78.4	24%	55.0%	24.6%	16.9%	3.3%	3,497	4.4%	3,833
Engineering	2015	6.33	79.4	21%	58.5%	26.4%	12.2%	2.9%	3,572	3.6%	3,705
	2016	6.30	79.1	20%	57.1%	28.2%	11.4%	2.9%	2,455	2.3%	2,521
	2017	6.21	78.7	19%	56.3%	28.1%	10.6%	4.3%	2,400	2.7%	2,479
	2018	6.50	79.5	20%	62.8%	24.1%	8.6%	3.6%	2,576	2.5%	2,658
	2019	7.30	84.4	35%	76.0%	17.3%	6.0%	0.7%	1,327	2.9%	1,397
Mechanical Engineering	2015	5.97	77.6	14%	51.2%	31.0%	14.6%	2.7%	3,186	3.5%	3,303
	2016	5.83	76.6	15%	48.7%	30.7%	16.9%	3.1%	3,145	2.6%	3,231
	2017	5.95	77.1	15%	51.7%	29.1%	15.5%	2.8%	3,146	2.9%	3,241
	2018	6.07	77.9	13%	53.8%	29.5%	13.5%	2.8%	3,134	1.8%	3,191
	2019	6.40	79.6	16%	60.0%	27.5%	10.1%	2.3%	4,109	3.1%	4,312

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts

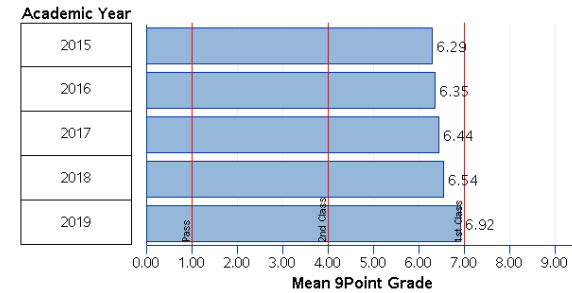
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	6.29	78.4	14%	58.4%	28.3%	10.0%	3.4%	9,230	4.5%	9,777
2016	6.35	78.7	16%	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
2017	6.44	79.0	16%	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,471
2018	6.54	79.8	19%	63.2%	24.9%	9.1%	2.7%	9,104	4.1%	9,610
2019	6.92	81.8	23%	70.4%	21.9%	5.9%	1.8%	8,662	4.2%	9,302

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



## COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
100 Level	2015	5.94	76.7	12%	53.2%	29.1%	13.3%	4.5%	3,557	5.0%	3,759
	2016	5.99	76.8	13%	54.6%	28.2%	12.6%	4.6%	3,581	5.7%	3,797
	2017	6.03	76.8	11%	53.8%	31.1%	10.7%	4.4%	3,458	6.1%	3,686
	2018	6.36	79.1	18%	60.1%	25.7%	10.9%	3.2%	3,405	4.6%	3,578
	2019	6.87	81.6	23%	69.7%	21.7%	6.6%	2.0%	3,534	5.0%	3,783
200 Level	2015	6.07	77.4	12%	53.7%	31.0%	11.5%	3.8%	1,873	4.1%	1,987
	2016	6.18	77.9	12%	56.0%	30.8%	10.0%	3.1%	1,787	5.8%	1,908
	2017	6.41	78.9	16%	59.5%	29.3%	8.2%	3.0%	1,513	4.5%	1,586
	2018	6.25	78.5	14%	57.3%	28.1%	11.9%	2.7%	1,795	3.6%	1,864
	2019	6.67	80.8	16%	65.2%	26.0%	7.5%	1.4%	1,671	3.1%	1,752
300 Level	2015	6.64	80.0	17%	63.9%	27.5%	6.2%	2.3%	2,866	4.7%	3,034
	2016	6.65	80.1	19%	63.7%	27.5%	6.3%	2.6%	2,976	3.4%	3,110
	2017	6.71	80.4	19%	66.1%	25.6%	5.8%	2.5%	2,972	3.3%	3,122
	2018	6.73	80.4	20%	67.1%	23.5%	6.8%	2.6%	2,939	4.0%	3,106

Note:

- \* **1st Class:** Includes grades A+, A, and A-
- \* **2nd Class:** Includes grades B+, B, and B-
- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N
- \* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- \* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts

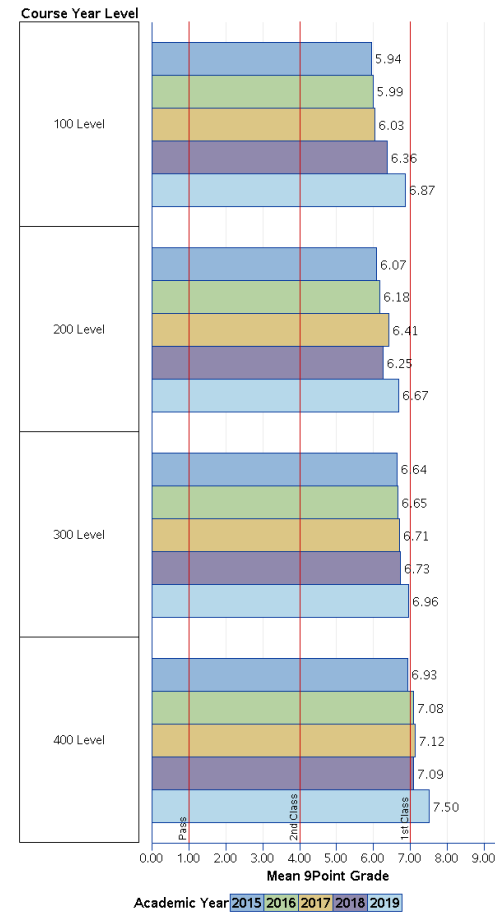
### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2019	6.96	81.7	23%	71.1%	21.6%	5.3%	2.1%	2,615	4.1%	2,795
400 Level	2015	6.93	81.8	21%	70.3%	21.8%	6.1%	1.7%	934	2.7%	997
	2016	7.08	82.3	23%	75.5%	17.5%	4.9%	2.1%	989	2.1%	1,078
	2017	7.12	82.8	24%	73.9%	20.1%	4.9%	1.1%	964	4.6%	1,077
	2018	7.09	82.7	26%	73.1%	20.4%	4.9%	1.7%	965	3.5%	1,062
	2019	7.50	85.0	34%	81.1%	15.7%	1.9%	1.3%	842	2.9%	972

### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)



Note:

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- \* **Pass:** Includes grades C+, C, and D
- \* **Fail:** Includes grades E, F, and N
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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Fine Arts

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Art History & Visual Studies	2015	6.13	76.8	13%	54.7%	31.0%	10.0%	4.3%	1,836	5.3%	1,946
	2016	6.24	77.0	16%	57.7%	28.8%	8.5%	5.0%	1,972	4.4%	2,069
	2017	6.41	78.2	17%	61.4%	26.6%	7.9%	4.2%	2,127	5.2%	2,252
	2018	6.42	78.3	17%	61.3%	25.8%	8.8%	4.0%	2,152	5.4%	2,281
	2019	6.76	80.4	20%	67.6%	23.8%	5.4%	3.1%	1,843	5.9%	2,011
Fine Arts	2015	6.73	80.1	7.1%	70.6%	23.2%	4.3%	1.9%	422	2.8%	434
	2016	6.30	78.2	8.3%	58.1%	31.4%	7.7%	2.8%	506	3.8%	526
	2017	6.50	78.9	8.3%	66.3%	23.6%	7.3%	2.8%	436	4.2%	455
	2018	7.53	84.6	24%	87.9%	9.1%	1.9%	1.1%	363	2.4%	372
	2019	7.81	86.0	34%	91.7%	6.4%	0.3%	1.6%	312	3.4%	324
Interdisciplinary Studies	2015	8.00	88.0	.	100%	.	.	.	1	.	1
	2016	7.00	80.0	.	100%	.	.	.	1	.	1
	2017	8.00	85.0	50%	100%	.	.	.	2	33.3%	3
	2018	6.59	79.8	2.3%	63.6%	36.4%	.	.	44	4.3%	46
	2019	6.27	78.7	2.1%	52.1%	41.7%	6.3%	.	48	.	48
Music	2015	6.43	79.4	24%	63.5%	20.4%	10.8%	5.2%	2,324	6.0%	2,508
	2016	6.59	80.2	27%	65.7%	20.2%	9.1%	4.9%	2,208	7.6%	2,408
	2017	6.69	81.0	27%	67.2%	19.7%	9.3%	3.8%	1,963	5.9%	2,102
	2018	6.94	82.4	33%	71.2%	17.3%	7.9%	3.6%	1,826	5.1%	1,939
	2019	7.10	83.1	35%	73.7%	16.5%	7.9%	2.0%	1,918	3.8%	2,040
Theatre	2015	6.17	78.2	9.8%	54.4%	32.6%	10.7%	2.3%	1,588	3.5%	1,712
	2016	6.38	79.2	11%	60.0%	30.0%	8.5%	1.5%	1,566	1.8%	1,636
	2017	6.64	80.3	13%	64.1%	28.2%	6.2%	1.4%	1,528	3.0%	1,620
	2018	6.37	79.3	13%	58.4%	30.0%	10.2%	1.4%	1,658	2.2%	1,740
	2019	6.78	81.4	16%	66.0%	27.2%	6.1%	0.7%	1,472	3.1%	1,597
Visual Arts	2015	6.11	77.8	6.9%	52.4%	35.1%	10.6%	1.9%	1,413	2.8%	1,454
	2016	5.90	76.7	7.4%	48.9%	36.2%	12.4%	2.5%	1,404	3.0%	1,491
	2017	6.11	76.9	6.7%	52.5%	37.2%	7.0%	3.3%	1,351	3.6%	1,452
	2018	6.10	77.3	9.0%	53.0%	34.0%	10.1%	2.9%	1,290	5.2%	1,403
	2019	6.56	79.8	12%	63.0%	28.7%	6.5%	1.7%	1,344	5.0%	1,491
Writing	2015	6.41	79.3	15%	60.9%	27.4%	9.1%	2.6%	1,646	4.1%	1,722
	2016	6.55	80.0	15%	65.0%	23.7%	8.9%	2.3%	1,676	4.9%	1,762
	2017	6.23	78.3	12%	55.7%	32.3%	9.4%	2.6%	1,500	5.5%	1,587
	2018	6.54	80.1	19%	63.9%	23.3%	10.8%	2.0%	1,771	2.7%	1,829
	2019	7.14	83.0	25%	75.7%	18.2%	4.7%	1.4%	1,725	3.0%	1,791

Note:

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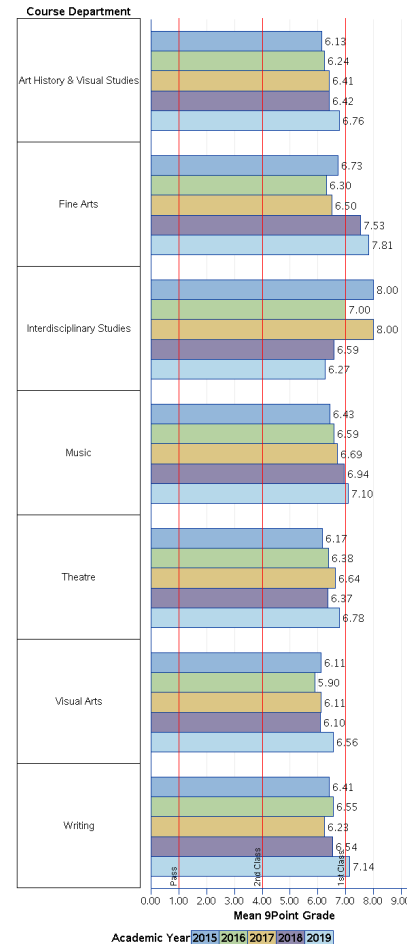
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### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level





## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Human & Social Dev.

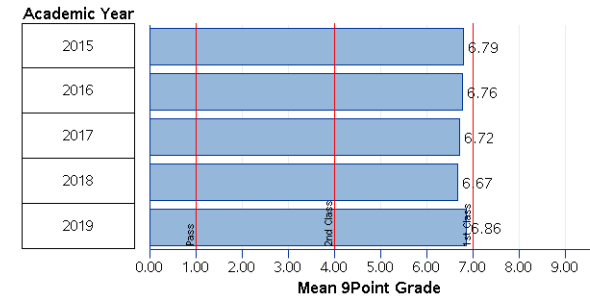
### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	6.79	81.3	17%	67.0%	26.3%	5.4%	1.3%	9,012	3.7%	11,048
2016	6.76	81.0	16%	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,229
2017	6.72	80.8	17%	66.0%	26.4%	6.0%	1.7%	9,287	4.0%	11,448
2018	6.67	80.7	14%	64.5%	28.4%	5.7%	1.4%	9,025	3.1%	10,993
2019	6.86	81.7	17%	69.0%	25.1%	4.7%	1.2%	9,128	3.5%	11,329

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
100 Level	2015	5.33	72.9	8.5%	38.7%	37.0%	18.5%	5.8%	568	7.3%	613
	2016	5.69	75.4	12%	49.6%	24.0%	21.9%	4.4%	524	4.7%	551
	2017	5.74	75.6	8.3%	46.4%	35.7%	14.2%	3.7%	787	7.2%	851
	2018	5.94	76.8	9.7%	50.4%	33.4%	13.2%	3.1%	782	4.8%	821
	2019	6.87	81.4	19%	69.2%	24.5%	4.3%	2.0%	743	3.9%	788
200 Level	2015	6.74	81.1	19%	66.7%	24.2%	7.8%	1.3%	1,503	3.4%	1,556
	2016	6.58	80.2	18%	63.7%	25.4%	9.0%	1.8%	1,633	4.2%	1,705
	2017	6.59	80.5	17%	63.6%	26.5%	8.4%	1.5%	1,708	4.2%	1,782
	2018	6.47	80.0	15%	57.7%	33.0%	7.8%	1.5%	1,697	3.9%	1,819
	2019	6.54	80.4	17%	61.7%	28.4%	8.8%	1.1%	1,708	4.3%	1,869
300 Level	2015	6.91	81.9	18%	68.2%	26.8%	4.1%	1.0%	3,744	3.4%	4,391
	2016	6.86	81.4	15%	69.2%	25.6%	3.8%	1.4%	3,655	3.6%	4,376
	2017	6.73	80.8	15%	65.5%	28.1%	4.8%	1.6%	3,400	4.0%	4,070

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Human & Social Dev.

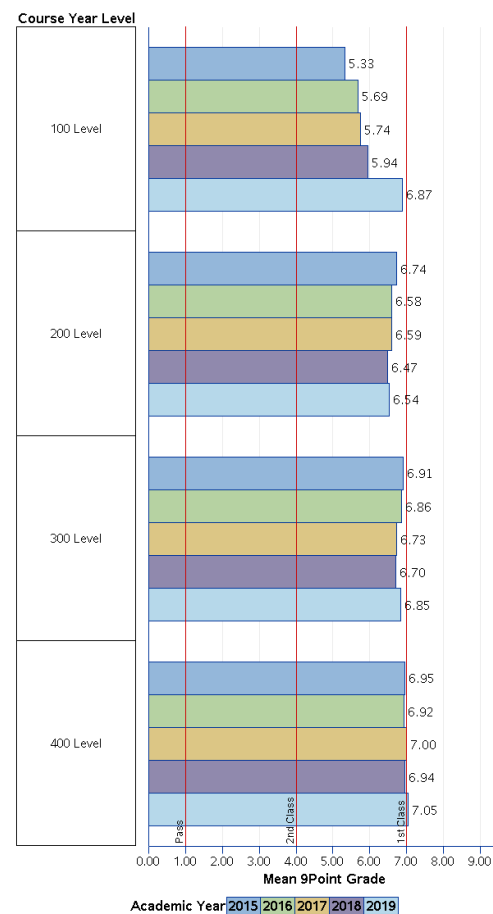
## COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2018	6.70	80.7	12%	65.1%	29.1%	4.4%	1.3%	3,476	2.7%	4,064
	2019	6.85	81.5	15%	68.6%	26.3%	3.7%	1.4%	3,455	3.5%	4,085
400 Level	2015	6.95	82.1	16%	70.8%	24.9%	3.5%	0.8%	3,197	3.7%	4,488
	2016	6.92	81.9	17%	70.5%	24.1%	4.2%	1.2%	3,164	3.5%	4,597
	2017	7.00	82.1	20%	72.1%	22.4%	4.1%	1.4%	3,392	3.3%	4,745
	2018	6.94	82.0	17%	71.0%	23.7%	4.0%	1.2%	3,070	2.7%	4,289
	2019	7.05	82.6	18%	73.2%	22.3%	3.7%	0.9%	3,222	3.0%	4,587

## COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)



Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Human & Social Dev.

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Child & Youth Care	2015	6.84	81.0	23%	68.7%	22.4%	6.3%	2.6%	1,758	5.5%	1,861
	2016	6.73	80.5	21%	67.3%	21.0%	9.2%	2.5%	1,813	4.5%	1,901
	2017	6.71	80.2	25%	66.2%	22.6%	7.6%	3.5%	2,107	5.4%	2,233
	2018	6.71	81.0	20%	65.5%	24.9%	7.7%	1.8%	2,078	4.2%	2,170
	2019	7.03	82.3	22%	72.5%	21.6%	4.2%	1.7%	2,209	3.4%	2,300
Health Information Science	2015	6.65	81.2	22%	65.7%	22.9%	10.8%	0.7%	900	1.3%	912
	2016	6.61	80.7	15%	65.2%	23.3%	10.4%	1.1%	819	1.0%	827
	2017	6.47	80.1	15%	59.3%	29.7%	10.1%	0.9%	889	2.4%	911
	2018	6.42	80.1	15%	58.9%	29.7%	10.8%	0.5%	923	1.6%	992
	2019	6.75	81.6	20%	64.8%	26.9%	7.4%	0.9%	1,036	2.6%	1,133
Human & Social Devlmt	2015	5.50	76.7	8.3%	41.7%	41.7%	16.7%	.	12	13.3%	15
	2016	4.94	67.6	.	29.4%	58.8%	.	11.8%	17	13.6%	22
	2017	6.44	79.9	11%	55.0%	37.3%	6.5%	1.2%	169	4.5%	177
	2018	5.70	76.3	9.0%	42.3%	40.7%	14.8%	2.1%	189	2.1%	194
	2019	6.60	79.4	16%	60.6%	31.1%	5.2%	3.1%	193	8.3%	216
Indigenous Governance Prgrm	2015	5.58	73.2	.	52.6%	26.3%	10.5%	10.5%	19	.	19
	2016	6.69	81.7	15%	65.4%	26.9%	7.7%	.	26	3.7%	27
	2017	6.21	76.9	18%	60.5%	26.3%	7.9%	5.3%	38	13.6%	44
Nursing	2015	7.14	83.3	23%	72.6%	23.0%	3.7%	0.7%	2,456	2.3%	3,802
	2016	7.21	83.5	23%	75.2%	21.4%	2.7%	0.7%	2,411	1.8%	3,955
	2017	7.32	84.1	26%	76.6%	20.8%	2.0%	0.6%	2,018	1.2%	3,427
	2018	7.27	83.9	20%	78.8%	19.2%	1.8%	0.3%	1,860	0.4%	3,117
	2019	7.38	84.5	23%	79.9%	18.0%	2.0%	0.1%	1,678	0.6%	3,026
Public Administration	2015	6.28	78.7	4.8%	52.7%	41.6%	4.8%	0.9%	438	7.8%	475
	2016	6.15	77.5	4.8%	56.2%	33.7%	7.5%	2.6%	454	9.3%	515
	2017	6.02	76.7	3.1%	53.2%	35.3%	8.5%	3.1%	556	9.4%	614
	2018	6.02	75.7	3.7%	52.4%	36.8%	5.8%	5.0%	519	9.3%	590
	2019	6.25	77.8	4.4%	60.3%	30.9%	5.5%	3.3%	544	8.3%	605
Public Health & Social Policy	2015	6.58	80.6	19%	62.3%	26.9%	9.6%	1.2%	1,110	4.3%	1,187
	2016	6.47	79.8	19%	62.2%	24.7%	11.0%	2.2%	1,159	4.4%	1,241
	2017	6.36	79.5	17%	59.3%	26.9%	12.2%	1.6%	1,123	4.3%	1,203
	2018	6.64	80.6	20%	64.0%	25.6%	8.7%	1.8%	1,084	3.9%	1,151
	2019	6.62	81.3	24%	63.1%	24.6%	11.4%	0.9%	1,102	4.3%	1,220
Social Work	2015	6.66	80.3	5.1%	65.5%	30.9%	2.3%	1.3%	2,319	4.2%	2,777

Note:

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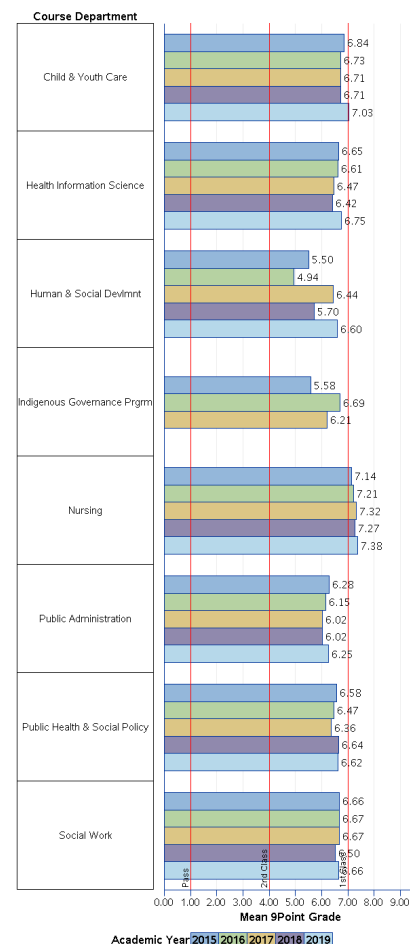
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### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Human & Social Dev.

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Social Work	2016	6.67	80.2	5.1%	65.7%	30.5%	2.4%	1.4%	2,277	5.4%	2,741
	2017	6.67	80.4	5.3%	66.2%	30.0%	2.8%	1.0%	2,387	5.1%	2,839
	2018	6.50	79.6	4.4%	59.1%	36.6%	2.9%	1.4%	2,372	4.0%	2,779
	2019	6.66	80.3	5.8%	65.1%	31.1%	2.5%	1.2%	2,366	5.2%	2,829

Note:

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\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

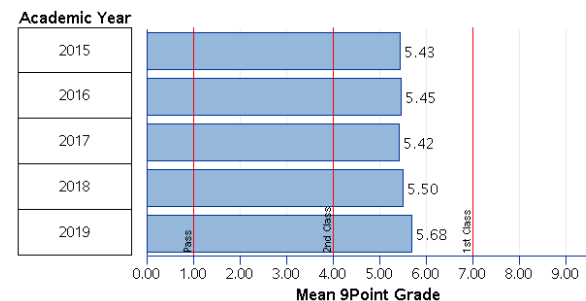
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2015	5.43	74.3	8.4%	40.0%	37.7%	18.1%	4.3%	23,963	5.3%	25,428
2016	5.45	74.5	7.5%	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,958
2017	5.42	74.3	7.5%	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,216
2018	5.50	74.6	8.3%	41.4%	37.7%	16.9%	4.1%	22,921	5.5%	24,353
2019	5.68	75.8	8.6%	43.9%	38.0%	15.1%	3.1%	22,336	6.2%	24,964

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2015	5.11	73.0	7.1%	34.2%	39.3%	21.4%	5.1%	9,523	5.5%	10,125
	2016	5.20	73.5	6.1%	35.4%	40.0%	20.4%	4.3%	9,148	5.6%	9,716
	2017	5.25	73.5	6.9%	36.2%	40.1%	19.2%	4.6%	8,303	5.7%	8,870
	2018	5.24	73.5	7.3%	36.9%	38.6%	19.7%	4.8%	8,937	5.8%	9,511
	2019	5.53	75.1	9.1%	40.0%	39.7%	16.7%	3.6%	8,466	6.0%	9,435
200 Level	2015	5.46	74.3	9.5%	41.3%	35.9%	18.4%	4.4%	5,957	5.4%	6,329
	2016	5.39	74.1	8.2%	40.3%	36.3%	19.0%	4.3%	5,681	5.9%	6,053
	2017	5.28	73.5	8.0%	39.0%	36.1%	20.1%	4.7%	5,728	6.3%	6,160
	2018	5.45	74.3	8.7%	40.4%	38.2%	17.4%	4.1%	5,892	6.5%	6,329
	2019	5.64	75.5	7.8%	44.5%	36.5%	16.1%	2.9%	5,881	6.8%	6,576
300 Level	2015	5.64	75.1	8.0%	42.9%	38.9%	14.7%	3.6%	6,174	5.3%	6,552
	2016	5.60	75.0	7.4%	42.4%	39.0%	14.9%	3.7%	5,989	5.1%	6,354

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

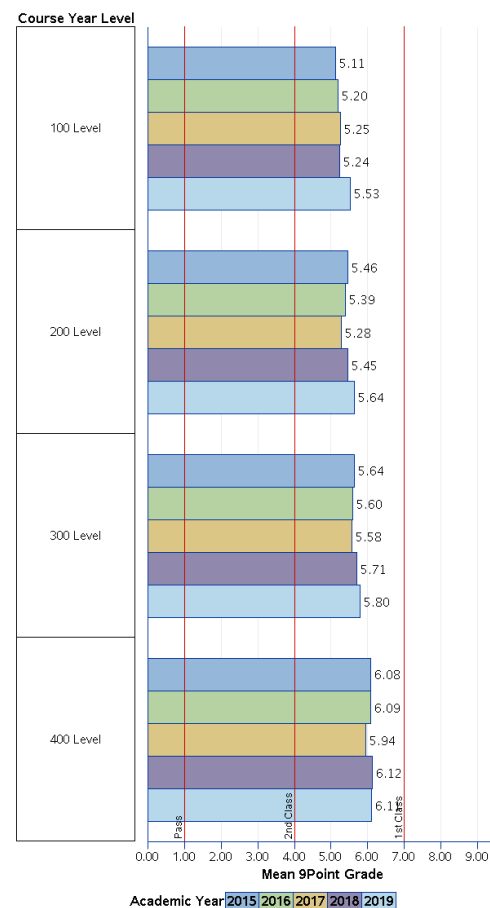
### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2017	5.58	74.9	7.8%	42.2%	38.3%	15.7%	3.8%	6,119	5.2%	6,493
	2018	5.71	75.5	8.5%	44.5%	37.6%	14.2%	3.7%	5,815	4.7%	6,128
	2019	5.80	76.2	8.4%	45.7%	38.1%	13.2%	2.9%	5,940	6.3%	6,675
400 Level	2015	6.08	77.6	12%	52.6%	32.6%	12.3%	2.5%	2,309	3.7%	2,422
	2016	6.09	77.6	11%	52.3%	33.5%	11.6%	2.5%	2,709	3.5%	2,835
	2017	5.94	76.9	7.8%	48.5%	37.5%	11.5%	2.4%	2,562	3.5%	2,693
	2018	6.12	77.8	11%	53.3%	32.8%	11.3%	2.6%	2,277	3.9%	2,385
	2019	6.11	78.0	9.7%	52.8%	34.6%	10.7%	1.9%	2,049	4.9%	2,278

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities

## DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
English	2015	4.94	71.8	2.0%	28.6%	46.2%	19.4%	5.8%	7,449	4.3%	7,790
	2016	5.14	73.2	2.5%	31.1%	46.8%	17.8%	4.3%	6,853	4.2%	7,165
	2017	5.24	73.5	2.5%	32.7%	47.3%	16.1%	4.0%	6,757	4.1%	7,056
	2018	5.19	73.3	2.6%	32.5%	46.6%	16.4%	4.5%	6,798	4.3%	7,112
	2019	5.46	74.9	3.4%	36.8%	45.4%	14.6%	3.2%	6,557	4.6%	7,152
French	2015	6.17	78.6	18%	56.4%	26.4%	14.9%	2.3%	920	4.4%	1,005
	2016	5.96	77.5	13%	50.8%	31.9%	14.7%	2.6%	880	2.8%	958
	2017	6.00	77.7	13%	52.9%	29.8%	15.2%	2.1%	712	4.9%	811
	2018	5.75	76.2	12%	50.5%	27.3%	18.5%	3.6%	728	7.4%	810
	2019	6.57	80.6	19%	62.0%	27.1%	9.6%	1.2%	645	3.6%	718
Gender Studies	2015	5.51	74.8	5.6%	40.5%	39.1%	17.5%	2.9%	1,186	4.5%	1,246
	2016	5.76	75.8	3.7%	47.0%	36.5%	13.7%	2.8%	1,116	5.0%	1,180
	2017	5.84	75.9	6.3%	47.1%	38.4%	11.0%	3.5%	1,081	4.6%	1,137
	2018	5.74	76.0	6.9%	45.4%	37.9%	14.1%	2.6%	1,103	5.3%	1,167
	2019	5.50	75.1	5.5%	40.1%	40.8%	16.7%	2.5%	1,136	4.1%	1,248
Germanic & Slavic Studies	2015	6.18	78.7	14%	54.7%	29.6%	14.0%	1.6%	1,431	3.7%	1,491
	2016	5.92	77.6	14%	49.9%	30.5%	17.8%	1.8%	1,600	4.2%	1,674
	2017	5.67	76.2	13%	45.6%	31.9%	19.5%	3.0%	1,204	5.0%	1,274
	2018	5.98	77.2	13%	53.7%	26.8%	17.1%	2.5%	1,202	6.7%	1,293
	2019	6.20	78.4	15%	57.4%	27.4%	13.1%	2.1%	1,070	5.7%	1,165
Greek and Roman Studies	2015	6.28	77.6	19%	58.8%	26.0%	10.8%	4.4%	1,157	4.0%	1,211
	2016	6.00	77.2	13%	51.2%	33.5%	12.5%	2.8%	1,255	4.7%	1,320
	2017	6.05	77.3	15%	54.4%	27.4%	14.9%	3.3%	1,236	5.1%	1,311
	2018	6.05	77.1	17%	53.8%	29.3%	13.2%	3.8%	1,275	5.7%	1,363
	2019	6.16	77.6	16%	56.8%	27.2%	12.3%	3.7%	1,253	6.5%	1,387
Hispanic & Italian Studies	2015	5.84	76.9	19%	50.7%	26.1%	19.6%	3.6%	1,230	5.7%	1,305
	2016	5.82	76.8	14%	50.4%	28.8%	17.6%	3.2%	1,124	5.6%	1,198
	2017	5.78	76.4	16%	49.8%	28.1%	17.7%	4.4%	1,041	4.5%	1,097
	2018	5.53	75.3	14%	43.5%	31.2%	21.2%	4.0%	1,114	4.8%	1,183
	2019	6.38	79.3	19%	61.2%	24.5%	11.7%	2.6%	860	6.4%	958
History	2015	4.98	71.5	2.0%	29.4%	45.6%	20.0%	5.0%	3,531	6.3%	3,770
	2016	5.09	72.1	3.4%	32.7%	42.4%	20.1%	4.8%	3,388	6.6%	3,631
	2017	5.07	72.0	3.5%	32.2%	42.9%	19.6%	5.3%	3,447	6.4%	3,685

Note:

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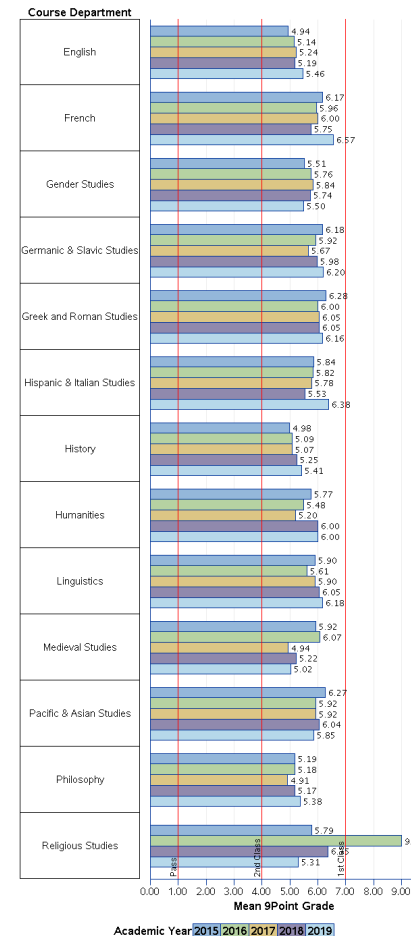
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## DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



## Section Grading Patterns by Faculty

**Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate**

**Course Faculty.COURSE\_FACULTY\_1: Faculty of Humanities**

### DEPARTMENT LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
History	2018	5.25	72.9	4.5%	34.6%	43.9%	16.7%	4.9%	3,311	5.5%	3,506
	2019	5.41	74.0	5.9%	38.3%	41.3%	16.5%	3.9%	3,402	7.0%	3,844
Humanities	2015	5.77	76.0	12%	46.9%	34.1%	16.1%	2.9%	311	5.2%	328
	2016	5.48	74.2	12%	42.3%	36.1%	17.3%	4.2%	404	5.1%	429
	2017	5.20	72.0	12%	38.1%	33.3%	22.9%	5.8%	415	7.7%	454
	2018	6.00	77.3	16%	53.9%	26.9%	16.1%	3.1%	683	4.3%	722
	2019	6.00	76.8	13%	53.0%	29.6%	14.1%	3.3%	800	6.0%	898
Linguistics	2015	5.90	77.0	18%	54.7%	23.1%	18.3%	4.0%	1,517	5.6%	1,655
	2016	5.61	75.6	13%	48.5%	27.4%	20.1%	4.1%	1,500	4.9%	1,600
	2017	5.90	76.7	14%	54.2%	25.0%	16.7%	4.1%	1,498	5.5%	1,669
	2018	6.05	77.3	17%	54.3%	27.4%	14.9%	3.4%	1,585	4.1%	1,674
	2019	6.18	78.7	16%	54.1%	31.6%	12.4%	2.0%	1,485	5.2%	1,641
Medieval Studies	2015	5.92	77.6	8.2%	47.1%	40.0%	12.4%	0.6%	170	5.0%	179
	2016	6.07	76.3	6.5%	55.1%	31.8%	8.6%	4.5%	245	6.5%	262
	2017	4.94	69.7	3.2%	34.0%	38.8%	18.1%	9.0%	188	7.4%	204
	2018	5.22	71.6	4.3%	37.6%	39.3%	16.2%	6.8%	117	7.1%	126
	2019	5.02	72.7	.	29.3%	45.7%	21.7%	3.3%	92	3.9%	103
Pacific & Asian Studies	2015	6.27	79.1	16%	55.7%	31.5%	11.4%	1.4%	2,008	4.1%	2,098
	2016	5.92	77.2	13%	50.5%	32.1%	14.9%	2.5%	2,171	3.1%	2,242
	2017	5.92	77.3	13%	48.8%	34.5%	14.8%	1.9%	2,240	4.2%	2,337
	2018	6.04	77.5	16%	53.4%	29.1%	14.2%	3.3%	1,851	4.2%	1,935
	2019	5.85	77.5	11%	45.5%	37.4%	15.8%	1.2%	1,935	5.8%	2,152
Philosophy	2015	5.19	73.0	8.3%	37.6%	35.1%	22.6%	4.6%	3,020	8.6%	3,317
	2016	5.18	72.7	7.7%	38.0%	35.6%	20.6%	5.8%	2,989	9.2%	3,296
	2017	4.91	71.7	7.1%	34.2%	35.8%	24.3%	5.8%	2,893	9.0%	3,181
	2018	5.17	72.6	6.4%	37.2%	36.3%	21.6%	4.8%	3,106	8.8%	3,409
	2019	5.38	73.8	7.1%	40.1%	37.1%	18.5%	4.3%	3,062	10.3%	3,652
Religious Studies	2015	5.79	76.0	6.1%	45.5%	39.4%	12.1%	3.0%	33	.	33
	2016	9.00	92.0	100%	100%	.	.	.	2	33.3%	3
	2018	6.35	80.1	10%	52.1%	41.7%	6.3%	.	48	9.4%	53
	2019	5.31	72.7	7.7%	48.7%	23.1%	15.4%	12.8%	39	15.2%	46

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## Section Grading Patterns by Faculty

**Program Course Level.PROGRAM\_COURSE\_LEVEL:** Undergraduate

**Course Faculty.COURSE\_FACULTY\_1:** Medical Sciences

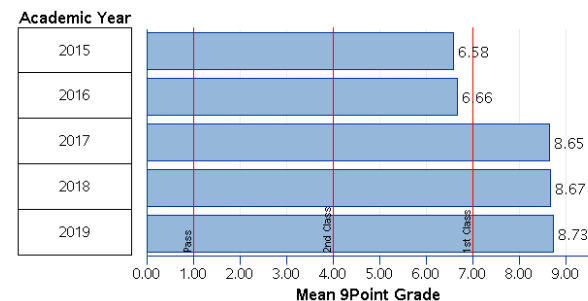
### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
2019	8.73	91.1	80%	100%	.	.	.	45	.	46

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2015	5.12	74.8	8.0%	36.0%	40.0%	24.0%	.	25	3.8%	26
	2016	6.03	78.8	6.7%	53.3%	30.0%	16.7%	.	30	3.2%	31
400 Level	2015	7.63	86.0	46%	85.7%	8.6%	5.7%	.	35	2.8%	36
	2016	9.00	93.8	100%	100%	.	.	.	8	.	8
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46

Note:

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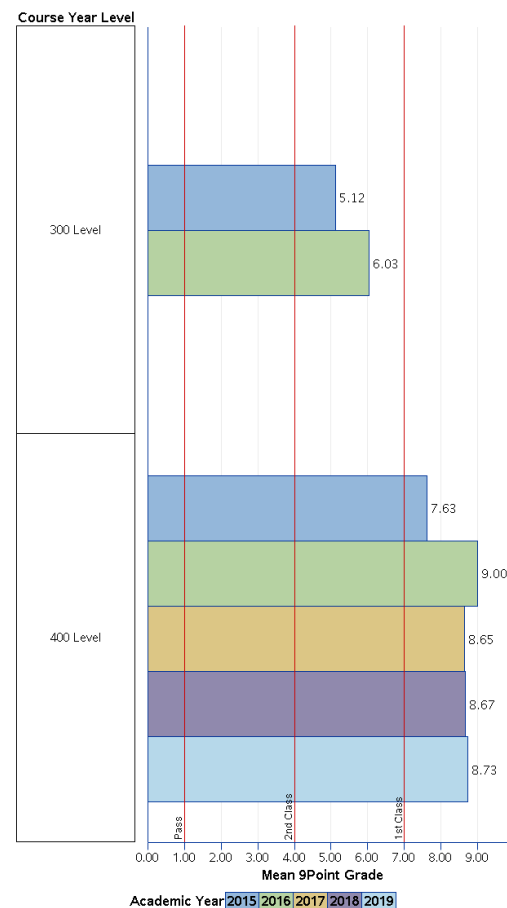
## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Medical Sciences

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Medical Sciences

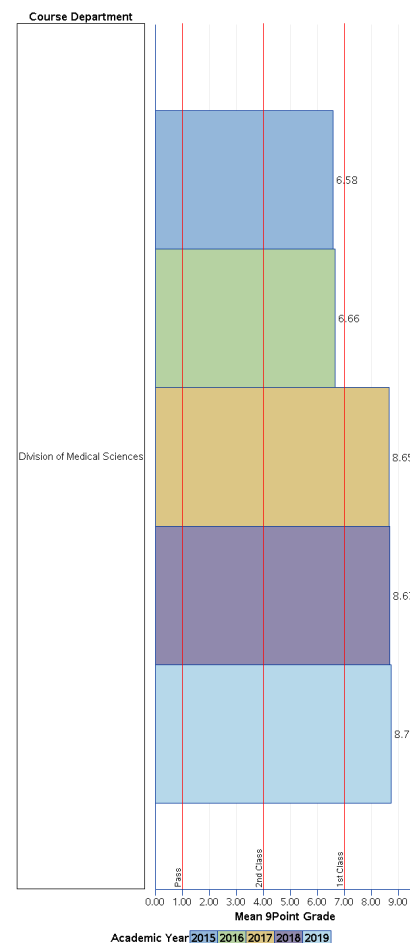
### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Division of Medical Sciences	2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
	2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

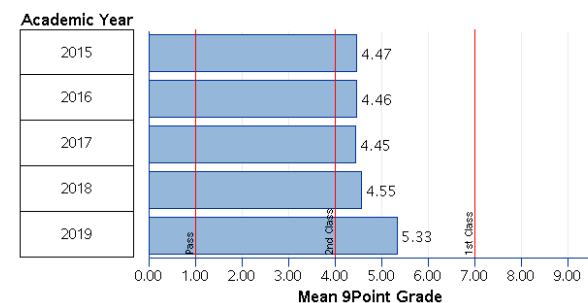
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2015	4.47	69.7	9.6%	32.1%	25.8%	31.8%	10.3%	28,639	6.8%	30,865
2016	4.46	69.9	10%	31.7%	26.2%	32.1%	10.0%	28,369	6.8%	30,566
2017	4.45	69.8	11%	31.8%	25.3%	32.7%	10.2%	28,601	6.7%	30,836
2018	4.55	70.5	11%	33.1%	25.8%	31.9%	9.2%	28,933	6.2%	31,002
2019	5.33	74.5	15%	43.7%	26.9%	23.5%	5.9%	27,396	7.1%	31,477

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2015	3.85	66.0	6.3%	24.3%	24.6%	36.5%	14.5%	13,265	8.1%	14,450
	2016	3.93	66.8	6.9%	24.4%	26.3%	35.8%	13.5%	12,836	8.1%	13,974
	2017	3.85	66.6	6.8%	23.6%	25.5%	37.2%	13.7%	12,968	7.9%	14,092
	2018	4.05	67.8	7.0%	26.6%	25.4%	36.0%	12.0%	13,383	7.0%	14,390
	2019	4.93	72.2	11%	37.5%	28.0%	26.8%	7.7%	12,378	8.4%	14,411
200 Level	2015	4.56	70.6	11%	33.2%	25.7%	31.8%	9.3%	8,241	5.9%	8,788
	2016	4.37	69.3	11%	31.3%	23.6%	34.6%	10.6%	7,992	6.4%	8,554
	2017	4.43	69.7	12%	32.2%	23.7%	33.8%	10.3%	8,172	6.3%	8,752
	2018	4.56	70.5	12%	32.9%	25.3%	32.5%	9.2%	8,104	6.1%	8,668
	2019	5.18	73.8	14%	41.0%	26.9%	26.0%	6.1%	7,571	7.3%	8,805
300 Level	2015	5.15	74.0	12%	39.2%	29.3%	27.1%	4.5%	4,782	6.0%	5,131
	2016	5.13	74.0	10%	38.6%	30.9%	26.3%	4.1%	4,835	5.3%	5,170

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

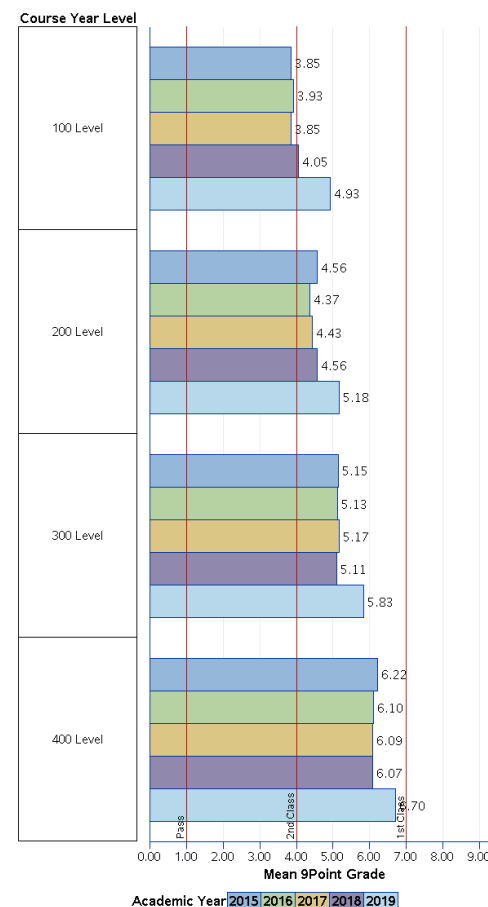
### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2017	5.17	74.0	13%	40.3%	28.2%	26.7%	4.7%	4,769	5.3%	5,099
	2018	5.11	73.6	13%	39.8%	28.1%	26.7%	5.4%	4,768	5.2%	5,092
	2019	5.83	77.0	17%	51.5%	26.6%	18.2%	3.7%	4,580	5.3%	5,121
400 Level	2015	6.22	79.0	20%	57.3%	25.2%	15.4%	2.1%	2,351	3.6%	2,496
	2016	6.10	78.4	21%	55.0%	25.3%	17.1%	2.7%	2,706	4.0%	2,868
	2017	6.09	78.4	21%	55.0%	24.6%	18.0%	2.4%	2,692	4.6%	2,893
	2018	6.07	78.3	22%	54.5%	24.9%	18.3%	2.2%	2,678	3.9%	2,852
	2019	6.70	81.6	28%	64.8%	22.5%	11.4%	1.3%	2,867	3.8%	3,140

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2019)



Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Biochemistry & Microbiology	2015	5.06	74.0	8.5%	39.0%	27.5%	30.7%	2.7%	2,298	5.3%	2,450
	2016	5.07	74.0	8.9%	37.3%	30.5%	29.6%	2.7%	2,348	3.9%	2,481
	2017	5.18	74.6	11%	39.3%	30.2%	27.7%	2.8%	2,186	3.8%	2,308
	2018	5.29	75.0	13%	42.3%	28.1%	26.3%	3.3%	2,167	3.8%	2,305
	2019	5.97	78.3	15%	51.1%	30.2%	18.0%	0.8%	2,194	3.3%	2,428
Biology	2015	4.67	71.4	8.0%	31.8%	29.6%	33.9%	4.8%	6,398	4.5%	6,720
	2016	4.62	71.7	8.6%	31.3%	29.0%	34.6%	5.1%	6,098	5.0%	6,433
	2017	4.39	70.3	8.3%	29.3%	27.0%	37.3%	6.4%	6,174	4.6%	6,495
	2018	4.67	71.8	8.9%	32.6%	28.5%	33.6%	5.4%	6,332	3.7%	6,600
	2019	5.69	76.7	14%	48.4%	27.3%	21.8%	2.4%	6,246	3.8%	6,709
Chemistry	2015	4.52	70.7	10%	32.1%	26.6%	30.4%	10.9%	4,472	6.1%	4,825
	2016	4.35	70.2	10%	30.1%	25.7%	33.5%	10.7%	4,239	5.8%	4,556
	2017	4.45	70.6	12%	31.9%	24.0%	34.5%	9.6%	4,298	5.5%	4,598
	2018	4.37	70.3	9.2%	31.1%	24.4%	34.2%	10.4%	4,283	5.3%	4,572
	2019	5.13	73.9	13%	40.6%	27.6%	24.5%	7.3%	3,726	4.8%	4,273
Earth and Ocean Sciences	2015	5.05	73.2	7.4%	35.8%	33.9%	25.9%	4.4%	1,739	3.0%	1,793
	2016	5.32	74.9	7.1%	40.1%	34.4%	21.8%	3.6%	1,704	4.2%	1,779
	2017	5.43	75.6	9.8%	42.2%	32.6%	21.3%	3.9%	1,671	4.4%	1,750
	2018	5.38	75.3	12%	41.0%	32.7%	22.4%	3.9%	1,698	3.6%	1,762
	2019	6.10	78.5	15%	53.2%	30.7%	14.0%	2.2%	1,742	4.2%	1,860
Mathematics and Statistics	2015	4.07	66.5	11%	30.6%	20.1%	32.4%	17.0%	10,399	9.1%	11,445
	2016	4.12	66.8	12%	30.5%	21.0%	32.5%	16.0%	10,762	8.5%	11,773
	2017	4.16	67.2	12%	31.0%	21.0%	32.1%	15.9%	10,708	9.0%	11,781
	2018	4.28	68.0	13%	32.2%	21.4%	32.5%	13.9%	10,784	8.2%	11,761
	2019	4.95	71.8	16%	40.2%	23.7%	26.5%	9.7%	10,061	10.4%	12,169
Physics and Astronomy	2015	4.54	70.4	9.5%	30.3%	29.6%	32.2%	7.7%	3,332	7.4%	3,631
	2016	4.55	70.6	8.0%	29.7%	31.8%	31.2%	7.3%	3,218	8.7%	3,534
	2017	4.50	70.4	8.7%	29.0%	30.8%	32.7%	7.5%	3,564	7.5%	3,893
	2018	4.57	70.8	8.0%	30.3%	30.9%	32.1%	6.8%	3,669	7.7%	3,995
	2019	5.22	74.1	13%	39.3%	30.6%	25.4%	4.7%	3,427	9.2%	4,009
Science	2015	2.00	60.0	.	.	.	100%	.	1	.	1
	2016	.	.	.	.	.	.	.	0	.	10
	2017	.	.	.	.	.	.	.	0	.	11

Note:

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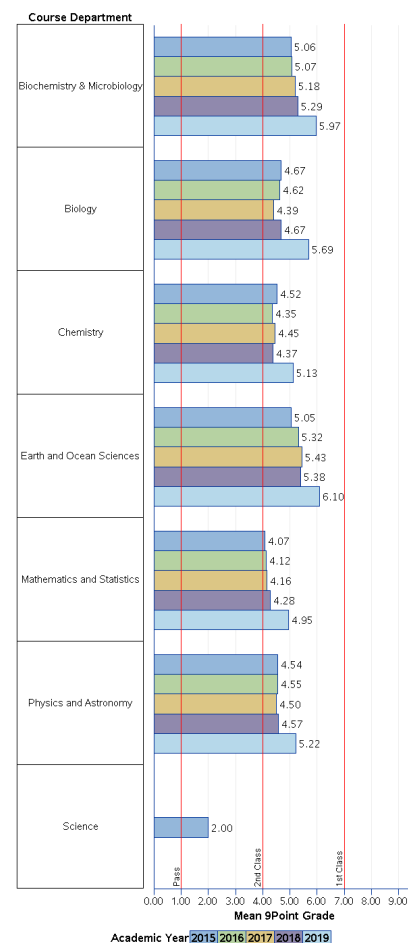
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### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Science

### DEPARTMENT LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2019) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
Science	2018	.	.	.	.	.	.	.	0	.	7
	2019	.	.	.	.	.	.	.	0	.	29

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

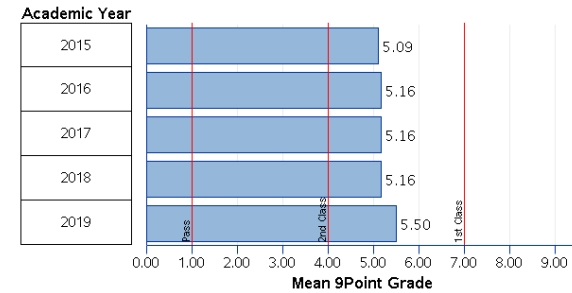
### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Academic Year										
2015	5.09	73.4	8.8%	37.3%	32.6%	26.0%	4.2%	32,248	4.7%	33,895
2016	5.16	73.6	9.0%	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,331
2017	5.16	73.6	9.3%	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,499
2018	5.16	73.7	9.2%	38.3%	32.7%	25.3%	3.8%	33,553	4.4%	35,143
2019	5.50	75.4	11%	43.5%	32.4%	20.9%	3.2%	33,049	5.1%	36,445

### FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
100 Level	2015	4.60	70.9	7.6%	30.0%	31.5%	32.5%	6.1%	8,357	4.7%	8,775
	2016	4.61	71.0	6.9%	29.9%	32.3%	32.1%	5.7%	7,987	3.9%	8,312
	2017	4.69	71.3	8.5%	31.0%	32.3%	30.9%	5.8%	7,793	4.3%	8,147
	2018	4.70	71.6	8.1%	31.3%	31.9%	32.1%	4.7%	7,910	4.1%	8,244
	2019	5.06	73.1	10%	37.0%	31.9%	26.3%	4.9%	7,752	4.6%	8,476
200 Level	2015	5.02	73.0	8.9%	36.1%	32.4%	27.2%	4.3%	8,051	4.5%	8,437
	2016	5.11	73.3	9.1%	36.8%	33.3%	25.5%	4.4%	8,823	4.7%	9,265
	2017	4.95	72.6	8.4%	35.1%	32.7%	27.7%	4.6%	8,769	4.6%	9,195
	2018	5.03	73.1	8.6%	35.4%	34.0%	26.5%	4.1%	9,180	4.3%	9,596
	2019	5.36	74.8	11%	41.1%	32.4%	23.2%	3.3%	8,891	5.3%	9,803
300 Level	2015	5.24	74.1	8.3%	38.6%	34.4%	23.7%	3.3%	13,292	5.1%	14,023
	2016	5.28	74.1	9.0%	39.5%	33.8%	22.9%	3.7%	13,290	4.6%	13,957
	2017	5.30	74.4	9.1%	40.4%	33.0%	23.2%	3.4%	13,738	4.5%	14,419
	2018	5.25	74.2	8.9%	39.4%	33.5%	23.5%	3.7%	13,632	4.9%	14,349

Note:

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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

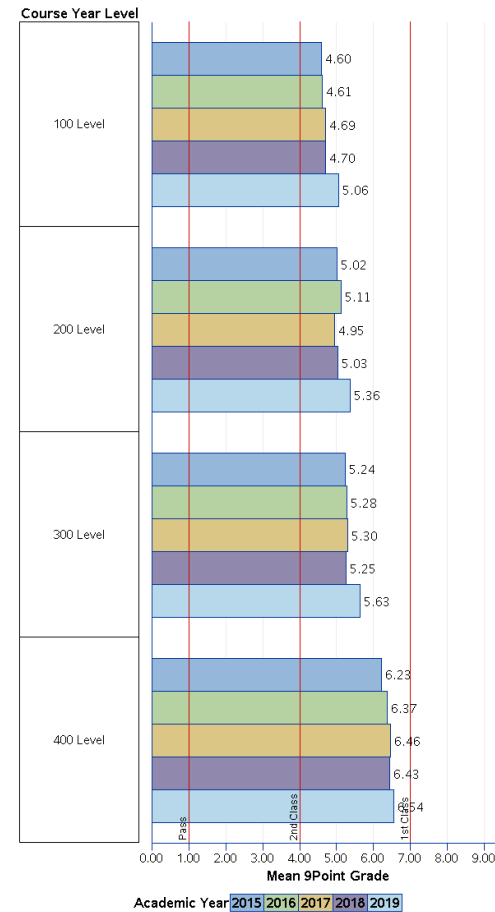
### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Year Level	Academic Year										
300 Level	2019	5.63	76.0	10%	44.9%	33.9%	18.6%	2.6%	13,713	5.5%	15,243
400 Level	2015	6.23	78.5	15%	58.1%	26.8%	12.8%	2.3%	2,548	3.3%	2,660
	2016	6.37	79.3	15%	59.5%	27.6%	10.9%	2.1%	2,671	3.4%	2,797
	2017	6.46	79.7	16%	62.1%	25.6%	10.5%	1.7%	2,645	2.5%	2,738
	2018	6.43	79.7	15%	61.4%	26.5%	10.7%	1.4%	2,831	3.3%	2,954
	2019	6.54	80.4	17%	62.7%	26.5%	9.5%	1.2%	2,693	3.9%	2,923

### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2019)



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## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Anthropology	2015	5.23	73.4	7.7%	40.4%	32.0%	23.4%	4.2%	2,517	4.8%	2,646
	2016	5.42	74.7	9.4%	42.4%	32.7%	21.0%	3.9%	2,547	4.4%	2,665
	2017	5.56	75.2	10%	46.0%	31.1%	19.3%	3.7%	2,602	4.5%	2,727
	2018	5.52	75.6	7.5%	43.6%	34.3%	19.6%	2.6%	2,694	4.9%	2,836
	2019	5.83	76.9	14%	49.9%	29.8%	17.5%	2.8%	2,718	5.2%	2,964
Economics	2015	4.49	70.8	8.9%	30.2%	28.3%	35.5%	6.0%	8,386	4.5%	8,784
	2016	4.70	71.7	9.5%	33.6%	28.1%	32.7%	5.6%	8,072	4.5%	8,451
	2017	4.67	71.5	10%	32.3%	28.7%	33.6%	5.3%	8,049	3.9%	8,379
	2018	4.70	71.7	9.9%	32.7%	29.2%	33.0%	5.1%	7,887	4.2%	8,239
	2019	5.01	73.5	10%	36.1%	31.2%	29.0%	3.7%	7,699	4.6%	8,412
Environmental Studies	2015	6.17	78.4	11%	55.2%	32.0%	11.1%	1.7%	1,765	3.3%	1,842
	2016	6.38	79.4	14%	59.3%	29.2%	10.0%	1.5%	1,932	3.1%	2,016
	2017	6.13	77.9	11%	55.9%	31.0%	10.6%	2.4%	1,892	3.6%	1,978
	2018	6.41	79.5	13%	61.1%	28.6%	8.7%	1.6%	1,951	3.6%	2,041
	2019	6.68	81.0	16%	67.5%	23.2%	8.3%	1.0%	1,929	3.6%	2,054
Geography	2015	5.40	75.2	7.3%	41.2%	34.3%	22.4%	2.1%	3,629	4.5%	3,799
	2016	5.44	75.4	6.8%	41.3%	35.4%	21.2%	2.1%	3,814	3.6%	3,958
	2017	5.52	75.8	7.5%	43.7%	33.7%	20.4%	2.3%	4,127	3.1%	4,263
	2018	5.37	74.6	7.3%	41.8%	33.6%	21.8%	2.8%	4,363	3.1%	4,504
	2019	5.82	76.8	9.6%	47.5%	35.0%	15.2%	2.2%	4,050	4.4%	4,375
Interdisciplinary Studies	2015	5.96	76.3	7.1%	50.9%	34.5%	10.1%	4.5%	397	6.1%	423
	2016	6.19	77.9	12%	54.4%	34.6%	7.8%	3.2%	529	3.5%	549
	2017	5.52	74.2	4.0%	37.2%	45.7%	12.6%	4.5%	199	2.9%	206
	2018	5.89	76.6	7.5%	41.7%	49.1%	6.6%	2.6%	228	2.6%	234
	2019	6.55	79.8	11%	59.9%	34.7%	4.1%	1.4%	147	4.8%	167
Political Science	2015	4.73	70.4	1.1%	24.6%	47.5%	22.2%	5.7%	3,262	5.5%	3,459
	2016	4.63	68.8	1.0%	25.1%	45.1%	21.8%	8.0%	3,187	5.8%	3,395
	2017	4.69	68.8	1.7%	26.8%	44.0%	20.7%	8.4%	3,092	6.6%	3,324
	2018	4.75	70.1	1.9%	26.8%	43.8%	22.8%	6.6%	2,983	6.2%	3,187
	2019	5.15	72.1	2.8%	34.1%	43.3%	17.0%	5.6%	2,959	6.6%	3,359
Psychology	2015	5.43	75.5	14%	43.4%	28.6%	25.3%	2.7%	8,722	4.7%	9,167
	2016	5.41	75.3	13%	43.1%	28.6%	25.2%	3.2%	9,047	4.1%	9,452
	2017	5.42	75.6	14%	43.8%	27.9%	25.5%	2.8%	9,512	4.2%	9,948
	2018	5.31	74.9	13%	41.6%	28.6%	26.4%	3.4%	9,809	4.6%	10,303
	2019	5.60	76.0	15%	46.3%	28.7%	21.7%	3.3%	9,983	5.4%	11,135

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

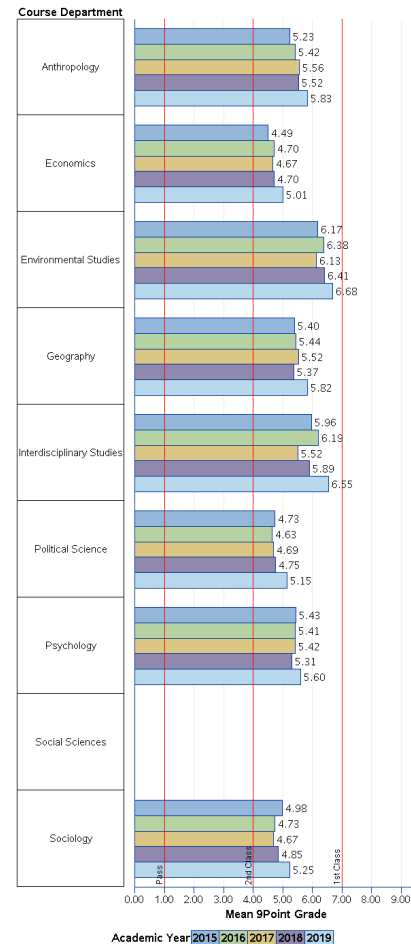
\* **Fail:** Includes grades E, F, and N

\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



## Section Grading Patterns by Faculty

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Social Sciences

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2019) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

		Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Course Department	Academic Year										
	2017	.	.	.	.	.	.	.	0	.	14
Social Sciences	2018	.	.	.	.	.	.	.	0	.	6
	2019	.	.	.	.	.	.	.	0	.	5
Sociology	2015	4.98	72.0	4.9%	33.9%	37.5%	23.4%	5.2%	3,570	5.4%	3,775
	2016	4.73	71.1	3.3%	26.8%	42.1%	26.4%	4.7%	3,643	5.3%	3,845
	2017	4.67	71.0	2.9%	27.3%	40.3%	27.7%	4.7%	3,472	5.1%	3,660
	2018	4.85	72.3	3.5%	30.1%	40.7%	25.9%	3.3%	3,638	4.1%	3,793
	2019	5.25	74.1	4.4%	36.2%	40.4%	20.6%	2.7%	3,564	5.9%	3,974

Note:

\* **1st Class:** Includes grades A+, A, and A-

\* **2nd Class:** Includes grades B+, B, and B-

\* **Pass:** Includes grades C+, C, and D

\* **Fail:** Includes grades E, F, and N

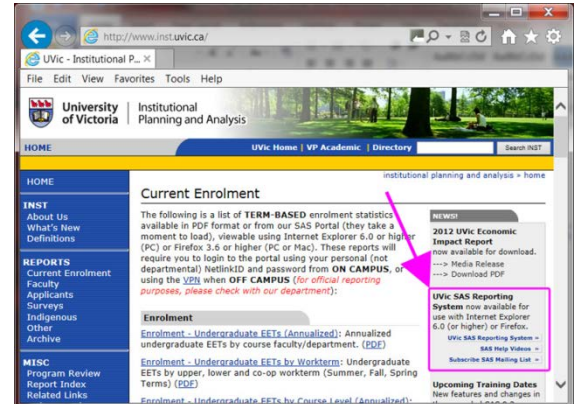
\* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

\* **Official Reporting:** Please verify with Institutional Planning & Analysis.

## Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:

- Institutional Planning & Analysis homepage  
<http://www.inst.uvic.ca>
- <https://sas.uvic.ca/>



### 1.1 Supported Browsers

Currently, the SAS Portal fully supports:

- Internet Explorer 7.0 (or higher) for the PC
- Firefox 3.6 (or higher) or the PC or for the Mac
- Testing reveals that the portal also works with Safari (although not strictly “supported” by SAS and may not contain all functionality that is present in the other two browsers listed above).

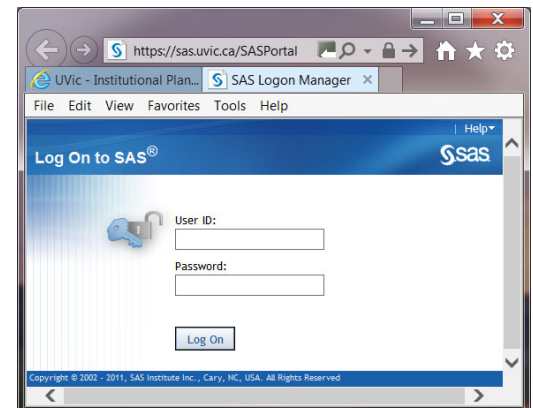
## Logging into the Portal

**NOTE:** If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (<http://www.uvic.ca/systems/services/internettelephone/remotaccess/>).

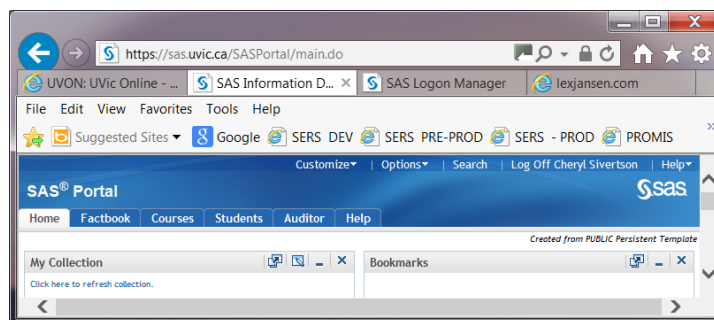
If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):

<https://sas.uvic.ca/>

Once there, you will see the login screen where you will need to enter your NetlinkID and password.

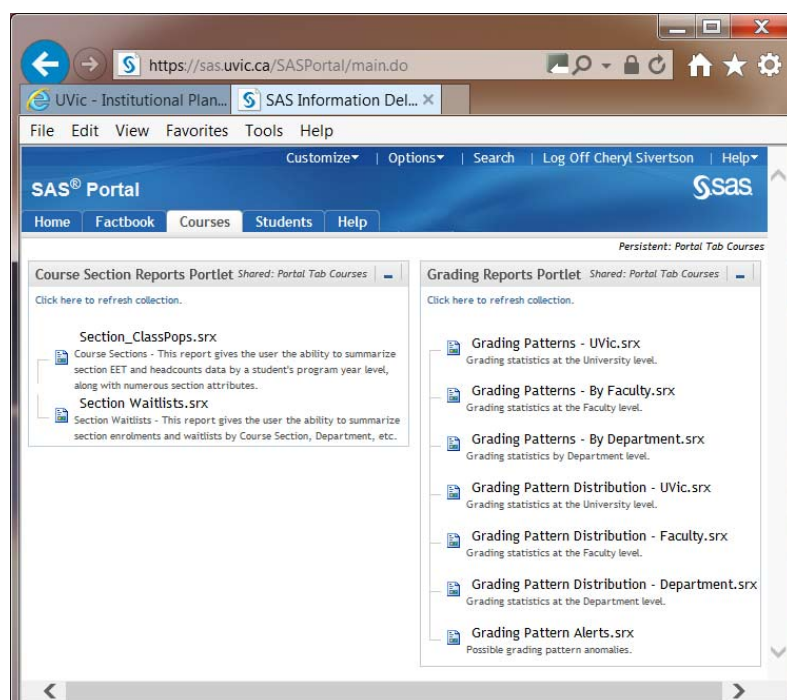


Once you have successfully logged into the Portal you will see something like the following:



## Locating the Grading Reports

From your “Home” tab, you will need to click on the “Courses” tab:



## Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

The first report “**Grading Patterns – UVic**” consists of two tables (and associated graphs) that present, by default, the last five academic years of summary undergraduate grades for the university as a whole, including 1<sup>st</sup> class (A+, A, and A-), 2<sup>nd</sup> class (B+, B, B-), pass (C+, C, and D), fail (E, F, N), and dropped, as well as mean grade point averages and headcounts. Note that the dropped percentages are based on initial course enrolment, while the other categories are based on final course enrolment. The second table expands the information by course year level such as, “100 level” or “200 level”.

Selecting the plus icon on the left of any row will **expand** that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (**drill-down**) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.

There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A<sup>+</sup>'s displayed and add the percentage of fails instead.

The second home-page report, “**Grading patterns – By Faculty**”, is similar to the first except that it allows an examination of grades by faculty. The third report “**Grading patterns – By Department**” does the same for school or department. At the department level, each subject area can be expanded (plus symbol) or drilled-down (down arrow symbol) to the course and course section level of detail.

<b><i>Grading Patterns UVic.srx</i></b> →	Grading patterns at the University level (tables & charts): <ul style="list-style-type: none"> <li>• All course levels</li> <li>• By course level</li> </ul>
<b><i>Grading Patterns By Faculty.srx</i></b> →	Grading patterns at the Faculty level (tables & charts): <ul style="list-style-type: none"> <li>• All courses at the faculty level</li> <li>• All courses by course year level</li> <li>• All courses by department</li> </ul>
<b><i>Grading Patterns By Department.srx</i></b> →	Grading patterns by Department level: <ul style="list-style-type: none"> <li>• All courses at the department level</li> <li>• All courses by course year level</li> <li>• All courses by subject (can go all the way down to the individual section level)</li> </ul>

The next three reports: “**Grading Pattern Distribution – UVic**”, “**Grading Pattern Distribution – Faculty**”, and “**Grading Pattern Distribution – Department**”, operate in the same way as the first three, the main difference being that actual grades, such as D, C, C<sup>+</sup>, are displayed. Again, the expanding and drill-down buttons can present course and course section levels of detail.

<b><i>Grading Pattern Distribution - UVic.srx</i></b> →	Grading pattern distributions at the University level: <ul style="list-style-type: none"> <li>• All course levels</li> <li>• All courses by PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS grades</li> <li>• All courses by course level (PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS)</li> </ul>
<b><i>Grading Pattern Distribution - Faculty.srx</i></b> →	Grading pattern distributions at the Faculty level: <ul style="list-style-type: none"> <li>• All courses at the faculty level</li> <li>• All courses by PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS grades</li> <li>• All courses by course level (PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS)</li> <li>• All courses by department (PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS)</li> </ul>
<b><i>Grading Pattern Distribution - Department.srx</i></b> →	Grading pattern distributions at the Department level: <ul style="list-style-type: none"> <li>• All courses at the department level</li> <li>• All courses by PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS grades</li> <li>• All courses by course level (PASS, 2nd CLASS, &amp; 1<sup>st</sup> CLASS)</li> </ul>

- All courses by subject (PASS, 2nd CLASS, & 1<sup>st</sup> CLASS) and can go all the way down to the individual section level

The seventh and final report is “**Grading Pattern Alerts**”, and is designed to show possible grading pattern anomalies for a given school or department over any of the last three academic years. The table allows the user to expand or drill down to the level of a course section for a given term. Grading anomaly criteria were chosen to capture possible grading issues, and include sections with mean GPAs 8.0 or greater, GPAs 2.0 or less, A+’s accounting for 33% or more of the grades, A’s accounting for 50% or more of the grades, and failure or drop rates at 20% or more. Any section with an enrolment of 20 or less is flagged with an exclamation mark to indicate that an anomaly may say more about the individuals enrolled than about the characteristics or presentation of the section itself. Such sections should be viewed with even greater than usual circumspection.

**Grading Pattern Alerts.srx** → Possible grading pattern anomalies by department.

This report *\*only\** contains sections that meet at least one of the following criteria:

- Mean GPA: Greater than or equal to 8.0
- Mean GPA: Less than or equal to 2.0
- % Students Receiving an A+: 33% or higher
- % Students Receiving an A: 50% or higher
- % Students Receiving a Fail: 20% or higher
- % Students who Dropped: 20% or higher
- Gradeable Headcount: 20 or less

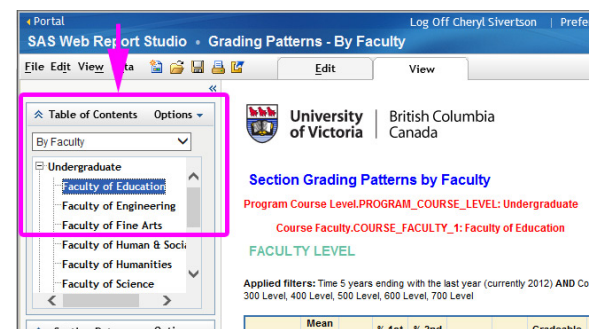
## Navigating the Reports

All reports have some common navigation methods:

### Table of Contents

Use the **Table of Contents** item to directly select a sub-set of data for the report.

For example, in the report “Grading Patterns – By Faculty” the Table of Contents reveals that the data is first subdivided into “Undergraduate”, “Law,” and “Graduate” courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows “Undergraduate” sections from the “Faculty of Education.” These selections are also reflected in the report’s red sub-titles.

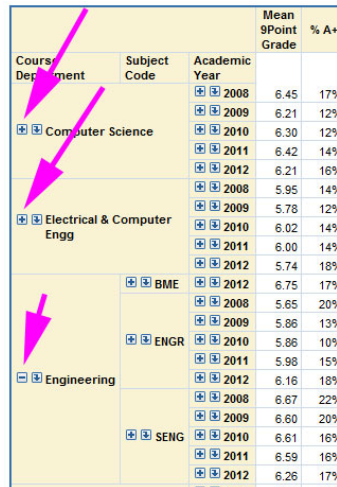




## Reveal More Detailed Data

To reveal more detailed data → click the **“Expand”** button, the plus sign ( + ). You will note that it changes to a “minus sign” once clicked.

In this example, you can see that we have “expanded” the “Faculty of Engineering” to reveal the next level of detailed information, while still keeping the rest of the information for the other faculties visible.



Course Department	Subject Code	Academic Year	Mean 9Point Grade	% A+
Computer Science		2008	6.45	17%
		2009	6.21	12%
		2010	6.30	12%
		2011	6.42	14%
		2012	6.21	16%
Electrical & Computer Engg		2008	5.95	14%
		2009	5.78	12%
		2010	6.02	14%
		2011	6.00	14%
		2012	5.74	18%
Engineering	BME	2012	6.75	17%
		2008	5.65	20%
		2009	5.86	13%
	ENGR	2010	5.86	10%
		2011	5.98	15%
		2012	6.16	18%
	SENG	2008	6.67	22%
		2009	6.60	20%
		2010	6.61	16%
		2011	6.59	16%
		2012	6.26	17%

## View a Subsection of Data (Drill Down)

To view a subsection of data → Use the **“Drill Down”** button, the down arrow button ( ▾ ).

In this example, if you click the drill down arrow for the course subject “A E”, you will change the table to view all “A E” course numbers (to the exclusion of all other data).

When you “drill down” into a subsection of data, a “breadcrumb” trail is formed (see the pink arrow to the right). To return “up” a level, click on the breadcrumb trail text (in this example click on “Subject Org”).

### COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)  
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Code	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass
AE	2008	6.28	5.9%	48.0%	4.0%	
	2009	6.18	7.4%	46.2%	4.0%	
	2010	6.37	6.9%	54.0%	3.0%	
	2011	5.93	1.9%	38.4%	5.0%	
	2012	6.25	6.5%	52.1%	3.0%	
ED-P	2008	1.33		12.5%		
	2009	0.00				
	2010	6.87	5.1%	66.3%	3.0%	
EDCI	2008	6.82	6.0%	66.0%	3.0%	
	2009	6.93	7.1%	69.2%	2.0%	
	2010	6.96	6.1%	66.5%	3.0%	
	2011	6.96	6.1%	66.5%	3.0%	

### COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)  
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Org > AE

Course Number	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass
103	2008	6.52		66.7%	23.8%	9.5%
	2009	6.46	4.2%	66.7%	25.0%	
	2010	6.53	5.9%	70.6%	11.8%	17.6%
	2011	6.50		68.2%	27.3%	
	2012	6.97	3.3%	83.3%	13.3%	
103A	2008	5.54		23.9%	71.7%	2.2%
	2009	5.65		28.2%	64.1%	2.6%
	2010	5.75	1.6%	40.6%	50.0%	3.1%
	2011	5.62		30.4%	58.9%	8.9%
	2012	6.05	2.2%	44.4%	46.7%	6.7%
200	2008	5.84	5.3%	47.4%	36.8%	15.8%
	2009	6.21	16%	57.9%	31.6%	
	2010	7.59	23%	81.8%	18.2%	
	2011	6.27	9.1%	36.4%	54.5%	9.1%
	2012	6.15	5.4%	40.5%	51.4%	8.1%



## Export Data

To export table (or chart) data to MS Excel or MS Word, right-mouse-click over the table data you are interested in and select the “**Export Table...**” item from the resulting pop-up menu (Item **E** shown to the right).

**NOTE:** *This will \*only\* export the table (or chart) data. We strongly encourage you to copy/paste the following information to your exported file to ensure that in the future you know where the data came from, along with all filters that were applied:*

- A. Report title
- B. Report section
- C. Report sub-section
- D. All filters applied to the data

**Section Grading Patterns by Faculty**

Program Course Level.PROGRAM\_COURSE\_LEVEL: Undergraduate

Course Faculty.COURSE\_FACULTY\_1: Faculty of Education

**FACULTY LEVEL**

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2008	6.65	7.0%	58.8%	35.5%				7%	12,061
2009	6.49	7.4%	57.6%	36.6%				1%	12,855
2010	6.46	6.6%	59.2%	35.6%				9%	13,597
2011	6.49	6.2%	57.1%	38.1%				1%	12,510
2012	6.77	14%	66.9%	27.1%				2%	7,275

**COURSE YEAR LEVEL**

Applied filters: Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Export Table ...

## Print Data

To print a report to a PDF, select “**Print...**” from the **File** menu.

To print landscape or portrait, along with adjusting margin widths, select “**Page Setup...**” from the **File** menu.

Portal

SAS Web Report Studio - Grading P

File Edit View Data

New

Open ...

Open Recent

Close

Save

Save As ...

Export ...

E-mail ...

Schedule ...

Comments ...

Page Setup ...

Print ...

Manage Files ...

Properties

Course Department

Course Year Level

## SAS Training

Institutional Planning & Analysis provides regular training for the Uvic SAS Reporting System. For a list of upcoming training dates visit <http://www.inst.uvic.ca>

To arrange for customized group training, contact Institutional Planning & Analysis.



University  
of Victoria

Senate Committee on  
Academic Standards

**MEMO**

**Date:** December 16, 2020

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Proposed Changes to the Teacher Education Program (TEP)  
Professional Code of Conduct**

---

At its meeting on December 10, 2020, the Senate Committee on Academic Standards reviewed the attached proposed revisions to the Teacher Education Program (TEP) professional code of conduct. At this same meeting, the committee approved the proposal.

**Recommended Motion:**

*That Senate approve the revisions to the proposed changes to the Code Conduct for Professional Programs in the Faculty of Education, effective May, 2021.*

Respectfully submitted,

**2020/2021 Senate Committee on Academic Standards**

Neil Burford (Chair), Faculty of Science  
Janni Aragon, Faculty of Social Sciences  
Laurie Barnas, Associate Registrar  
Sophia Crabbe, Student Senator  
Alexandra D'Arcy, Faculty of Humanities  
Erin Donald, GSS Representative  
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)  
Andrea Giles, Executive Director, Co-op Education and Career Services  
Nicole Greengoe, Registrar  
Rob Hancock, Convocation Senator  
Robin Hicks, Acting Associate Vice-President Academic Planning  
Emily Hiser, UVSS Representative  
Navinder Hundal, Student Senator  
Sandra Hundza, Faculty of Education  
Sabrina Jackson, Director, Graduate Admissions and Records  
Yasmine Kandil, Faculty of Fine Arts  
Michelle Lawrence, Faculty of Law  
Michele Martin, Division of Medical Sciences  
Martha McGinnis, Faculty of Graduate Studies  
Tania Muir, Division of Continuing Studies  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Henning Struchtrup, Faculty of Engineering  
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC  
Ada Saab (Secretary), Associate University Secretary



Department of Curriculum & Instruction  
Faculty of Education  
PO BOX 1700 STN CSC  
Victoria, British Columbia V8W 2Y2 Canada  
T: (250) 721-7886 | F: (250) 721-7598  
cichair@uvic.ca  
<http://www.uvic.ca/edci>

# MEMO

Date: December 2, 2020

To: Neil Burford, Chair of Academic Standards

From: Dr. Todd Milford, Chair Department of Curriculum & Instruction

## Re: Memorandum to Propose changes to the Code of Professional Conduct

---

We propose a calendar change that the *Code of Professional Conduct* be updated to reflect the reality of the professional requirements in the Teacher Education programs (TEP). We propose these specific changes so that our program graduates are set to meet the newly revised *Professional Standards for BC Teachers* required to be recommended for certification to teach in BC.

1. The Teacher Education programs moved under the governance structure of Curriculum and Instruction in 2016 and has been updating policies to align with the new governance. It was determined that the *Code for Professional Conduct* should apply to the Teacher Education Programs specifically, instead of to the Faculty of Education more broadly. This is indicated in the preamble of the change.
2. The proposed changes formalize important updates regarding professional program expectations, and reflect the *Professional Standards for BC Educators*, developed by the British Columbia Teacher's Council (BCTC). These standards include the requirement to act with integrity and professionalism, to work to support the success of all students, to communicate effectively with various stakeholders, and contribute to truth, reconciliation and healing.
3. These calendar changes are also consistent with the BCTC's *Teacher Education Program Approval standards*, which reference a TEP's requirement to prepare graduates to meet the above-mentioned Professional Standards set by the BCTC.
4. The *Code for Professional Conduct* is shared with students as they enter the teacher education programs (through Teacher Education Competency Guide), and reinforced prior to practicum in our Field Experience handbook. In addition, the programs' learning outcomes align with the professional expectations outlined in the *Code for Professional Conduct* and students' Summary Reports reflect their ability to demonstrate evidence of the Professional Standards.
5. We propose these changes take effect for May 1, 2021.

We move that SCAS approves and recommends the calendar change to Senate.

These proposed changes have been approved within the Department of Curriculum and Instruction.

**Subject:** Teacher Education - Code of conduct changes for May 2021  
**Date:** Tuesday, December 1, 2020 at 11:54:40 AM Pacific Standard Time  
**From:** Amy Machin - Program Coordinator  
**To:** Christie McAlister -edciasst  
**Attachments:** image001.png

**From:** James Wigginton, Curriculum and Calendar Manager  
**Sent:** November 9, 2020 12:51 PM  
**To:** Ada Saab – Associate University Secretary <[aus@uvic.ca](mailto:aus@uvic.ca)>  
**Cc:** Laurie Barnas, Associate Registrar <[aregr@uvic.ca](mailto:aregr@uvic.ca)>  
**Subject:** Teacher Education - Code of conduct changes for May 2021

Hi Ada,

The Department of Curriculum and Instruction are proposing some changes to their code of conduct:

### Code of Conduct for Professional ~~Conduct~~ Programs

Students in the ~~faculty~~ teacher education programs are expected to adhere to the Faculty of Education's Code of Conduct for Professional ~~Conduct~~ Programs as the basis of their relationship with peers, faculty members, teachers and the students they serve. In coursework and field experiences, students are subject to the provisions of the ~~Faculty of Education's~~ Code of Conduct for Professional ~~Conduct~~.

~~The Faculty of Education's Code of Professional Conduct~~ Programs, which requires:

- The exercise of self-discipline, accountability and judgement in academic and professional relationships;
- Acceptance of personal responsibility for continued academic and professional competency and learning;
- Completion of all course requirements and activities according to the expectations described in the course outline or practicum experience, and to a professional standard;
- Accountability for learning, which includes full attendance, active engagement, and respectful participation in all classes, seminars, field experiences, and practica;
- Acceptance that one's professional abilities and personal integrity, and the attitudes one demonstrates in relationships with others, are measures of professional conduct;
- The ability to communicate effectively and professionally with members of faculty, instructors, peers, practising professionals, parents and students;
- The responsible use of social media, which includes refraining from posting any information or comments related to students, colleagues, or instructors, or any of their personal information, without appropriate consents.
- ~~Ability to write, speak~~ communicate competently and effectively as required by the context. ~~present well.~~

### Unprofessional conduct

- ~~Students enrolled in a teacher education program are responsible for understanding the~~

~~provisions of the BC School Act, the BC Teachers' Federation's (BCTF) Code of Ethics, the Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in BC, as well as the Faculty of Education's Code of Professional Conduct. A student may be required to withdraw from the Faculty of Education for violation of any part of these.~~

Does this need to come to SCAS?

Cheers,  
James

**James Wigginton**

Manager, Curriculum and Calendar  
Office of the Registrar | Division of Student Affairs | University of Victoria  
PO Box 3025 STN CSC | Victoria BC V8W 3P2  
T: 250-721-8471 | F: 250-721-6225 | E: [calmgr@uvic.ca](mailto:calmgr@uvic.ca) | W: [www.studentaffairs.uvic.ca](http://www.studentaffairs.uvic.ca)

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University  
of Victoria

Senate Committee on  
Academic Standards

# MEMO

**Date:** December 16, 2020

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Extension of Approval to Waive Medical Documentation - Second Term of the Winter Session, January 2021 - April 2021**

---

The Senate Committee on Academic Standards reviewed the attached proposal to extend the approval to waive medical documentation for the second term of the winter session (January 2021 - April 2021). The committee approved the proposal.

**Recommended Motion:**

*That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the second term of the Winter Session, January 2021 - April 2021.*

Respectfully submitted,

**2020/2021 Senate Committee on Academic Standards**

Neil Burford (Chair), Faculty of Science  
Janni Aragon, Faculty of Social Sciences  
Laurie Barnas, Associate Registrar  
Sophia Crabbe, Student Senator  
Alexandra D'Arcy, Faculty of Humanities  
Erin Donald, GSS Representative  
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)  
Andrea Giles, Executive Director, Co-op Education and Career Services  
Nicole Greengoe, Registrar  
Rob Hancock, Convocation Senator  
Robin Hicks, Acting Associate Vice-President Academic Planning  
Emily Hiser, UVSS Representative  
Navinder Hundal, Student Senator  
Sandra Hundza, Faculty of Education  
Sabrina Jackson, Director, Graduate Admissions and Records  
Yasmine Kandil, Faculty of Fine Arts  
Michelle Lawrence, Faculty of Law  
Michele Martin, Division of Medical Sciences  
Martha McGinnis, Faculty of Graduate Studies  
Tania Muir, Division of Continuing Studies  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Henning Struchtrup, Faculty of Engineering  
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC  
Ada Saab (Secretary), Associate University Secretary



<b>DATE:</b>	December 14, 2020
<b>TO:</b>	<b>Neil Burford - Chair, Senate Committee on Academic Standards</b>
<b>CC:</b>	Jim Dunsdon, Associate Vice-President, Division of Student Affairs
<b>FROM:</b>	Nicole Greengoe, University Registrar, Office of the Registrar Joel Lynn, Executive Director, Student Services
<b>RE:</b>	<b>Extension of Approval to Waive Medical Documentation - Second Term of the Winter Session, January 2021-April 2021</b>

Given the ongoing impacts of the COVID-19 global pandemic, it is our recommendation that Senate extend the waiver of the requirement for medical documentation for the second term of the winter session, January 2021-April 2021. The previous request to apply the waiver to the fall term of the winter session is attached for your reference.





<b>DATE:</b>	May 21, 2020
<b>TO:</b>	<b>Tony Eder, Executive Director, Academic Resource Planning</b> <b>Susan Lewis, Associate Vice-President, Academic Planning</b> <b>Jim Dunsdon, Associate Vice-President, Division of Student Affairs</b>
<b>FROM:</b>	Nicole Greengoe, University Registrar, Office of the Registrar Joel Lynn, Executive Director, Student Services
<b>RE:</b>	<b>Waiving of medical documentation in support of Requests for Academic Concession – Summer Session 2020 and Fall Term 2020</b>

Due to the ongoing COVID-19 situation, the Office of the Registrar (OREG) and Student Services (STSV) are proposing that the requirement for supporting medical documentation be waived for all requests for academic concession (both in-course and end of term) in Summer Session 2020 and Fall term 2020. This recommendation will ease pressures on the medical system and is consistent with both the advice of provincial health authorities as well as practices at other postsecondary institutions across Canada (see Appendix A for links to institutional policies). It should be noted that, at several of these institutions, the waiving of the requirement for medical documentation was standard procedure prior to the COVID-19 pandemic.

OREG and STSV have already received feedback from many students who have reported challenges in obtaining medical documentation due to restrictions in place within medical clinics as a result of COVID-19. Due to the fact that all courses within the Summer Session and most within the Fall term will be held online, we know that many UVic students will be residing outside of BC until the end of 2020. A review of the regulations for Colleges of Physicians and Surgeons in each province across Canada has confirmed that the ability of physicians to hold appointments with students residing outside of BC will be limited. In addition, the College of Physicians and Surgeons of BC and the Canadian Medical Protective Association have confirmed that physicians in BC are unable to hold appointments with students living outside of Canada. Students accessing medical care within their home communities are likely to be charged a fee for medical documentation and/or to be denied an appointment altogether, as many clinicians are currently refusing to see patients for the sole purpose of providing documentation. As a result, students living outside of BC and/or Canada will be significantly disadvantaged if the requirement to provide medical documentation remains in place.

Responding to these challenges on a case-by-case basis will be time consuming for faculty and staff, and may lead to inconsistencies in practice across academic units. Our preference is therefore to address this issue proactively and by waiving the requirement for medical documentation altogether.



## Appendix A – Links to post-secondary institutional policies

University of Alberta

<https://www.ualberta.ca/registrar/examinations/exam-guidelines-for-students/what-to-do-when-you-are-sick>

University of Calgary

<https://www.ucalgary.ca/news/students-no-longer-required-present-medical-note>

<https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

University of British Columbia

<https://www.ubyssey.ca/news/senate-passes-standardized-academic-concessions-policy/>

<https://students.ok.ubc.ca/health-wellness/student-health-clinic/missing-class-due-to-illness/>

Simon Fraser University

<https://www.sfu.ca/sfunews/alerts/sfu-community-frequently-asked-questions-about-coronavirus.html#sick1>

University of Toronto

<https://www.vicprovoststudents.utoronto.ca/covid-19/>



**Date:** December 16, 2020

**To:** Senate

**From:** Senate Committee on Academic Standards

**Re:** **Consultation on Revisions to the Academic Integrity Policy**

At its February 10, October 21, and December 10, 2020 meetings, the Senate Committee on Academic Standards discussed and identified issues related to the Academic Integrity Policy. In addition, they were informed by an Academic Integrity Framework document presented by the Division of Learning and Teaching Support and Innovation.

After discussed and sharing concerns, the committee decided to strike a sub-committee to review and potentially revise the policy. This document lists a number of the issues brought forward for examination. Before the sub-committee work gets underway, feedback is also requested from members of Senate. Time will be set aside at our January meeting for this purpose.

Administrative:

- Clarification for referrals to the Dean of Graduate Studies.
- Inclusion of percentage scale for F grades (0%-49%).
- Expansion of the rights of appeal so that students know how they may appeal a decision at each level.
- Clarification on appeal authority for students taking courses outside their faculty.
- Clarification on the process by which a Chair is notified of previous violations.
- Creation of best practices and efficiency of process across campus.
- Clarification on the meaning of a student adviser - to represent on a student's behalf or attend for support.
- Creation of common and transparent processes to ensure procedural fairness.

Academic:

- Assignment of a specific penalty for issues of copying (as separate from plagiarism) and the selling or swapping of course materials (such as lecture notes, handouts and marked exams).
- Assignment of a specific penalty for the submission of false documentation and/or false information for purposes of obtaining an academic concession.
  - Currently, violations are only subject to penalties under non-academic misconduct and not course-based penalties.
- Consideration for gradient penalties – letter of reprimand or an opportunity for remediation before a penalty is assigned.
- Guidance and clarity to ensure consistency with prosecution of violations and application of penalties
- Review of the penalty for second offences where a notation is placed on a student's transcript but removed upon graduation.
  - For example, if a penalty is assigned the summer before graduation, the consequence is minimal whereas this is a different penalty for a second offence in the second year and a transcript notation to be read by future employers.

Respectfully submitted,

**2020/2021 Senate Committee on Academic Standards**

Neil Burford (Chair), Faculty of Science  
Janni Aragon, Faculty of Social Sciences  
Laurie Barnas, Associate Registrar  
Sophia Crabbe, Student Senator  
Alexandra D'Arcy, Faculty of Humanities  
Erin Donald, GSS Representative  
Steve Evans, Acting Dean, Faculty of Graduate Studies (VPAC's designate)  
Andrea Giles, Executive Director, Co-op Education and Career Services  
Nicole Greengoe, Registrar  
Rob Hancock, Convocation Senator  
Robin Hicks, Acting Associate Vice-President Academic Planning  
Emily Hiser, UVSS Representative  
Navinder Hundal, Student Senator  
Sandra Hundza, Faculty of Education  
Sabrina Jackson, Director, Graduate Admissions and Records  
Yasmine Kandil, Faculty of Fine Arts  
Michelle Lawrence, Faculty of Law  
Michele Martin, Division of Medical Sciences  
Martha McGinnis, Faculty of Graduate Studies  
Tania Muir, Division of Continuing Studies  
Sorin Rizeanu, Peter B. Gustavson School of Business  
Esther Sangster-Gormley, Faculty of Human and Social Development  
Henning Struchtrup, Faculty of Engineering  
Diana Varela, Associate Dean Academic Advising, HUMS, SCIE and SOSC  
Ada Saab (Secretary), Associate University Secretary



**Date:** November 27, 2020

**To:** Senate

**From:** Senate Committee on Admission, Re-Registration & Transfer Appeals

**Re:** **2019-2020 Annual Report**

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The Terms of Reference for the Senate Committee on Admission, Re-Registration and Transfer Appeals define its scope and relationship with Senate and other Senate committees. Annually in January, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Admission, Re-Registration and Transfer met thirteen times during 2019-2020: July 16, 2019, July 29, 2019, August 21, 2019, September 10, 2019, October 8, 2019, November 19, 2019, December 11, 2019, January 16, 2020, February 12, 2020, March 18, 2020, April 8, 2020, June 10, 2020 and June 23, 2020. There were two meetings cancelled due to no cases. A total of 45 student appeals and 6 proposals to establish or revise admission requirements were considered within this timeframe.

### **Appeals considered:**

There were 22 appeals from Undergraduate Admissions, of which 11 were allowed and 11 were dismissed. Of the Undergraduate Admissions appeals, the categories of appeal were as follows: 16 were below the high school admission cut-off; 5 were below the post-secondary admission cut-off; 0 were homeschooled and 1 was considered under the Special Access Aboriginal category. Most appeals were submitted under the SCART Terms of Reference specified grounds for "significant physical affliction or psychological distress."

There were 23 appeals from Undergraduate Records, of which 18 were allowed and 5 were dismissed. Of the Undergraduate Records appeals, 8 were from students who had been Required to Withdraw once from the university, and 11 were from students who had been Required to Withdraw twice, and 3 were from students who had been Required to Withdraw for the third time. One appeal was related to a transfer credit matter. Most appeals were submitted under the SCART Terms of Reference specified grounds for "significant physical affliction or psychological distress."

To summarize, the appeal results for this timeframe were as follows: 29 were allowed; 16 were dismissed. 16 of the 45 appeals were from international students and 3 appeals were from indigenous applicants.



### **Proposals considered:**

The Senate Committee on Admission, Re-Registration and Transfer (SCART) also considered six proposals to establish or revise admission requirements. The Senate Committee on Admission, Re-Registration and Transfer consults with the Senate Committee on Academic Standards on all approved policy recommendations before a further recommendation is made to Senate. These are as follows:

- Faculty of Education, Kinesiology program, to revise Year 2 admission requirements
- Faculty of Engineering, Computer Science program, to revise the transfer requirements
- Faculty of Engineering, Bachelor of Engineering/Bachelor of Software Engineering programs, to revise the transfer evaluation process for Year 1 and Year 2 entry
- Faculty of Humanities, Academic Writing Requirement, to accommodate the updated BC high school curriculum
- Division of Continuing Studies, Special Access Pathway Program, to accommodate the updated BC high school curriculum and corresponding admission requirements for all students
- SEM, Student Recruitment and Conversion Implementation Committee, to revise application deadlines for undergraduate programs

The Senate Committee on Admission, Re-Registration and Transfer (SCART) also considered one proposal that sought to consult with the committee. This proposal was as follows:

- School of Business, to establish Year 3 admission requirements for Dual Degree applicants

### **Recommendations to Senate:**

#### **To approve recommendations from the Faculty of Education to revise Year 2 admission requirements for the Bachelor of Science Kinesiology program.**

At the October 2019 meeting, the committee considered a proposal to revise Year 2 admission requirements for the Bachelor of Science, Kinesiology program. The goal is to reduce barriers to admission from other post-secondary institutions, and maintain appropriate program progression. The recommendation was approved by Senate at its December 2019 meeting.

#### **To approve recommendations from the Faculty of Engineering, Computer Science program, to revise the transfer requirements and ensure the same admission standards are applied to those transferring from other institutions, faculties and departments.**

At the October 2019 meeting, the committee considered a proposal to revise the transfer requirements. Four revisions were made: added transfer from other 'program/programs' in addition to 'other faculty/faculties', CSC111 was added as an acceptable substitute for CSC110, the requirement for a minimum C grade was expanded to include all Year 1 CSC and MATH courses, MATH 100 or MATH 109 was removed as a specific transfer requirement. The goal is to ensure the same admission

standards are applied to those transferring from other institutions, faculties and departments. The recommendation was approved by Senate at its December 2019 meeting.

**To approve recommendations from the Faculty of Engineering, Bachelor of Engineering/Bachelor of Software Engineering programs, to revise the transfer evaluation process for Year 1 and Year 2 entry, retaining the admission criteria but allowing the Faculty more discretion if select admission criteria are not completed.**

At the November 2019 meeting, the committee considered a proposal to revise the transfer evaluation process. The goal is to provide the Faculty of Engineering more discretion in the admissions process for applicants who do not present all required courses. The recommendation was approved by the Senate Committee on Curriculum at its December 2019 meeting, and Senate at its February 2020 meeting.

**To approve recommendations from the Faculty of Humanities, Academic Writing Requirement, to accommodate the updated BC high school curriculum.**

At the January 2020 meeting, the committee considered a proposal to revise the Academic Writing Requirement (AWR). Effective September 2020, students will present English Studies 12 or English First Peoples 12 for admission. These new courses do not include a provincial examination and thus a final grade of 86% within the three years immediately prior to admission will be applied to satisfy the AWR. The goal is to provide newly-admitted students with correct information as they prepare to register and to accurately update their AWR status when final grades are received. The recommendation was approved by Senate at its May 2020 meeting.

**To approve recommendations from the Division of Continuing Studies, Special Access Pathway Program, to accommodate the updated high school curriculum and corresponding admission requirements for all students.**

At the February 2020 meeting, the committee considered a proposal to retain the previous 50% admission requirement in English Studies 12 or equivalent for the remedial training for EAL learners, despite the university minimum requirement of at least 67% for all students. Students who begin their studies via this Pathway Program have proven successful upon full entry to UVic. The goal is to provide a pathway for EAL learners who have weaker English language ability at the end of high school. The recommendation was approved by Senate at its May 2020 meeting.

**To approve recommendations from the SEM, Student Recruitment and Conversion Implementation Committee, to revise application deadlines for undergraduate programs.**

At the March 2020 meeting, the committee considered a proposal to revise the application deadlines for all undergraduate programs to an earlier point in the year, effective September 1, 2020. The goal is to both streamline workflow and decision-making while improving communications and applicant expectations through standardized deadlines. The recommendation was approved by Senate at its May 2020 meeting.

**To consider recommendations from the School of Business, to establish Year 3 admission requirements for Dual Degree applicants.**

At the December 2019 meeting, the committee considered a proposal to establish Year 3 admission requirements for Dual Degree applications. The goal is to formalize the School of Business practices and add an entry into the academic calendar. The committee provided feedback on the proposal and referred the School of Business to submit the proposal to the Senate Committee on Academic Standards.

**Continued Projects for the Upcoming Year**

Ongoing enhancements to the committee's procedures and the Terms of Reference have occurred throughout the year, outside of committee meetings. Further recommendations to revise the Terms of Reference were presented to the committee for its consideration on September 8, 2020, before they are presented to the Senate Committee on Agenda and Governance and Senate for approval. The revised Terms of Reference were approved on October 2, 2020. A notable change is that the committee's title, now includes the word "Appeal" to better reflect the committee responsibilities.

Thank-you to all members of the Senate Committee on Admission, Re-registration and Transfer Appeals. The work of this committee is very important to the just operation of the university and your contributions are greatly appreciated.

Respectfully submitted,

**2020/2021 Senate Committee on Admission, Re-Registration and Transfer Appeals**

Dr. Stuart MacDonald, Chair, Faculty of Social Sciences  
Ms. Tricia Best, International Student Services  
Ms. Ai-Lan Chia, Counselling Services  
Mr. Logan Cucksey, Student Senator  
Dr. Carmen Galang, Peter B. Gustavson School of Business  
Mr. Jonathan Granirer, Student Senator  
Ms. Nicole Greengoe, Registrar  
Dr. Fraser Hof, Faculty of Science  
Dr. LillAnne Jackson, Representative to the BC Council on Transfer Credit  
Dr. Erin Kelly, Faculty of Humanities  
Mr. Joel Lynn, Executive Director, Student Services  
Dr. Phalguni Mukhopadhyaya, Faculty of Engineering  
Dr. Kathy Sanford, Faculty of Education  
Dr. Kim Speers, Faculty of Human & Social Development  
Mr. Dalal Tubeishat, UVSS Representative  
Ms. Shauna Underwood, Faculty of Human & Social Development, Advising Centre  
Dr. Diana Varela, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities  
Dr. Victoria Wyatt, Faculty of Fine Arts  
Ms. Laurie Barnas, Associate Registrar, Secretary  
Ms. Pat Konkin, Recording Secretary

**2019/2020 Senate Committee on Admission, Re-registration and Transfer**

Dr. Sandra Hundza, Chair, Faculty of Education  
Dr. Anne Bruce, Vice-Chair, Faculty of Human & Social Development  
Ms. Susan Butler, Computer Science Academic Advising

Ms. Tricia Best, International Student Services  
Dr. Dale Ganley, Peter B. Gustavson School of Business  
Dr. Fraser Hof, Faculty of Science  
Dr. Cindy Holder, Associate Dean, Academic Advising, Faculties of Science, Social Sciences and Humanities  
Dr. LillAnne Jackson, Representative to the BC Council on Transfer Credit  
Mr. Joel Lynn, Executive Director, Student Services  
Dr. Stuart MacDonald, Faculty of Social Sciences  
Ms. Emma Mason, Counselling Services  
Dr. Phalguni Mukhopadhyaya, Faculty of Engineering  
Mr. Jack Ni, Student Senator  
Dr. Kathy Sanford, Faculty of Education  
Mr. Marshall Scott-Bigsby, Student Senator  
Ms. Wendy Taylor, Acting Registrar  
Mr. Efe Turker, UVSS Representative  
Ms. Laurie Barnas, Associate Registrar, Secretary  
Ms. Patricia Konkin, Recording Secretary





**Date:** October 29, 2020

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

**From:** Stephen Evans, PhD, Acting Dean, Faculty of Graduate Studies

**Re:** **Faculty of Graduate Studies Annual Report 2019/2020**

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The Faculty of Graduate Studies received 63 admission appeals and 6 re-registration/re-instatement requests for 2019-2020. In each case, it is the academic unit wishing to admit a student who must submit an appeal. The appeal must contain appropriate justification for consideration by one of the Associate Deans of Graduate Studies (*see below*), who exercise this authority on behalf of the Dean of Graduate Studies. Admission appeals submitted directly by graduate student applicants are not considered, and these students are advised to approach the academic unit.

Appeals fall into two categories:

- Appeals using processes described in the Graduate Calendar.
- Appeals of the Admission Standards set forth in the Graduate Calendar.

Many of the appeals fall into the first category, such as Faculty of Graduate Studies policies for Admission as a Mature Student or Admission without a Baccalaureate, which are normally granted if the applicant meets the relevant criteria set forth in the Graduate Calendar (*see below*). Other Admission Waivers involve specific Admission Standards, such as the English Language Proficiency requirement or the minimum GPA requirement. *In the latter cases, while the Associate Deans will be receptive to justifications made by the academic units, the Associate Deans are required to give deference to the Graduate Calendar requirements and will normally consider only a minor variance from the published Admission Standards and only if the academic units provide a compelling rationale.*

Finally, Associate Deans of Graduate Studies will normally not grant more than one waiver to an applicant, *i.e.* they will not grant, for example, a waiver both to the minimum GPA requirement and English Language Proficiency requirement.

Categories and results of appeals to the Faculty of Graduate Studies are presented in Table 1. Detailed procedures and expectations for each major category are provided below.

<b>Table 1: Admission Waivers granted by the Faculty of Graduate Studies in 2019/20</b>		
<b>Category</b>	<b>Accepted</b>	<b>Denied</b>
<b>Admission as a Mature Student</b>	<b>34</b>	<b>0</b>
<b>Admission without a Baccalaureate</b>	<b>5</b>	<b>0</b>
<b>Waiver of the English Language Proficiency requirement</b>	<b>12</b>	<b>4</b>
<b>Waiver of the minimum GPA requirement</b>	<b>12</b>	<b>0</b>
<b>Re-registration</b>	<b>6</b>	<b>0</b>



### Admission as a mature student

The Graduate Calendar stipulates the following:

*Four years after completion of a baccalaureate degree as defined above, applicants whose grade point average is below 5.0 (B) but have four years relevant professional experience since completion of their degree may be admitted to a certificate, diploma, or Master's program as mature students provided they are recommended by the academic unit. Submission of a complete resumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies.*

*Direct admission to doctoral programs is not permitted, but mature students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see [Transfer from a Master's to a Doctoral Program](#)).*

Associate Deans will not consider for Mature Entry any applicant who will not have fulfilled these minimum requirements upon the anticipated date of first registration.

### Admission without a Baccalaureate

The Graduate Calendar stipulates the following:

*In exceptional cases, applicants without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant expertise, professional experience, or formal training, that would prepare them for successful study in a specific certificate, diploma, or Master's program may be admitted provided they are recommended by the academic unit. Submission of a complete resumé is required, along with a detailed justification from the unit of the relevance of the applicant's experience to the proposed area of study, and a plan from the unit listing additional formal course work designed to mitigate any academic deficit.*

*Direct admission to doctoral programs is not permitted, but non baccalaureate students in a Master's program may be eligible for transfer to the doctoral program after a minimum of two terms (see [Transfer from a Master's to a Doctoral Program](#)).*

*Such recommendations must be approved by the Dean of Graduate Studies, who will set a quota on the number of such students permitted in any academic unit.*

Associate Deans will normally not consider for Admission Without a Baccalaureate any applicant who does not fulfill these minimum requirements; however, the academic unit may provide compelling rationale for reducing the required 15-years of demonstrated relevant experience by 1-3 years. For example, the applicant completed 56 units of a 60-unit baccalaureate before having to abandon their program for personal or professional reasons, or the applicant has recognized national or international standing in the field and would be in a position to benefit from the graduate program immediately upon acceptance. In no case will the Associate Deans consider applicants with less than 12 years of demonstrated relevant experience for entry without a baccalaureate.



### English Language Proficiency Waivers

The Graduate Calendar stipulates (in part) the following:

*As per the Faculty of Graduate Studies English Language Proficiency policy, those applicants that are required to demonstrate competence in the English language through an examination must achieve minimum scores as below:*

- *Minimum score on the Test of English as a Foreign Language (TOEFL)\* of 575 on the paper-based test or 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20*
- *Overall score on the International English Language Testing System (IELTS)\* of at least Band 6.5 with no score of less than 6.0 on each academic component*
- *Score of 90 on the Michigan English Language Assessment Battery (MELAB)\**

A waiver of this requirement will be considered by the Associate Deans normally only where the applicant has achieved the minimum required overall score and is no more than one band or point shy of the individual component/section requirements. Associate Deans will also consider exceptional cases where the applicant has achieved well above the minimum required overall score but is two bands or points shy in any one category except writing (*i.e.* listening, speaking, or reading).

### GPA Waivers

As is stated in various places in the Graduate Calendar, admission to the Faculty of Graduate Studies normally requires a minimum grade point average of 5.0 (B) in the work of the last two years (30 units) leading to the Bachelor's degree. The Faculty of Graduate Studies considers requests for waivers of this requirement from academic units for applicants with a GPA between 4.0 and 5.0 based on appropriate disciplinary evidence of the following:

- Academic success
- Outstanding research potential
- Ability to succeed

Normally, for the Associate Deans to consider a waiver to admit an applicant with a GPA below 4.0 to the Faculty of Graduate Studies, the academic unit would have to demonstrate unambiguously that the applicant had world-class creative potential.



**Date:** December 14, 2020

**To:** Senate

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

**Re:** **2019/2020 Annual Report**

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The Terms of Reference for the Senate Committee on Agenda and Governance define its scope and relationship with Senate and other Senate committees. Each winter term, the committee presents an annual report on its business and proceedings over the previous academic year.

The Senate Committee on Agenda and Governance met nine times in 2019/20: September 20, 2019, October 18, 2019, November 22, 2019, December 20, 2019, January 24, 2020, February 21, 2020, March 20, 2020, and April 17, 2020. To address issues regarding the Emergency Protocol for Senate Operations, the committee met one time during the 2019/20 year on June 17, 2020.

The nominations sub-committee met four times in 2019/20: September 20, 2019, October 18, 2019, November 22, 2019 and April 17, 2020.

At the September meeting, the committee passed a motion that all meetings for 2019/2020, including meetings of the nominations sub-committee, be deemed closed and confidential.

During the year, the committee reviewed the draft Senate agenda and materials, made recommendations to Senate, initiated projects in areas of the committee's concern, and received proposals for input from other Senate committees and campus constituencies. Within these areas, the committee considered several issues over the year, including:

- review of responses to the annual Senate committee evaluations
- the revision to the 10-year sessional calendar
- communication regarding Senate support for the Wet'suwet'en
- the contingency plan for Senate during COVID-19
- required changes for the spring student elections to Senate during COVID-19
- revisions to the terms of references for the Senate Committee on Curriculum and the Senate Committee on Admissions, Re-registration and Transfer.
- the waiving of medical documentation in support of Requests for Academic Concession – summer session 2020 and fall term 2020
- inbound/outbound student mobility programs for the fall 2020 term

#### Review of Draft Senate Agenda

At each of its meetings, the Senate Committee on Agenda and Governance assisted the Chair in preparing the Senate agenda and reviewed each of the items proposed for submission to Senate.

#### Senate Committee Evaluations

Every year, members of Senate committees are asked to evaluate their experience serving on their respective Senate committees. Results from the evaluation survey are used to identify opportunities to improve members' experience and the committees' overall effectiveness.

At the September 2019 meeting, the committee reviewed the 2018/2019 evaluation results for each Senate committee.

#### Request to Revise the Annual Sessional Calendar

At its November meeting, committee members reviewed a proposal to revise the 10-Year Sessional Calendar. Committee members approved the revised principals for creating the winter and summer Sessions of the 10-Year Sessional Calendar for the next iteration of the 10-Year Sessional Calendar.

#### Request for Senate Support of the Wet'suwet'en

At its February 2020 meeting, committee members engaged in a discussion regarding a request for Senate to support the Wet'suwet'en. The committee reviewed the question of jurisdiction from a legal perspective under the governing document of the University Act and decided the motion was not under Senate authority.

#### COVID-19 Planning

At the March 2020 meeting, the committee considered the need to revise the timing for the third call of spring elections for student Senators. At the March, April, and June 2020 meetings, the Emergency Protocol for Senate Operations were discussed and contingency plans were developed according to the protocol.

#### Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer and the Senate Committee on Academic Standards

At its April 2020 meeting, Senate reviewed proposed revisions to the Senate Committee on Admission, Re-registration and Transfer and Senate Committee on Academic Standards to improve efficiency of approval for admission changes. Senate approved this recommendation.

#### Waiving of medical documentation in support of Requests for Academic Concession – Summer Session 2020 and Fall Term 2020

At the June 2020 emergency meeting, committee members were provided with a proposal to waive medical documentation for Requests for Academic Concessions for the 2020 summer session and fall term. Committee members approved the proposal.

Inbound/outbound student mobility programs for the fall 2020 term

At the June 2020 meeting, committee members reviewed the background and steps taken regarding student mobility for the summer and upcoming fall term

2019/20 and 2020/2021 Appointments to Senate Committees

At its September, October, November 2019, and April 2020 meetings, the nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2019/2020 and 2020/2021. Senate approved these nominations at the October 2019, November 2019, December 2019, and May 2020 Senate meetings respectively.

At its November 2019 meeting, the nominations sub-committee discussed and approved nominations for appointments to the Joint Senate Board Retreat. Senate approved these nominations at the December 2018 meeting.

Respectfully submitted,

**2020/2021 Senate Committee on Agenda and Governance**

Kevin Hall, Chair, President and Vice-Chancellor\*  
Saul Klein, Vice-Chair, Dean, Peter B. Gustavson School of Business\*  
Carrie Andersen, University Secretary  
Chandra Beaveridge, Convocation Senator  
Aaron Devor, Faculty of Social Sciences  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Mark Gillen, Faculty of Law  
Helen Kurki, Faculty of Social Sciences\*  
Valerie Kuehne, Vice-President Academic and Provost  
Joseph Martin, Student Senator\*  
Dean Seeman, Libraries\*  
Ada Saab, Secretary, Associate University Secretary\*

**2019/2020 Senate Committee on Agenda and Governance**

Jamie Cassels, Chair, President and Vice-Chancellor\*  
Saul Klein, Vice-Chair, Peter B. Gustavson School of Business\*  
Carrie Andersen, University Secretary  
Chandra Beaveridge, Convocation Senator  
Aaron Devor, Faculty of Social Sciences  
Robin Hicks, Faculty of Science  
Valerie Kuehne, Vice-President Academic and Provost  
Helen Kurki, Faculty of Social Sciences  
Annalee Lepp, Faculty of Humanities\*  
Dean Seeman, Libraries\*  
Alivia Wang, Student Senator\*  
Ada Saab, Secretary, Associate University Secretary\*

\*members of the Nominations Sub-committee



**University  
of Victoria**

Senate Committee on  
Agenda and Governance

# MEMO

**Date:** December 16, 2020  
**To:** Members of Senate  
**From:** Senate Committee on Agenda and Governance  
**Re:** **Upcoming Senate committee vacancies**

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For your information, attached please find a list of Senate committee vacancies effective July 1, 2021. These vacancies include positions for which current committee members may be eligible for re-appointment.

Also attached for your information is the call for expressions of interest to serve on Senate committees that will be distributed to all faculty members in early January 2020.

If you would like to nominate a colleague for any of these positions, please submit your nomination to Ada Saab, Associate University Secretary at [usec2@uvic.ca](mailto:usec2@uvic.ca) by March 5, 2021.

Recommendations for Senate committee appointments will be made by the Senate Committee on Agenda and Governance in May 2021.

Respectfully submitted,

**2020/2021 Senate Committee on Agenda and Governance**

Kevin Hall, Chair, President and Vice-Chancellor\*  
Saul Klein, Vice-Chair, Peter B. Gustavson School of Business\*  
Carrie Andersen, University Secretary  
Chandra Beaveridge, Convocation Senator  
Aaron Devor, Faculty of Social Sciences  
Mauricio Garcia-Barrera, Faculty of Graduate Studies  
Mark Gillen, Law  
Valerie Kuehne, Vice-President Academic and Provost  
Helen Kurki, Faculty of Social Sciences\*  
Joseph Martin, Student Senator\*  
Dean Seeman, Libraries\*  
Ada Saab, Secretary, Associate University Secretary\*

\*members of the Nominations Sub-committee



## 2021- 2022 Senate Committees

### Senate Committee on Academic Standards

Name	Faculty or Department	Term
<b>Vacancy</b>	<b>Science</b>	<b>2024 (2021)</b>
Martha McGinnis (S)	Graduate Studies	2022 (2019)
<b>Vacancy</b>	<b>Law</b>	<b>2024 (2021)</b>
Alexandra D'Arcy (S)	Humanities	2022 (2019)
<b>Vacancy</b>	<b>Social Sciences</b>	<b>2024 (2021)</b>
Sorin Rizeanu (NS)	Peter B. Gustavson School of Business	2023 (2020)
Tania Muir (NS)	Continuing Studies	2022 (2019)
Sandra Hundza (S)	Education	2023 (2020)
Henning Struchtrup (S)	Engineering	2023 (2017)
Yasmine Kandil (S)	Fine Arts	2022 (2019)
<b>Vacancy</b>	<b>Human &amp; Social Development</b>	<b>2024 (2021)</b>
<b>Vacancy (NS)</b>	<b>Medical Sciences</b>	<b>2024 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (UVSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Convocation Senator</b>	<b>2024 (2021)</b>
Steve Evans (S)	Acting Dean, Faculty of Graduate Studies (VPAC's designate)	(ex officio)
Robin Hicks (NS)	Acting Associate Vice-President Academic Planning (President's Nominee)	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Sabrina Jackson (NS)	Director, Graduate Admissions and Records	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator



## 2021- 2022 Senate Committees

### Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Stuart MacDonald (NS) (Chair)	Social Science	2022 (2019)
Fraser Hof (S) (Vice-Chair)	Science	2023 (2020)
Kimberly Spears (NS)	HSD	2023 (2020)
Victoria Wyatt (S)	Fine Arts	2023 (2020)
Erin Kelly (NS)	Humanities	2023 (2020)
Carmen Galang (NS)	Peter B. Gustavson School of Business	2023 (2020)
Phalguni Mukhopadhyaya (S)	Engineering	2022 (2019)
Kathy Sanford (NS)	Education	2022 (2019)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (UVSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Executive Director, Student Services (President's nominee)</b>	<b>(ex officio)</b>
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Student Services	(ex officio)
Shauna Underwood (NS)	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Laurie Barnas (Secretary)	Associate Registrar	
Patricia Konkin (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Agenda and Governance

Name	Faculty or Department	Term
Kevin Hall (S) (Chair)	Chair of Senate	(ex officio)
<b>Vacancy (S)</b>	<b>TBD</b>	<b>2024 (2021)</b>
Aaron Devor (S)	Social Sciences	2023 (2017)
Helen Kurki (S)	Social Sciences	2022 (2019)
Mark Gillen (S)	Law	2021 (2020)
Mauricio Garcia-Barrera (S)	Graduate Studies	2023 (2020)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Convocation Senator</b>	<b>2024 (2021)</b>
Saul Klein (S)	Vice-Chair of Senate	(ex officio)
Valerie Kuehne (S)	Vice-President Academic and Provost	(ex officio)
Carrie Andersen (S)	University Secretary	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	
Kathy MacDonald (Recording Secretary)	Senate Coordinator	

(S) – Senator

(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Appeals

Name	Faculty or Department	Term
Kathryn Chan (NS) (Chair) <i>(Janna Promislaw replacing Kathryn while she is on fellowship July 1, 2021)</i>	Law	2023 (2020)
<b>Vacancy</b>	<b>Graduate Studies</b>	<b>2024 (2021)</b>
CindyAnn Rose-Redwood (S)	Social Sciences	2022 (2019)
Poman So (NS)	Engineering	2022 (2016)
Dale Ganley (NS)	Peter B. Gustavson School of Business	2022 (2017)
Jillian Roberts (NS)	Education	2023 (2017)
Mark Laidlaw (S)	Science	2023 (2020)
<b>Vacancy</b>	<b>Humanities</b>	<b>2024 (2021)</b>
Susan Strega (S)	HSD	2022 (2019)
<b>Vacancy</b>	<b>Fine Arts</b>	<b>2024 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Awards

Name	Faculty or Department	Term
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
Suzanne Snizek (S)	Fine Arts	2023 (2020)
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
Linda Welling (NS)	Social Sciences	2023 (2017)
Charlotte Schallié (NS)	Graduate Studies	2022 (2016)
Jesse Baltutis (NS)	Alumni Association	2023 (2020)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Carmencita Duna (NS)	International Student Services (President's nominee)	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Sang Nam (NS)	Peter B. Gustavson School of Business	2023 (2017)
James Nahachewsky (NS)	Education	2022 (2016)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
<b>Vacancy</b>	<b>Fine Arts</b>	<b>2024 (2021)</b>
Donna Jeffrey (NS)	HSD	2023 (2020)
<b>Vacancy</b>	<b>Humanities</b>	<b>2024 (2021)</b>
<b>Vacancy</b>	<b>Law</b>	<b>2024 (2021)</b>
Mark Laidlaw (S)	Science	2023 (2017)
<b>Vacancy</b>	<b>Social Sciences</b>	<b>2024 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (UVSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative from diploma or certificate program in Continuing Studies</b>	<b>2022 (2021)</b>
Wendy Gedney (NS)	Alumni Association	2022 (2016)
<b>Vacancy (S)</b>	<b>Convocation Senator</b>	<b>2024 (2021)</b>
Robin Hicks (NS)	Acting Associate Vice-President Academic Planning (President's Nominee)	(ex officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Curriculum

Name	Faculty or Department	Term
Gary MacGillivray (NS) (Chair)	Science	2021 (2020)
<b>Vacancy (Vice-Chair)</b>	<b>TBD</b>	<b>2021 (2020)</b>
Chris Graham (NS)	Business	(ex officio)
Cathy McGregor (NS)	Education	(ex officio)
LillAnne Jackson (NS)	Engineering	(ex officio)
Eva Baboula (NS)	Fine Arts	(ex officio)
Jennifer White (NS)	Graduate Studies	(ex officio)
Donna Jeffrey (NS)	HSD	(ex officio)
Lisa Surridge (NS)	Humanities	(ex officio)
Freya Kodar (NS)	Law	(ex officio)
Rosaline Canessa (NS)	Social Sciences	(ex officio)
Neil Burford (S)	Science	(ex officio)
Michele Martin (NS)	Medical Sciences	(ex-officio)
Gary MacGillivray (NS)	Faculty of Science, Department of Mathematics and Statistics (President's nominee)	(ex officio)
Neil Burford (S)	Chair, Senate Committee on Academic Standards	(ex officio)
<b>Vacancy (S)</b>	<b>Student Senator from the Senate Committee on Academic Standards</b>	<b>(ex officio)</b>
Gordon Fulton (NS)	Faculty of Humanities (Vice-President Academic and Provost designate)	(ex officio)
Asia Longphee (NS)	Calendar Editor	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Sabrina Jackson (NS)	Director, Graduate Admissions and Records	(ex officio)
Laurie Barnas (NS)	Associate Registrar	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
James Wigginton (Secretary)	Registrar Representative	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Shelagh Rogers (S) (Chair)	Chancellor	(ex officio)
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
Joseph Salem (NS)	Fine Arts	2022 (2016)
Elena Pnevmonidou (NS)	Humanities	2022 (2019)
Brock Smith (S)	Peter B. Gustavson School of Business	2023 (2017)
Sara Humphreys (S)	Humanities	2023 (2020)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
Glenda Wyatt (NS)	Alumni Association	2023 (2017)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
<b>Vacancy</b>	<b>Engineering</b>	<b>2024 (2021)</b>
<b>Vacancy</b>	<b>Humanities</b>	<b>2024 (2021)</b>
Erin Campbell (S)	Fine Arts	2023 (2020)
<b>Vacancy</b>	<b>Graduate Studies</b>	<b>2024 (2021)</b>
Brian Leacock (S)	Peter B. Gustavson School of Business	2022 (2019)
Laura Vizina (NS)	Continuing Studies	2022 (2016)
Tim Andersen (NS)	Education	2023 (2020)
<b>Vacancy (S)</b>	<b>Social Sciences</b>	<b>2024 (2021)</b>
Elizabeth Borycki (NS)	HSD	2023 (2020)
Tim Richards (NS)	Law	2022 (2016)
<b>Vacancy</b>	<b>Medical Sciences</b>	<b>2024 (2021)</b>
Scott McIndoe (NS)	Science	2023 (2020)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (UVSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (UVSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Alumni Association</b>	<b>2024 (2021)</b>
Tina Bebbington (NS)	Library, (FALC)	2022 (2019)
Chandra Beaveridge (S)	Convocation Senator	2021 (2019)
Ry Moran (NS)	University Librarian Designate	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Mariel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
Robin Hicks (NS)	Acting Associate Vice-President Academic Planning (President's Nominee)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator



## 2021- 2022 Senate Committees

### Senate Committee on Libraries

Name	Faculty or Department	Term
Richard Marcy (S) (Chair)	HSD	2022 (2016)
<b>Vacancy</b>	<b>Graduate Studies</b>	<b>2024 (2021)</b>
Adrienne Boyarin (NS)	Humanities	2023 (2020)
Sylvia Pantaleo (NS)	Education	2023 (2017)
Tusa Shea (NS)	Continuing Studies	2023 (2020)
<b>Vacancy</b>	<b>Engineering</b>	<b>2024 (2021)</b>
Kirk McNally (NS)	Fine Arts	2023 (2017)
Linda Welling (NS)	Social Sciences	2022 (2019)
Hao Zhang (NS)	Peter B. Gustavson School of Business	2023 (2017)
Robert Howell (NS)	Law	2022 (2016)
<b>Vacancy</b>	<b>Medical Sciences</b>	<b>2024 (2021)</b>
Louise Page (NS)	Science	2023 (2017)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
Vacancy (NS)	Representative of Council of Centre Directors	2024 (2021)
Inba Kehoe (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2023 (2020)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Hélène Cazes (NS)	Faculty of Humanities (President's nominee)	(ex officio)
Wency Lum (NS)	Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Sheila Cresswell (Secretary)	University Librarian's Office	

(S) – Senator

(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on Planning

Name	Faculty or Department	Term
Robin Hicks (NS) (Chair)	Acting Associate Vice-President Academic Planning	(ex officio)
<b>Vacancy</b>	<b>Peter B. Gustavson School of Business</b>	<b>2024 (2021)</b>
Graham McDonough (NS)	Education	2022 (2016)
Cindy Holder (NS)	Humanities	2022 (2019)
Adam Con (NS)	Fine Arts	2022 (2019)
Abdul Roudsari (NS)	HSD	2022 (2016)
Ralf St. Clair (S)	Dean	2023 (2014)
Rustom Bhiladvala (S)	Engineering	2023 (2020)
Andrew Newcombe (S)	Law	2023 (2020)
<b>Vacancy</b>	<b>Science</b>	<b>2024 (2021)</b>
<b>Vacancy</b>	<b>Graduate Studies</b>	<b>2024 (2021)</b>
<b>Vacancy</b>	<b>Medical Sciences</b>	<b>2024 (2021)</b>
Jo-Anne Clarke (S)	Continuing Studies	2023 (2017)
<b>Vacancy</b>	<b>Social Sciences</b>	<b>2024 (2021)</b>
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (NS)</b>	<b>Student Representative (GSS)</b>	<b>2022 (2021)</b>
Matthew Koch (S)	Continuing Sessional / Faculty of Humanities (President's nominee)	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Andrea Giles (NS)	Cooperative Education and Career Services	(ex officio)
Rishi Gupta (NS)	Faculty of Engineering (VPAC's designate)	(ex officio)
Lisa Kalynchuk (S)	Vice-President Research	(ex officio)
Steve Evans (S)	Acting Dean, Faculty of Graduate Studies	(ex officio)
Ada Saab (NS)	Associate University Secretary	(ex officio)
Sandra Duggan (Secretary)	Office of the Vice-President Academic and Provost	

(S) – Senator  
(NS) – non Senator

## 2021- 2022 Senate Committees

### Senate Committee on University Budget

Name	Faculty or Department	Term
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
Hélène Cazes (NS)	Humanities	2022 (2019)
Laura Cowen (S)	Science	2022 (2019)
Helen Kurki (S)	Social Sciences	2023 (2017)
Frank van Veggel (NS)	Science	2023 (2017)
<b>Vacancy</b>	<b>TBD</b>	<b>2024 (2021)</b>
Graham Voss (NS)	Social Sciences	2022 (2019)
<b>Vacancy (S)</b>	<b>Student Senator</b>	<b>2022 (2021)</b>
<b>Vacancy (S)</b>	<b>Convocation Senator</b>	<b>2024 (2021)</b>
Kevin Hall (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

### **Call for Expressions of Interest: Faculty Members to Serve on Senate Committees**

**The Senate Committee on Agenda and Governance is looking for faculty members to serve on Senate committees!**

The UVic Senate is responsible for the academic governance of the university, including matters related to libraries, faculties, departments, courses of instruction, fellowships, scholarships, exhibitions, bursaries, prizes, admissions, student appeals, and the granting of degrees. Much of the work of Senate is carried out by its standing committees. The committees are composed of a wide range of individuals including faculty members, students, members of convocation, members of the administration, members of the alumni association and others.

Every year, a number of vacancies arise on Senate committees for faculty members, including both members of Senate and non-senators. Faculty members are appointed to Senate committees for a three-year term beginning on July 1. Occasionally, faculty members are appointed for shorter terms (e.g. to cover leaves).

The Senate Committee on Agenda and Governance (composed of members of Senate only) is the committee responsible for recommending appointments to Senate committees. This committee is accepting expressions of interest from faculty members to serve on Senate committees. A list of the Senate committees is set out below.

**If you are interested in serving on a Senate committee, please send an email to the Office of the University Secretary at [usec2@uvic.ca](mailto:usec2@uvic.ca) by Friday, March 5, 2021.** Please list the committees you are interested in serving on and include a short biographical sketch (up to 300 words) for review by the Senate Committee on Agenda and Governance. While not all committees have vacancies each year, the Senate Committee on Agenda and Governance is developing a pool of candidates who are interested in serving.

### **Overview of Senate Committees**

Terms of reference for the Senate committees are available at:

<http://www.uvic.ca/universitysecretary/senate/committees/index.php>

#### **Senate Committee on Academic Standards**

- Oversees and advises Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity.
- Approves, on behalf of Senate, the granting of degrees (other than honorary degrees).

#### **Senate Committee on Admissions, Re-Registration and Transfer**

- Considers appeals from students for admission, re-registration and transfer, and advises Senate on appropriate policy regarding admission, re-registration and transfer.

#### **Senate Committee on Appeals**

- Final student appeal body on matters of academic standing and academic discipline, except where the matter solely involves a question of academic judgment.

Senate Committee on Awards

- Recommends to Senate the terms of reference for new student awards, and considers and approves the recipients of student awards.
- Recommends policy and calendar regulations pertaining to student awards.

Senate Committee on Continuing Studies

- On behalf of Senate, reviews and makes recommendations to the Division of Continuing Studies regarding academic policies affecting Continuing Studies programs.
- Reviews and recommends proposals for new programs and changes to existing Continuing Studies programs to the Senate Committee on Planning.

Senate Committee on Curriculum

- Reviews and recommends to Senate the annual major curriculum proposals of the faculties.
- Advises Senate on policy related to calendar submissions.

Senate Committee on Honorary Degrees and Other Forms of Recognition

- Considers and recommends to Senate candidates for honorary degrees and advises Senate on the criteria and qualifications for candidates.

Senate Committee on Learning and Teaching

- Maintains close liaison and collaborates with the Director of the Learning and Teaching Centre in support of key learning and teaching issues at the university.
- Recommends to Senate measures, which are designed to enhance the learning and teaching environment at the university.

Senate Committee on Libraries

- Advises the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs.

Senate Committee on Planning

- Considers and recommends to Senate proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs.
- Assists and advises Senate in the formulation of appropriate academic policy.

Senate Committee on University Budget

- Meets with the university administration during the preparation of the annual university budget and considers and advises the administration on priorities related to the budget.



University  
of Victoria

Senate Committee on  
Agenda and Governance

**MEMO**

**Date:** December 18, 2020  
**To:** Senate  
**From:** Senate Committee on Agenda and Governance  
**Re:** **Appointments to the 2020/2021 Senate Standing Committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on December 18, 2020 to consider a number appointments to the 2020/21 Senate committees. The proposed new appointments are bolded in the attached document.

**Recommended Motion**

*That Senate approve the appointments to the 2020/2021 Senate standing committees for the terms indicated in the attached document.*

Respectfully submitted,

**2020/2021 Senate Committee on Agenda and Governance**

Kevin Hall, Chair, President and Vice-Chancellor\*

Saul Klein, Vice-Chair, Dean, Peter B. Gustavson School of Business\*

Carrie Andersen, University Secretary

Chandra Beaveridge, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Mauricio Garcia-Barrera, Faculty of Graduate Studies

Mark Gillen, Faculty of Law

Helen Kurki, Faculty of Social Sciences\*

Valerie Kuehne, Vice-President Academic and Provost

Joseph Martin, Student Senator\*

Dean Seeman, Libraries\*

Ada Saab, Secretary, Associate University Secretary\*

\*members of the Nominations Sub-committee

/attachment

## 2020- 2021 Senate Committees

### Senate Committee on Awards

Name	Faculty or Department	Term
<b>Charlotte Schallié (NS) (Chair)</b>	<b>Humanities</b>	<b>2022 (2016)</b>
Suzanne Snizek (S)	Fine Arts	2023 (2020)
Brock Smith (S)	Peter B. Gustavson School of Business	2021 (2018)
Linda Welling (NS)	Social Sciences	2023 (2017)
Charlotte Schallié (NS)	Graduate Studies	2022 (2016)
Jesse Baltutis (NS)	Alumni Association	2023 (2020)
Tomas Kalyniuk (S)	Student Senator	2021 (2020)
Jacob Hunt (NS)	Student Representative (GSS)	2021 (2020)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Yvonne Rondeau (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Nicole Greengoe (NS)	Registrar	(ex officio)
Carmencita Duna (NS)	International Student Services (President's nominee)	(ex officio)
Lori Nolt (NS)	Director, Student Awards and Financial Aid	(ex officio)
Alexis Ramsdale (Secretary)	Student Awards & Financial Aid	

(S) – Senator  
(NS) – non Senator

## Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Michael McGuire (NS) (Chair)	Engineering	2021 (2018)
Jason Colby (S)	Humanities	2021 (2018)
Erin Campbell (S)	Fine Arts	2023 (2020)
Cedric Littlewood (NS)	Graduate Studies	2021 (2016)
Brian Leacock (S)	Business	2022 (2019)
Laura Vizina (NS)	Continuing Studies	2022 (2016)
Tim Anderson (NS)	Education	2023 (2020)
Denise Cloutier (S)	Social Sciences	2023 (2020)
Elizabeth Borycki (NS)	HSD	2023 (2020)
Tim Richards (NS)	Law	2023 (2020)
TBD	Medical Sciences	2023 (2020)
Scott McIndoe (NS)	Science	2023 (2020)
Robyn Giffen (S)	Student Senator	2021 (2020)
Juliet Watts (S)	Student Senator	2021 (2020)
Elizabeth Giesbrecht (NS)	Student Representative (UVSS)	2021 (2020)
Dipayan Nag (NS)	Student Representative (UVSS)	2021 (2020)
Antoine Rose (NS)	Student Representative (GSS)	2021 (2020)
Jennifer Whately (NS)	Alumni Association	2021 (2018)
Tina Bebbington (NS)	Library, (FALC)	2022 (2019)
Chandra Beaveridge (S)	Convocation Senator	2021 (2019)
<b>Emily Nickerson (NS)</b>	<b>University Librarian Designate</b>	<b>(ex officio)</b>
Wency Lum (NS)	Chief Information Officer	(ex officio)
Andrea Giles (NS)	Acting Executive Director, Cooperative Education and Career Services	(ex officio)
Laurene Sheilds (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Maribel Miller (NS)	Technology Integrated Learning Centre	(ex officio)
Robin Hicks (NS)	Acting Associate Vice-President Academic Planning (President's Nominee)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator  
(NS) – non Senator





University  
of Victoria

Senate Committee on  
Awards

# MEMO

**Date:** December 16, 2020  
**To:** Senate  
**From:** Senate Committee on Awards  
**Re:** **New and Revised Awards**

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The Senate Committee on Awards met on December 10, 2020 and approved a number of new and revised awards for Senate's approval. Terms of these awards are in the attached appendix.

## **Recommended Motion:**

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

- For the Love of Film Scholarship\* (New)
- Faculty of Fine Arts Student Community Impact Award\* (New)
- Victoria Nikkei Cultural Society Award\* (New)
- Howlers Rugby Award\* (Revised)
- Marilyn (Leslie) Kan and John YH Kan Award (New)
- TANSI Bursary (New)
- Dr. Carolyn Lee Crippen Scholarship\* (New)
- Langford-Seaborne Scholarship\* (Revised)
- Chris Barran Memorial Fund\* (New)
- Boehm-Hesser Graduate Research Excellence in Astronomy Award\* (Revised)

*\* Administered by the University Of Victoria Foundation*

Respectfully submitted,

## **2020/2021 Senate Committee on Awards**

Helga Hallgrimsdottir (Chair), School of Public Administration

Jesse Baltutis, Alumni Association

John Dower, Faculty of Graduate Studies

Carmencita Duna, International Student Services

Nicole Greengoe, Registrar

Jacob Hunt, GSS Representative

Tomas Kalyniuk, Student Senator

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Charlotte Schallié, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Suzanne Snizek, School of Music

Linda Welling, Department of Economics

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

## Appendix

### Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

#### **For the Love of Film Scholarship\* (New)**

One or more scholarships are awarded to academically outstanding undergraduate students transferring or continuing in the Faculty of Fine Arts who are pursuing a Minor in Film Studies. Approval of recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Fine Arts.

#### **Faculty of Fine Arts Student Community Impact Award\* (New)**

One or more awards are given to undergraduate students entering, transferring or continuing in the Faculty of Fine Arts who have demonstrated an outstanding effort in a community-engaged creative activity in Greater Victoria.

The recipient is selected based on nominations received from individuals and/or community organizations and must include:

1. a letter from an individual or organization (maximum 300 words) demonstrating how the student was involved in the community-engaged creative activity,
2. two letters of endorsement of the project (maximum two pages and from different people than #1 who are not related to the nominee), and
3. a resume or portfolio of the student's work.

Nomination packages must be submitted to the Office of the Dean, Faculty of Fine Arts by May 31. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Fine Arts. The Award will be presented annually as part of the ProArts Alliance awards event or another suitable event as determined by the Dean, Faculty of Fine Arts and the Dean's External Advisory Committee.

#### **Victoria Nikkei Cultural Society Award\* (New)**

One or more awards are given to transferring or continuing undergraduate students in any discipline who are conducting innovative and creative research in Japanese Canadian history, art, culture, and/or language. Applicants must submit the following to the Office of the Dean, Faculty of Humanities, by May 15:

1. A statement of intent (maximum 500 words) outlining their proposed research and describing how their work contributes to, promotes and/or engages with Japanese Canadian history, art, culture, and/or language;
2. A letter of support from the UVic faculty member(s) who will supervise the proposed research; and
3. A CV and official UVic transcript.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Humanities.

#### **Howlers Rugby Award\* (Revised)**

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.

Preference will be given in the following order:

1. ~~First preference is to~~ students of Indigenous descent,
2. ~~Second preference is to~~ students from Saskatchewan,
3. ~~third preference is to~~ students from Alberta or Manitoba.

If there are still no qualified applicants, students from any other province, except B.C. and Ontario, will be considered.

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.

**Marilyn (Leslie) Kan and John YH Kan Award (New)**

One or more awards are given to entering undergraduate students who self-identify as Black, Indigenous or a Person of Colour and who have demonstrated financial need.

**TANSI Bursary (New)**

One or more bursaries are awarded to undergraduate or graduate Métis students.

**Dr. Carolyn Lee Crippen Scholarship\* (New)**

One or more scholarships are awarded to PhD students in the Department of Educational Psychology and Leadership Studies, Faculty of Education, whose research is focused on Leadership Studies. Recipients must demonstrate a strong link between education and leadership within the schools (elementary, middle, high school and/or private school) and a record of outstanding service and leadership to the community. Preference will be given to students who have demonstrated financial need. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

**Langford-Seaborne Scholarship\* (Revised)**

One or more A-scholarships of at least \$1,000 each are ~~is~~ awarded to ~~an~~ Indigenous graduate students in the School of Public Administration. If there ~~are~~ is no eligible students, ~~an~~ Indigenous undergraduate students in the Indigenous Community Development and Governance Diploma in the School of Public Administration may receive the scholarship. Graduate recipients ~~students~~ will be approved by the Faculty of Graduate Studies Graduate Awards Committee and undergraduate recipients will be approved by the Senate Committee on Awards, upon the recommendation of the School of Public Administration.

**Chris Barran Memorial Fund\* (New)**

One award of at least \$1,000 will be given to a continuing undergraduate student in the Faculty of Law who has made an outstanding contribution to the law school community, including achievements in both academic and extracurricular activities (including athletics). In recognition of the life of the extraordinary individual for whom this scholarship is named, the recipient will have positively impacted their fellow students in a meaningful way.

The recipient is selected based on nominations received from fellow students, faculty and/or staff. Nomination letters (maximum 500 words) outlining the student's contribution(s) must be submitted to the Dean's Office, Faculty of Law, by June 1st. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Boehm-Hesser Graduate Research Excellence in Astronomy Award\* (Revised)**

~~Up to two awards are given to academically outstanding Masters 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 the student's career development. The award will be used to fund the student's 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 a student who has 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.~~

One or more awards will be given to graduate students in the Department of Astronomy for excellence in research. The award includes both an academic award and funds for travel to present their innovative research at a conference of international importance for the dissemination of the research and to foster the student's career development. Preference will be given to students who have high quality and significant research results for presentation, ideally a recent publication, and who have not already receive a major 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 Astronomy.



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society**

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At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society. The request is made to allow for a virtual-external review to be conducted in mid-February 2021.

**The following motion is recommended:**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Centre for Studies in Religion and Society from April 20, 2021 to October 20, 2021, as described in the memorandum dated November 3, 2020.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



## MEMORANDUM

**DATE:** November 3, 2020

**TO:** Dr. Robin Hicks; Chair, Senate Committee on Planning

**FROM:** Dr. Cynthia Milton, Associate Vice-President Research

**RE:** **Centre for Studies in Religion & Society - Request for Approved Centre Status extension**

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I am writing under the delegated authority of the Vice-President Research, Dr. Lisa Kalynchuk. Dr. Kalynchuk has reviewed the Centre for Studies in Religion & Society for a second 6-month extension of their approved centre status. She is in agreement with the below recommendation.

An external review of the Centre for Studies in Religion & Society (CSRS) under the directorship of Dr. Paul Bramadat is scheduled for February 2021, in adherence with University of Victoria policy number RH8300, *Establishment, Review, and Closure of Research Centres*.

Due to constraints in the wake of COVID-19, the timeline for scheduling this now virtual-external review is being proposed for mid-February 2021. In order to allow adequate time for this process, we are requesting a six month extension of the Centre's approval status, from April 20, 2021 until October 20, 2021.

I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

*That the Senate Committee on Planning recommends that Senate extend for 6 months the Approved Centre Status for the Centre for Studies in Religion and Society from April 20, 2021 to October 20, 2021.*

A decorative graphic in the bottom right corner consisting of several parallel diagonal stripes in yellow, orange, red, and blue.



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Bachelor of Child and Youth Care Program**

At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposed changes to the Bachelor of Child and Youth Care program. The proposed changes are in response to recommendations outlined in an Academic Program Review conducted in 2018.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Bachelor of Child and Youth Care program, as described in the document "Bachelor of Child & Youth Care program renewal".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

Tuesday, November 24, 2020

Dear Senate Committee,

The Bachelor of Child & Youth Care program renewal engages critical, contextual, and decolonized approaches to practice to prepare our graduates to lead and work in community agencies, government departments and educational institutions in positions such as child and youth practitioner, child protection practitioner, school-based practitioner, youth outreach practitioner, intake counsellor, and mental health practitioner.

First year courses are open to all students at the University of Victoria. Practicum placements begin in the second year of the program and students are expected to declare CYC prior to starting second year. The primary entry points to our program are: first year and third year/diploma transfer. Depending on the diploma, transfer students either receive block transfer or course by course transfer. All transfer students must take our Foundations course CYC 110 and CYC 250 our Law course.

#### Elective & Specialization courses

In our renewal we have updated the specialization courses and reduced the number of core courses. Specialization streams are optional, students who enter in year 1 can choose up to two specializations. Diploma transfer students can choose one specialization stream without overload. This allows students to: a) choose electives from across the university, in particular in years 1 and 2; and b) have the option of up to two specialization streams to complete upper level electives. As part of our renewal, we have engaged each unit in HSD on possible shared electives that centre social dimensions of health & wellness in professional practice.

#### Child Protection Specialization

CYC 350 Applying CYC Practice in Child Welfare Contexts  
Advanced Practicum in relevant setting

#### Early Years Specialization

CYC 382 Early Years Program Approaches  
CYC 482 Leadership, Advocacy & Program Planning in the Early Years

#### Indigenous Specialization

CYC 330 Applied Practice in Indigenous contexts (in lieu of 370)  
CYC 355 All My Relations Practice with Indigenous Families (in lieu of 356)  
CYC 430 Research Practice in Indigenous Contexts (in lieu of 423)

Our Indigenous Specialization courses centre Indigenous approaches to child & youth care. As our enrolments continue to grow, and our funding does not, we have both pedagogical and space limitations in these specialized professional practice courses for students outside of our school. Unfortunately, this does have an impact on electives for Indigenous Studies students in the Faculty of Humanities. However, our first year courses remain open to students across the university.

In addition to the elective Specialization streams, in response to the University Indigenous Plan, we are proposing two elective courses for BCYC Indigenous students at our peak entry points: fall year 1 and fall year 3. We would like to increase our retention of Indigenous learners and research indicates that



providing a safe space in circle to engage processes of learning and knowledge translation is a factor in supporting Indigenous student success. Of significance is supporting Indigenous learners navigate a post-secondary program that prepares practitioners to work with primarily marginalized children, youth, and families. We identify Indigenous as grounded in local Coast Salish teachings and open to all Indigenous peoples globally. Students will self-identify to register in these courses. The names of the courses were received through a relational process involving the Indigenous Stream faculty and knowledge keepers of these territories.

New circle elective courses:

*CYC 105 ŚELEJSET XENEN OX ET TFE ŚW ÍY, NONets Sage Circle (Indigenous students)*

*CYC 305 ŚELEJSET XENEN OX ET TFE ŚW ÍY, NONets Cedar Circle (Indigenous students)*

Attached are consultations with Education, Humanities and IACE.

Respectfully,


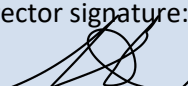
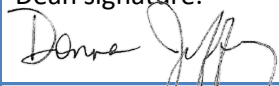


Helga Kristín Hallgrímsdóttir, PhD  
Acting Director, School of Child & Youth Care

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*Bachelor of Child & Youth Care program renewal*

Dean's Name and Date of consultation with AVPAP: Dr. Esther Sangester- Gormley	Dean signature: 
Name of contact person: Dr. Sarah Wright Cardinal	
Email & phone of contact person: swcardinal@uvic.ca	
Date approved by Department: January 10, 2020	Chair/Director signature: 
Date approved by Faculty:  September 28, 2020	Dean signature: 
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)  No additional resources requested.	



## Bachelor of Child & Youth Care program renewal

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Human and Social Development, School of Child and Youth Care
Anticipated implementation date of change	May 2021
Name, title, phone number and e-mail address of contact person	Dr. Sarah Wright Cardinal, Assistant Professor & Undergraduate Program Chair, SCYC 250-893-4890, <a href="mailto:swcardinal@uvic.ca">swcardinal@uvic.ca</a>

#### B. History and context of the program indicating value and impact of the program change

##### History of the BCYC

The Program in Child Care was established at UVic under the leadership of Dr. Bill Gaddes of the Psychology Department in the fall of 1973, with strong support from the provincial government, child and youth care agencies, school boards, university departments and other interested professionals. The interdisciplinary Program rapidly increased its enrolment and core course offerings until, in 1978, the Program became the first professional School in the newly founded Faculty of Human and Social Development. Several years later, the School changed its name to the School of Child and Youth Care (SCYC), reflecting shifts in field terminology and the 0-19 age range of the children and their families served by this profession.

In 1983, a distance education version of the Bachelor of Arts in Child Care program was established. As an early adopter of the distance education model at the University of Victoria, the School was also a pioneer in distance learning within BC and Canada.

The early BA CYC program and most core courses were located in the third and fourth year of the degree complemented by a second year introductory course. In 2007 the BA CYC program shifted to the BCYC program, offering four years of curriculum with limited room for electives. Initially, the resulting curriculum was rich, but together with the development and growth of our masters and doctoral programs and the number of faculty lines in our school, the BCYC courses became challenging to manage. The trend over the past number of years has been 55-72% sessional instruction of the BCYC, which has resulted in course drift and lack of faculty ownership of the program. This lends to lack of current research-informed pedagogy. There was also a recognition that the shift to increasing our core BCYC courses created limited student access to a broader foundation in first and second year.

### **The program renewal**

Since 2011, SCYC has made efforts to review the curriculum. While there was acknowledgement in the school that the courses needed to be reviewed; that there was course drift, repetition and gaps, the workload involved with the existing faculty lines made it a challenge. In 2018 the Academic Program Review outlined a number of issues to address in the undergraduate program, in summary the BCYC was deemed one of the most complex and complicated undergraduate programs at UVic and in need of streamlining. Three key recommendations were: reducing required courses, eliminating concentrations or specializations, and tailoring the degree more specifically to diploma transfer students.

In 2019-20, with a full compliment of 14 faculty, the school engaged a comprehensive process of program renewal that involved consultation with faculty, staff, sessional instructors, and students; a review of sister programs in BC (BCCYCEC) and similar programs across Canada; labour market information; and consideration of the Canadian CYC accreditation standards. Although the BCYC is not an accredited program, there is a growing trend for both diploma and degree CYC programs in Canada to attain accreditation and this renewal aligns with accreditation standards.

This approach views curriculum renewal as a multi-layered process that includes:

- Structural/institutional parameters;
- Program partners, accreditations, stakeholders; and
- An articulated approach to the program such as values, responsiveness to the field and current practice.

Our objective was to identify core courses and specialization courses that meet the above three criteria and are within a reasonable workload for the size of the unit. The review resulted in a program proposal that included potential course additions and deletions; revising existing courses; and reducing prescriptive course syllabi.

The Consultation Report was shared with faculty and staff for review and a Program Design (Appendix A) was developed by the Undergraduate Program Committee. The Course Changes (Appendix B) were approved at the School Community Council meeting January 10, 2020.

### **Comparable programs in BC**

As the first degree-granting CYC program in BC, SCYC played a leadership role in the early development of Child and Youth Care programs throughout the province. Today, our CYC undergraduate program is one of four CYC bachelor degree-granting programs in the province. The others are Vancouver Island University, Douglas College and the University of the Fraser Valley. Together with articulating BC diploma programs, these institutions form the basis of the British Columbia Child and Youth Care Educators Consortium (BCCYCEC), a collaborative partnership formed to guide the development of minimum, standardized curriculum outcomes across institutions in the province while also facilitating transferability.

The consortium gradually moved away from the concept of course by course transfer and moved toward the broader concept of outcomes referenced curriculum in order to allow individual schools to be flexible and autonomous in how they delivered their programs. The latest iteration of the agreed BCCYCEC outcomes (Appendix A, p.5) was created with representation from all member schools including SCYC. Our renewed curriculum aligns with these outcomes.

### **Our students**

In order to serve the needs of specific communities and practice sectors, we have maintained the three specializations within our undergraduate curriculum. Having said this, we have increased Early Years content in our core courses and reduced the specialization from 4 courses (6 units) to 2 courses (3 units); Child Protection includes 1 course (1.5 units); and Indigenous specialization includes 3 courses (4.5 units). In addition, a specialized practicum is required for each. We have also increased our practicum hours to align with minimum national accreditation standards. With our reduced core courses, diploma transfer students can now complete our degree in a timely manner and can include one specialization. Students who enter our program in first or second year can complete two specializations without overload. We are the only program in Canada with these specializations:

- (1) Child Protection Specialization (CPS)
- (2) Early Years Specialization (EYS) and
- (3) Indigenous Specialization (IS).

At the undergraduate level we are dedicated to promoting child, youth, family and community well-being and weave the following research informed strands throughout our program: decolonizing praxis (anti-racism and social justice), ethical care in CYC, research literacy, and attention to current research and scholarship in CYC that includes childhood ranging from conception (age 0) to fully developed youth (age 25). We have a reputation for preparing highly-skilled, ethical, relational, and critically aware practitioners, many of whom assume or quickly progress into leadership roles across educational, policy and practice contexts.

### **Undergraduate programs within HSD**

Our BCYC program renewal reduces the number of required courses across the four-year program while making more room for electives, particularly in the first and second year. This shift places the renewed BCYC program in closer alignment with HSD undergraduate programs where-in most core courses are located in the 3<sup>rd</sup> and 4<sup>th</sup> year and students are encouraged to develop a broad general foundation of knowledge through the completion of liberal arts courses before focusing on the particular disciplines:

- Public Health and Social Policy – Offers years 3 and 4 of the degree program with room for a broad range of electives in years one and two. There is only room for one 1.5 unit elective in the final two years of the program.
- Public Administration – Offers a minor in Public Administration (6 courses, 9 units), two diploma options (6 courses, 9 units), and four certificate options (four courses, 6 units).
- Social Work – Offers one second year course, leaving room for students to take liberal arts electives (a criterion of SW accreditation) in years one and two and has room for 3 units of electives in years three and four

While the BCYC continues to offer courses at the first and second year, we have reduced our core courses in years one and two by a total of nine units in our new program, leaving room for a total of 18 of 30 required units of credit to be taken as electives while preserving our ability to offer a four-year BCYC degree program that remains in alignment with the accreditation standards as described below. We have also confirmed that a number of potentially valuable electives may be obtained through HSD undergraduate electives. The Advising Team in HSD have been working together to identify individual courses that students across Faculty programs may register in to satisfy elective requirements. The majority of these electives will be within the programs of Public Health and Social Policy (PHSP), Public Administration (PA) and Social Work (SW). The courses within PHSP and PA are at the third and fourth year levels and in Social Work, second year.

### **Professional programs at UVic**

In 2007 the Bachelor of Arts in CYC went to Senate in order to change to a Bachelor of Child and Youth Care. Other professional programs at the university, such as the Bachelor of Education, Bachelor of Science in Nursing, Bachelor of Social Work, Chartered Professional Accountancy, and Juris Doctor, have accreditation or professional boards that the program requirements and student preparation must adhere to. Currently, the BCYC is not an accredited program and we are not accountable to a professional organization.

To receive a Bachelor's degree at UVic, the residency requirement is 30 units with a minimum of 21 upper level (3<sup>rd</sup> and 4<sup>th</sup> year) core units. Currently the BCYC has 45 core units, which poses a strain on our faculty and staff and results in over 50% of courses being taught by sessional instructors.

### **Comparable programs in Canada**

SCYC is a member of the Child and Youth Care Educational Accreditation Board of Canada (CYCEA). There is accreditation for diplomas, BACYC and Graduate degrees provided through the CYCEA. The CYC accreditation website was originally intended to provide a model for Canadian post-secondary institutions, but there are exceptions. For example, a Scottish institution, University of Strathclyde, has gone through the Canadian accreditation process at the graduate level. The idea of accreditation has been widely debated over the years, with a focus on the need for greater consistency in preparation

(without being prescriptive) and professional recognition. The institutions pursuing accreditation for Bachelor's degree CYC programs in British Columbia are: VIU, Douglas and UFV.

There is a growing trend amongst undergraduate degree programs to become accredited. SCYC is the only school in Canada that offers a Doctoral program in CYC, and one of few schools that offers a Masters degree. Because of the scope of SCYC programming and our leadership in research and publications in CYC, and out of a concern that accreditation requirements would constrain our flexibility to offer courses based in research and to be able to quickly adapt our curriculum to reflect changes in the discipline, the school has not made a decision on whether or not to pursue undergraduate accreditation. However our program renewal ensures that we remain within accreditation requirements:

*Accreditation of Bachelor's Degree: Major programs/options shall be a minimum of 40 single semester courses Averaging 36 hours and shall meet the following minimum/maximum foundation requirements:*

<i>Foundations of Child and Youth Care Practice</i>	<i>1-3 courses (CYC 110, 250)</i>
<i>Communications and Counseling (both oral and written)</i>	<i>2-3 courses (CYC 152, 370)</i>
<i>Therapeutic Interventions and Group Work (at least one upper level)</i>	<i>2-4 courses (CYC 265, 370, 475)</i>
<i>Family Studies</i>	<i>2-4 courses (CYC 356, 464, 475)</i>
<i>Theory (at least one is upper level)</i>	<i>2-4 courses (CYC 120, 206, 320, 470)</i>
<i>Practicum/Internship</i>	<i>750-1500 hours (750 hours)</i>
<i>Research and Evaluation</i>	<i>2-4 courses (300, 423)</i>
<i>Liberal Arts/Generalists</i>	<i>4-6 courses (multiple electives)</i>
<i>Professional Electives/Specializations</i>	<i>2-4 courses (350, 382, 482, 330, 355, 430)</i>

*Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application and theoretical exploration. There shall be evidence of appropriate sequencing of courses in each major program/option to ensure advanced level courses build upon concepts covered in beginning level courses. Source: Child and Youth Care Educational Accreditation Board of Canada (CYCEA) 2019 website: <https://cycaccreditation.ca/>*

### **C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

Our students are in demand as suggested by the results of both the NSSE and the most recent BC Student Outcomes survey. According to the 2017 NSSE survey of 2015 students, 86% of our graduates are employed and 8.3% report being unemployed. 98% of those employed are reported to be working in CYC related positions.

In addition to consideration of national accreditation, our BCYC program renewal is grounded in a review of programs from across Canada. Many programs place a greater emphasis on providing breadth elective opportunity for students and less emphasis on CYC core courses particularly in the early years of the programs. Providing greater space for electives, aligns with the discussions of our school faculty where the importance of a broad liberal education, complemented by core CYC curriculum has been identified as key to CYC practice in the complex and rapidly changing contexts of the children, youth, families and communities our graduates serve. This includes our need to provide space for courses that meet HSD's and the University's Indigenous Plan as well as address the critical challenges facing our sector in ensuring that our curriculum is deeply engaged in decolonizing CYC education and addressing systemic racism in CYC practice.

### **D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

SCYC is a vibrant and diverse academic unit dedicated to supporting child, youth, family, and community wellbeing through relevant, cutting edge research and interdisciplinary scholarship; effective advocacy and leadership; high quality and innovative teaching; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts. We are committed to addressing the most pressing issues facing children, youth, and families today, and welcome theoretical frameworks and practice traditions that challenge exclusionary constructions of children, youth, and families. Student learning is a top priority and we place a strong emphasis on supporting Indigenous student success through culturally responsive teaching and support. Reflecting the values of our field, we recognize the importance of creating a culture of learning, mutual respect, and accountability. The faculty complement include research and/or teaching expertise pertinent to the fields of child, youth, family, and/or community studies. Including: a demonstrated commitment to decolonizing, anti-racist, and anti-oppressive leadership and pedagogies in research and education, whose practices aim at making substantial contributions in advancing social justice and an understanding of diasporic communities, critical disability studies, critical race theory and studies, gender and sexuality, critical queer studies, and Indigenous ways of knowing; and current counselling practices. The CYC complement includes 14 full-time faculty members, of which 3 are teaching-stream members. As noted above, CYC relies heavily on sessional instruction in order to deliver its core programming and this proposed change will be better aligned with our faculty teaching capacity.

***E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.***

No impact on current policies, including Admissions, student evaluation, supervision, and oral examinations.

***F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)***

Core courses: There are currently 45 core units and we are proposing a reduction of 10.5 core units, so that the core program will include 34.5 units. 22.5 units are upper level (third and fourth year) which meets the minimum 21 units in our program. All core courses are offered in at least two sections (an on campus and distance section) each year.

Elective courses: Two 1.5 unit elective courses for Indigenous students, first year and third year, are being added to respond to the university Indigenous plan. The three specialization streams are optional. 1.5 units of core is being moved to the Child Protection specialization. Over two years, the Early Years Specialization is being reduced to 3 units from 6 units. The Indigenous Specialization is being increased from 3 units to 4.5 units. In total, we will be adding 3 units in electives. While we offer at least two sections of each core course annually, most specialization courses are capped at one section per year and some courses are offered bi-annually.

**See Appendix A and B**



Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning? Yes.

**Practicum courses:**

These courses are central to establishing that our students are qualified to work in CYC. We have increased our program practicum hours to 750 hours, which meets national accreditation standards. There is ongoing collaboration between instructor and practicum coordinator that is based on the individualized learning needs of students and the needs of the sites. Both instructor and practicum coordinator have a direct link with the field supervisor who is the agency-based person directly overseeing the student's work on-site. The coordinator sets up the placement then sends all relevant information to the course instructor.

The BCYC includes three practicum placements. We have increased our practicum hours to align with national accreditation requirements: 211 - 150 practicum hours; 310 (year long), 311 - 300 practicum hours; 410 (year long), 411 - 300 practicum hours

SCYC has two practicum coordinator positions, one full-time position and one .5 position. We are not requesting any additional resources, however academic and resource planning for the unit includes a plan to increase the .5 position to 1.0 by reallocating sessional practicum teaching to a full-time PEA role.

Opportunities for community engaged and research-enriched learning

**Experiential & land-based courses:**

A new community engaged course is proposed for the core program CYC 300 – Advancing Social Justice Praxis in CYC which engages research literacy.

Two new land-based elective courses for Indigenous students are proposed: CYC 105 Sage Circle and CYC 305 Cedar Circle.

Does the program design include plans for distance education delivery? If yes, provide details.

The program includes distance and on-campus sections of each core course. In addition, most of our specialization courses are also offered on-line. Students identify distance or on-campus at the time of admission and over the past few years we have seen an increase in distance learning to the point that approximately 50% of BCYC students select distance and 50% on-campus. The entire degree can be completed by distance (on-line) except for a 10 day on-campus residency at the end of the program.

Identify the program learning outcomes. **See Appendix A**

Full-time students, entering at year one, will be able to complete our degree in four years and full-time students, entering at year three, can complete in two years. There will be less overload with the renewed, streamlined program.

Describe any plans for international or indigenous opportunities or perspectives.

Indigenous: CYC 250 – Law, Indigenous Peoples & TRC Calls to Action provides an introduction to working with legislation, policy, and respectful approaches with Indigenous families. The Indigenous Specialization includes three upper level courses to prepare practitioners working in Indigenous communities. Two new Indigenous circle courses are being developed for Indigenous students. We currently have 65 Indigenous students registered in the BCYC.

International: Due to an increasing global awareness on mental health and support, more International students are seeing value in the Child and Youth Care undergraduate program. We have a strong commitment to support English as a foreign language and English as a second language learners.

Plans for integration of teaching and research. **See Appendix A**

**G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)**

We have met or exceeded our target EET's for the BCYC program for many years. In the 2019-20 academic year, we exceeded these targets by approximately 26 EET's and are on target for a similar number in 2020-21. We anticipate continuation of strong yearly acceptance numbers and that we will continue to meet and exceed our targets, while recognizing that a reduction in core courses may mean that we will need to renegotiate EETs targets in the future.

Many Child and Youth Care undergraduate students continue to receive entrance based scholarships on admittance from high school, both domestic and International, as well as for Canadian college transfer students, which is a large percentage of our admissions. Our program students also receive in-course scholarships based on grade point average and others through an application process. There are several bursaries dedicated solely to CYC students as well as others that are based on financial need. Separate bursaries for International and Indigenous students are also available and the School works to communicate these financial opportunities to them.

**H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)**

We have conducted the program renewal with existing resources and the proposed program will not require additional faculty or staff resources.

**I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.**

Our CYC undergraduate program is one of four CYC bachelor degree-granting programs in the province. The others are Vancouver Island University, Douglas College and the University of the Fraser Valley. Together with articulating BC diploma programs, these institutions form the basis of the British Columbia Child and Youth Care Educators Consortium (BCCYCEC), a collaborative partnership formed to guide the development of minimum, standardized curriculum outcomes across institutions in the province while also facilitating transferability. The consortium gradually moved away from the concept of course by course transfer and moved toward the broader concept of outcomes referenced curriculum in order to allow individual schools to be flexible and autonomous in how they delivered their programs.

**Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).** Attached as Appendix C.

## **BCYC Appendix A: Program Design**

### **Approach**

The approach to the process of curriculum renewal involved reviewing the SCYC historical and curriculum documents; consultations with faculty, staff, sessional instructors and students; working with the undergraduate program committee (UPC) to provide additional research in areas such as SCYC faculty lines, comparative program information, program planning, and transition planning. This approach views curriculum renewal as a multi-layered process that includes:

- Structural/institutional parameters;
- Program partners, accreditations, stakeholders; and
- An articulated approach to the program such as values, responsiveness to the field and current practice.

Our objective is to identify core courses and specialization courses that meet the above three criteria and are within a reasonable workload for the size of the unit. Throughout this process, we have been considering: potential course additions and deletions; revising existing courses; and reducing prescriptive course syllabi.

### **Program parameters to consider in curriculum renewal**

We are working within the following parameters:

- Provide a four-year undergraduate degree with three specialization streams: Child Protection, Early Years, and Indigenous – being mindful of not increasing silos between these inter-related streams.
- Respond to budget constraints and the new Collective Agreement.
- Consider 75% of our students enter at third year with diplomas.
- Continue the curriculum renewal process in which, several recommendations have been made over the past five years.

### **Faculty Lines**

There is some urgency to cut some credit hours due to budget constraints as well as the Collective Agreement changes that reduce the teaching load for teaching faculty. Our sessional budget is negotiated annually and costs approximately \$500,000 per year. Reducing the number of sessional instructor requests adds to the sustainability of the program as we become less reliant on year-to-year funding from the Dean to run our core programming. At the same time, the university would like to see our Equivalent Enrolments Taught (EETs) maintained at or above our 2020 adjusted target of 272 (up from 265 in 2019). Recognizing that some courses will require lower student enrolments in order to achieve the required outcomes, one way of meeting our EETs is to increase the number of student enrolments in our praxis/theory courses while reducing the number of sections we offer. Further, increased faculty involvement in our program can address issues such as cohesiveness and consistency in curriculum and course delivery.

SCYC undergraduate EETs taught: faculty & sessional instructors

2016 EETs 242.8: faculty 37%, sessionals:58%

2017 EETs 269.4: faculty 26%, sessionals 72%

2018 EETs 276.5: faculty 44%, sessionals 55%

2019 EETs 290.2: faculty 37%, sessionals 62%

2020 EETs 295.6 : faculty 55%, sessionals 45% (spring 2021 not calculated yet)

*NOTE: Our significant increase in EETs for 2019 was related to the return of 12 students who had decided to continue with their studies after at least one year away. Each of these students registered in full-time coursework. In the Child and Youth Care undergraduate program, students have a maximum of seven years to complete their degree requirements. The return of these 12 students could not have been predicted. 2020 data was compiled in mid September prior to course and program withdrawal deadlines.*

**Course units**

Core courses: The BCYC 2019/20 included 48 core units. In phase one of our renewal 2020/21, 3 core units were removed from year one, reducing the total core to 45 units. In phase two of our renewal 2021/22, an additional 10.5 units are being reduced, so that the core program includes 34.5 units. 22.5 units are upper level (third and fourth year) which meets the minimum 21 units in our program.

Specialization streams: Specialization streams are optional. The Early Years specialization stream has a significant number of international students. The Indigenous specialization responds to the UVic Indigenous plan. Both streams respond to the UVic Strategic plan. The Child Protection stream responds to MCFD, one of our primary stakeholders. A number of our students have practicum placements at MCFD and this relationship is valued. In our renewed program, specialization courses are offered in third and fourth year. In addition to core, Child Protection includes 1.5 units and Early Years includes 3 units. Indigenous Specialization provides 4.5 units of specialized Indigenous content in lieu of 4.5 core units.

In 2018/19, SCYC offered 95 undergraduate sections. SCYC typically offers every core undergraduate course every year, with at least one on-campus and one distance section. While retaining both on-campus and online sections at this time, in our program renewal proposal we will significantly reduce the number of sections each year by reducing the number of core units. While still a large program for the number of faculty lines, we will be renewing the Masters and PhD programs 2020-2022 which may result in course reductions at the graduate level, in which case, the teaching load may be reasonable. We estimate a teaching ratio of 70% faculty and 30% sessional instructors.

**Program Outcomes & Organization of BCYC courses**

In this program, students learn about the dynamic field of Child and Youth Care (CYC); a diverse and unfolding field of professional practice that is dedicated to promoting the well-being of children, youth, families, and communities through a strengths-based, holistic orientation. The following research informed strands are woven throughout our program: decolonizing praxis

(anti-racism and social justice), ethical care in CYC, research literacy, and attention to current research and scholarship in CYC that includes childhood ranging from conception (age 0) to fully developed youth (age 25). We have a reputation for preparing highly-skilled, ethical, relational, and critically aware practitioners, many of whom assume or quickly progress into leadership roles across educational, policy and practice contexts. Through praxis/theory; applied-practice; practicum; and experiential & land-based courses, students become engaged practitioners.

**Praxis courses:**

Theory-based courses are developed with an applied-practice lens for future CYC practitioners. There is ongoing reflection on implications for future CYC practice and connections to applied-practice and practicum courses. For this reason, in CYC, these are praxis courses. Praxis/theory-based courses generally have more written assignments that demonstrate critical engagement with key concepts, processes, theories, and policies, that draw from (but not limited to) weekly academic readings and are processed through small and large group discussion. Pedagogically can benefit from TA assistance with groups of 40 or more to ensure student engagement and student support.

Core lower level:

110 Introduction to Child and Youth Care Practice  
120 Lifespan Development  
206 Applying Change Theory in CYC Practice  
250 Law, Indigenous People & the TRC Calls to Action

Core upper level:

320 Critical Identity Development  
356 Developing CYC Praxis with Diverse Families  
423 Research Literacy in CYC  
464 CYC Praxis with Neurodiverse and Differently-abled Children  
470 Mental Health and Addictions

Specialization theory-based courses:

EYS: 382 Early Years Program Approaches; 482 Leadership, Advocacy & Program Planning in the Early Years

**Applied-practice courses** (pre-reqs for practica)

Applied-practice courses (formerly lab courses) focus on developing learners' practical skills in a controlled (or simulated) environment and the assessment primarily consists of instructor observation of each student practicing skills. Small groups for optimal instructor-student engagement. TAs typically do not grade students, instructors are viewed as experts or masters of the skills being learned. Possible sites for MA practicum students.

Core:

152 Introduction to Helping Skills in Child and Youth Care Practice  
265 Introduction to Group Work in Child and Youth Care Practice

370 Applying Assessment and Case Planning in CYC Practice  
475 Advanced Child and Youth Care Practice with Families (1.5) and Groups (1.5)

Specialization applied-practice courses:

IS: 330 Applied Practice in Indigenous contexts (in lieu of 370)

CP: 350 Applying CYC Practice in Child Welfare Contexts

### **Practicum courses:**

These courses are central to establishing that our students are qualified to work in CYC. We have increased our program practicum hours to 750 hours, which meets national accreditation standards. There is ongoing collaboration between instructor and practicum coordinator that is based on the individualized learning needs of students and the needs of the sites. Both instructor and practicum coordinator have a direct link with the field supervisor who is the agency-based person directly overseeing the student's work on-site. The coordinator sets up the placement then sends all relevant information to the course instructor.

211 - 150 practicum hours

310 (year long), 311 - 300 practicum hours

410 (year long), 411 - 300 practicum hours

### **Experiential & land-based courses:**

Experiential learning is the process of learning through experience or "learning through reflection and doing" in a natural or "real world" environment. Land-based involves Indigenous epistemologies and interaction with Indigenous knowledge keepers as co-facilitators. Diverse assessment strategies may be used, small groups are required in order to engage in the experience and reflection.

Core:

300 Advancing Social Justice Praxis in CYC

Electives:

105 CYC 105 *ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs* Sage Circle (Indigenous students)

305 CYC 305 *ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs* Cedar Circle (Indigenous students)

HSD 490 Special Topics: *ŁE,ČÁNEK TFE TENEW* Land, language, and practices of wellness - Spring 2021 (a few seats for CYC)

Specializations:

IS: 355 All My Relations Practice with Indigenous Families (in lieu of 356)

IS: 430 Research Practice in Indigenous Contexts (in lieu of 423)

### **Course titles & course descriptions**

As part of the renewal, all of our course titles and course descriptions have been reviewed and revised by faculty. These updates align with current pedagogy, scholarship, and research in CYC.

As well as, the BCCYCEC Consortium outcomes and the Child and Youth Care Educational Accreditation Board of Canada (CYCEA).  
See Appendix B course titles & course descriptions.

### **The Child & Youth Care Education Consortium of BC (BCCYCEC) Outcomes**

The Child & Youth Care Education Consortium of BC 2018 Outcomes document, A Model for Core Curriculum and Related Outcomes to Inform Child and Youth Care Education in British Columbia (2018) endorses the following core values informing CYC education and practice: Relational; Strengths-based; Ecological; Supporting holistic development; and Promoting social justice.

### **Child and Youth Care Educational Accreditation Board of Canada (CYCEA)**

The School of Child & Youth Care is a member of the CYCEA. While accreditation has not been sought, our renewal aligns with accreditation course requirements, as indicated below.

*Accreditation of Bachelor's Degree: Major programs/options shall be a minimum of 40 single semester courses averaging 36 hours and shall meet the following minimum/maximum foundation requirements:*

*\*In brackets, SCYC has identified program renewal courses for each criteria.*

<i>Foundations of Child and Youth Care Practice</i>	<i>1-3 courses (CYC 110, 250)</i>
<i>Communications and Counseling</i> <i>(both oral and written)</i>	<i>2-3 courses (CYC 152, 370)</i>
<i>Therapeutic Interventions and Group Work</i> <i>(at least one upper level)</i>	<i>2-4 courses (CYC 265, 370, 475)</i>
<i>Family Studies</i>	<i>2-4 courses (CYC 356, 464, 475)</i>
<i>Theory (at least one is upper level)</i>	<i>2-4 courses (CYC 120, 206, 320)</i>
<i>Practicum/Internship</i>	<i>750-1500 hours (750 hours)</i>
<i>Research and Evaluation</i>	<i>2-4 courses (300, 423)</i>
<i>Liberal Arts/Generalists</i>	<i>4-6 courses (multiple electives)</i>
<i>Professional Electives/Specializations</i>	<i>2-4 courses (350, 382, 482, 330, 355, 430)</i>

*Appropriate laboratory activities shall be included in the program/option and a reasonable balance shall be maintained between the practical application and theoretical exploration. There shall be evidence of appropriate sequencing of courses in each major program/option to ensure advanced level courses build upon concepts covered in beginning level courses. Source: Child and Youth Care Educational Accreditation Board of Canada (CYCEA) 2019 website: <https://cycaccreditation.ca>*

Approved by SCYC Undergraduate Program Committee: September 24, 2020  
Approved by SCYC Community Council: October 2, 2020

## BCYC Appendix B Course Changes: Undergraduate Program Renewal – Cycle 1 2020

Table 1: Course changes &amp; rationale

Table 2: Course descriptions current &amp; proposed

Table 1: Course changes &amp; rationale

Current Courses submitted for changes in Cycle 1 2020	Proposed Course Change	Rationale for changes
CYC 110 - Introduction to Child and Youth Care Practice (1.5)	Change to course notes	Change to course notes
CYC 120 – Lifespan Development (1.5)	<b>Course Description change</b>	Expanded on the original course description
CYC 152 – Introduction to Helping Skills in Child and Youth Care Practice (1.5)	<b>Course Description change:</b> CYC 152 – Introduction to Helping Skills in Child and Youth Care Practice (1.5)	Clarifying approach to helping in course description Changed from lecture hours to lab hours to indicate applied-practice course.
	ADD ELECTIVE for Indigenous students: CYC 105 (1.5 ) to respond to UVic Indigenous plan.	Add Elective for Indigenous students CYC 105 (1.5 ) to respond to UVic Indigenous plan.
CYC 205 – Applying Change Theory in Child and Youth Care Practice (3.0)	<del>DELETE: CYC 205 – Applying Change Theory in Child and Youth Care Practice (3.0)</del>  NEW COURSE: <u>CYC 206 – Applying Change Theory in CYC Practice (1.5)</u>	CYC 206 replaces CYC 205. Aligns with program renewal. CYC 206 (1.5 units)
CYC 210 – Supervised Practicum I (1.5)	<del>CYC 210 – Supervised Practicum I (1.5)</del>  NEW COURSE: <u>CYC 211 – Practicum (1.5)</u>	Changed 210 to 211 to indicate block practicum which aligns with our other core block practicum courses.
CYC 210A -	Change to course notes	Change to course notes: Updates made to clarify required pre-requisite and course notes
CYC 250 – Law, Indigenous People & the TRC Calls to Action (1.5)	<b>Course Description Change:</b> CYC 250 – Law, Indigenous	Course description updated: changed last sentence of course description to include ethics.



	People & the TRC Calls to Action (1.5)	
CYC 265 – Introduction to Group Work in Child and Youth Care Practice (1.5)	<b>Course Description Change:</b> CYC 265 – Introduction to Group Work in Child and Youth Care Practice (1.5)	Course description updated to include ethics and decolonizing lens. Updates made to course notes to clarify pre-requisites. Changed from lecture hours to lab hours to indicate applied-practice course.
	<u>CYC 300 - Advancing Social Justice Praxis in CYC (1.5)</u>	ADD new Course CYC 300 to provide community engaged research literacy course.
CYC 310 – Supervised Practicum II (4.5)	<b>Course Description Change:</b> CYC 310 – Supervised Practicum II (4.5)	CYC 310 Course description change to increase practicum to 300 hours
CYC 311 – Supervised Practicum II (4.5)	<b>Course Description Change:</b> CYC 311 – Supervised Practicum II (4.5)	CYC 311 Course description change to increase practicum to 300 hours
310A – Practicum II by Prior Learning Assessment		Change to course notes: Updates made to clarify required pre-requisite and course notes
	<b>NEW COURSE:</b> <u>CYC 320 – Critical Identity Development (1.5)</u>	CYC 320 is one of two new courses replacing the 3.0 unit course 338. The new courses better reflect the current CYC context.
CYC 338 – Applying Developmental Theory in Child and Youth Care Practice (3.0)	<del>DELETE: CYC 338 – Applying Developmental Theory in Child and Youth Care Practice (3.0)</del>	
CYC 356 – Child and Youth Care Practice with Families (1.5)	Course Title and <b>Course Description Change:</b> CYC 356 – <u>Developing CYC Praxis with Diverse Families (1.5)</u>	CYC 356 course title and course description refreshed to include diversity. Updated pre-requisites in course notes.
CYC 370 – Applying Assessment and Case Planning in Child and Youth Care Practice (1.5)	Course Title and <b>Course Description Change:</b> CYC 370 – Applying Assessment and Case Planning in <u>CYC Practice (1.5)</u>	Updating course description to add ethics and a decolonizing lens. Abbreviating Child & Youth Care in title to meet character limit.
	<b>NEW COURSE:</b> <u>CYC 305: Cedar circle - elective for Indigenous students.</u>	Add elective for Indigenous students to respond to UVic Indigenous plan.

CYC 350 – Applying Law in Child Protection and Child and Youth Care Practice (1.5) {Child Protection Specialization course)	<b>Course Title and Course Description Change:</b> CYC 350 – Applying <u>CYC Practice in Child Welfare Contexts</u> (1.5)	Updated course description to include ethics, refreshed course title. CYC 350 will now be a required course in our Child Protection specialization.
CYC 382 - Early Years Program Approaches (1.5) (Early Years Specialization course)	Course notes updated	Updated to provide clarification on notes and prerequisites required.
CYC 330 – Applied Practice in Indigenous contexts (Indigenous Specialization course)	Changes to course notes	Changes to course notes: made to indicate CYC 230 no longer a pre-req and CYC 250 added as a pre-req. Minimum third year standing added
	NEW COURSE CYC 355 – All My Relations (Indigenous Specialization course)	Previously offered as a special topic course more than twice being brought in as a new course required in our Indigenous specialization
CYC 410 – Advanced Supervised Practicum (4.5)	<b>Course description changed:</b> CYC 410 – Advanced Supervised Practicum (4.5)	CYC 410 Course description change to increase practicum to 300 hours. Update to course notes
CYC 411 – Advanced Supervised Block Practicum (4.5)	<b>Course description change:</b> CYC 411 – Advanced Supervised Block Practicum (4.5)	CYC 411 Course description change to increase practicum to 300 hours. Update to course notes
CYC 423 – Research Methods in Child and Youth Care (1.5)	<b>Course description change:</b> CYC 423 – Research Methods in Child and Youth Care (1.5)	CYC 423 Course title and description changed to increase focus on research literacy.
	NEW COURSE: <u>CYC 464 – CYC Praxis with Neurodiverse and Differently-abled Children</u> (1.5)	This course reconceptualizes CYC 364 as a fourth year course. By locating this course at the fourth year, there will be a better distribution of core courses across the third and fourth year.
CYC 470 – Child and Youth Care Practice in Mental Health Settings (1.5)	Course Title and <b>Course description Change:</b> CYC 470 – Mental Health and Addictions (1.5)	Updated course description to include ethics and decolonizing lens.

CYC 475 – Advanced Child and Youth Care Practice with Families and Groups (3.0)	<b>Course description change:</b> CYC 475 – Advanced Child and Youth Care Practice with Families and Groups (3.0)	Updated course description to include ethics.
CYC 482 – Leadership, Advocacy & Program Planning in the Early Years (1.5) + specialized practicum (Early Years Specialization course)	Changes to course notes	Changes to course notes: Updated to provide clarification on notes and pre-requisites required, same as 382.
CYC 430 Research Practice in Indigenous Contexts (1.5)	<b>Course description change</b>	Updated course description to remove mention of CYC 230, updates made to prerequisites

**Table 2: Course descriptions current & proposed**

<b>Current course description</b>	<b>Proposed course description</b>
<i>CYC 120 Lifespan Development: Introduces students to diverse perspectives and concepts of child and youth wellbeing and development as a knowledge base for practice with children, youth and families.</i>	<i>CYC 120 Lifespan Development: Introduces learners to diverse perspectives and concepts of child and youth wellbeing and development as a basis for praxis with children, youth and families. Introduces Indigenous perspectives of children's health, development and wellbeing that focus on holism and Western theories that focus on different domains of development. Promotes critical thinking about child health equity and the relevancy of different perspectives to the health, development and wellbeing of diverse child populations in Canada and global contexts.</i>
<i>CYC 152 Introduction to Helping Skills in Child and Youth Care Practice: Focuses on teaching foundational helping and communication skills through experiential learning and video recording. Students learn the use of interpersonal and communication skills, helping strategies, and the development of therapeutic relationships that are the core elements of child and youth care practice.</i>	<i>CYC 152 Introduction to Helping Skills in Child and Youth Care Practice: Learners are introduced to this applied practice learning environment, anchored in decolonizing praxis discourses, principles of social justice, and focuses on teaching the foundational child and youth care helping and communication skills necessary to the development of ethical relationships in professional and therapeutic contexts. There is an emphasis on critical thinking, reflective engagement and the judicious use of relevant theoretical models helping to facilitate positive engagement with children, youth, families, and their communities.</i>
<i>N/A – New course</i>	<i>CYC 105 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Sage: An introductory land-based Circle with virtual access offers a space for Indigenous students to connect, share resources, and receive supports and teachings to nurture a community</i>

	<i>approach to wellness. The Sage Circle includes circle, land-based and online components to connect learners with Indigenous peers, faculty and community. Academic mentoring and teachings from local knowledge keepers in areas of resilience, resurgence and tribalism supports students in developing their leadership skills as Indigenous child, youth, family and community-based practitioners.</i>
<i>CYC 205 Applying Change Theory in CYC Practice: An introduction for students to various orientations towards planned change. How change occurs and how helping professionals can facilitate such change is the main focus. By critically reflecting on fundamental assumptions embedded in certain theories students can learn to integrate and synthesize knowledge into their counselling perspectives.</i>	<i>CYC 206 Applying Change Theory in CYC Practice: Learners are introduced to a range of theoretical frameworks that are designed to help practitioners work on change processes with children, youth, families and their communities. By critically reflecting on the fundamental assumptions embedded in these change theories, students engage in researching and understanding their own approaches to ethical, decolonizing praxis, and integrate a range of strategies into their professional therapeutic relationships in order to develop an intentional approach to practice.</i>
<i>CYC 210 Supervised Practicum I: An opportunity to practice evolving CYC skills in an applied setting. Students work directly with children/youth in a supervised practice situation in order to promote professional skill acquisition and integrate the knowledge obtained through coursework. Students are required to complete 120 hours.</i>	<i>CYC 211 Supervised Practicum I: An opportunity to practice evolving CYC skills in an applied setting. Students work directly with children/youth in a supervised practice situation in order to promote professional skill acquisition and integrate the knowledge obtained through coursework. Students are required to complete 150 hours. Students will also become aware of ethical issues as they arise in practice settings and will develop a framework for developing sound ethical praxis.</i>
<i>CYC 250 Law, Indigenous People and the TRC Calls to Action: An introduction to law through an Indigenous lens and framed by the Truth and Reconciliation Commission – Calls to Action. Explores pre-colonial, historical and current legal systems and processes that shape the lives and experiences of Indigenous children, youth, families and communities. Also considers meaningful practice pieces that deepen the understanding of culturally-honouring, decolonizing, strength-based practice, Indigenous people and the law.</i>	<i>CYC 250 Law, Indigenous People and the TRC Calls to Action: An introduction to law explored through an Indigenous lens, framed by the Truth and Reconciliation Commission Calls to Action. Explores pre-colonial, historical and current legal systems and processes that shape the lives and experiences of Indigenous children, youth, families and communities. Learners critically examine contexts and are provided opportunities to practice strategies of allyship, activism, and mobilization with Indigenous peoples as well as meaningful practice and engagement pieces that are both, decolonizing and ethical.</i>
<i>CYC 265 Introduction to Group Work in Child and Youth Care Practice: A presentation, in an experiential format, of theoretical approaches</i>	<i>CYC 265 Introduction to Group Work in Child and Youth Care Practice: Learners focus on the development of diverse ethical skills, knowledge</i>

<i>and techniques related to the planning and facilitation of groups for children and youth. Students explore how to plan for, and to facilitate groups in a participatory, skill building, experiential learning format.</i>	<i>and strategies required for child and youth care practice with groups. Students learn a variety of approaches and techniques, plan and facilitate groups in a blended experiential learning environment. Learners have opportunities to engage in ethical practice in a diverse field and develop a decolonizing lens in work with both equity deserving and general groups.</i>
<i>N/A – New course</i>	<i>CYC 300 Advancing Social Justice Praxis in CYC: Focuses on developing social justice practices through engaged experiential learning that challenge socially constructed ideologies. Interrogates normative social practices and policies that have resulted in systemic discrimination and exclusion evident in contemporary practice settings. Critical theories, including queer, anti-racism, intersectionality, and decolonization will be advanced in order to consider social justice action in the multiple CYC contexts students encounter. Accountable practitioner self-enquiry is applied when working with marginalized communities.</i>
<i>CYC 310 Supervised Practicum II: Students work directly with children and youth for 286-hours from September to April in a supervised practice situation in order to promote professional skill acquisition and integration. Emphasis is placed on fostering the student's skill development in relation to working with children, youth and field supervisors. Attention is also given to developing a de-colonizing practice and to case planning, intervention and case presentation skills.</i>	<i>CYC 310 Supervised Practicum II: Students work directly with children and youth for 300-hours in a practice setting over two terms to foster professional skill acquisition and integration in relation to working with children, youth, families and field supervisors. Attention is given to developing a flexible decolonizing praxis focusing on intervention skills. Students further their knowledge in critical ethical decision making exploring and applying knowledge, skills and analysis on significant ethical challenges from the field.</i>
<i>CYC 311 Supervised Block Practicum II: Students work directly with children and youth for 286-hour in a condensed 4-month, supervised practicum, in order to promote professional skill acquisition and integration. Emphasis is placed on fostering the student's skill development in relation to working with children, youth and field supervisors. Attention is also given to developing a de-colonizing practice and to case planning, intervention and case presentation skills.</i>	<i>CYC 311 Supervised Block Practicum II: Students work directly with children and youth for 300-hours in a practice setting over one term to foster professional skill acquisition and integration in relation to working with children, youth, families and field supervisors. Attention is given to developing a flexible decolonizing praxis focusing on intervention skills. Students further their knowledge in critical ethical decision making exploring and applying knowledge, skills and analysis on significant ethical challenges from the field.</i>
<i>N/A – New course</i>	<i>CYC 320 Critical Identity Development: Draws on an autoethnographic approach to applying theories of racial identity development across the</i>

	<p><i>lifespan exposing how colonialism contributes to the social construction of race, sexuality, gender, class, and ability, and the persistent oppressions that come with these constructions. Applies critically reflective analysis of multiple and shifting social positionality through queer, anti-racism, intersectional, and decolonizing theories. Trauma and violence-informed approaches and decolonizing and healing practices are a central theme.</i></p>
<p><i>CYC 356 Child and Youth Care Practice with Families: Focuses on the various kinds of strategies used when working with families in a variety of settings. Using a strengths-based approach, it covers interventions that promote positive ways of improving family patterns when difficulties are presented. Students are introduced to a variety of interventions used to work collaboratively with a family when changes are needed.</i></p>	<p><i>CYC 356 Developing CYC Praxis with Diverse Families: Learners will develop intentional practice frameworks and integrate theories for responsive, ethical and effective praxis for children, youth and families in a variety of diverse contexts. Students will examine discourses that include equity deserving groups and be able to engage with a variety of strategies, approaches and practices that will assist and support learners in understanding and responding to the diversity and complexity of family issues, patterns and processes in local and international contexts.</i></p>
<p><i>CYC 370 Applying Assessment and Case Planning in Child and Youth Care Practice: Focuses on the skills necessary to work professionally with individuals, groups and families: intake interviewing, needs and risk assessment, intervention planning and implementation, case management and reporting. Knowledge and skill in issues of abuse and neglect are developed. Students are required to apply change theory in a laboratory learning setting and produce professional documentation of their work. Feedback on skill application is provided in class and through video recordings.</i></p>	<p><i>CYC 370 Applying Assessment and Case Planning in CYC Practice: An advanced focus on the continued development of interpersonal and communication strategies for working with children, youth, families and their communities. Students will practice intake interviewing, assessments, intervention planning and implementation, case management, and reporting, and will integrate decolonizing and social justice perspectives, ethical practice approaches and developmental and contextual analyses into all aspects of their work, and in that way, continue to develop their CYC praxis skills.</i></p>
<p><i>N/A – New course</i></p>	<p><i>CYC 305 ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Cedar: Cedar Circle is a land-based praxis space with virtual access where Indigenous students gather to scaffold their learning and leadership skills as Indigenous child, youth, family and community-based practitioners. Students will develop circle and community projects that center land, water, and spirit-based teachings, presented through various modalities including (re)search, writing, art, and storytelling. Teachings from local knowledge keepers will focus on language and cultural restoration and reclamation of Indigenous community systems, governance, and sovereignty.</i></p>

<p><i>CYC 350 Applying Law in Child Protection and CYC Practice: Provides an opportunity to put into practice the theoretical and legal foundations gained from the prerequisite course. Students explore issues of power and authority, the dynamics of law, child and youth care practice in child protection contexts and ethical considerations within a legal framework. Students practice specific skills in Child Protection work such as interviewing, documentation, context analysis, applying practice standards, interpreting law, critical analysis and reflection.</i></p>	<p><i>CYC 350 Applying CYC Practice in Child Welfare Contexts: Learners have opportunities to practice theoretical and legal foundations gained from the prerequisite law course. Students critically engage and explore issues of power and authority, dynamics of law, child and youth care practice in both child protection and child welfare contexts. Ethical, appropriate and responsive development of reflexive practice frameworks that integrate specific skills, such as interviewing, documentation, contextual analysis, and applying practice standards in child welfare and protection frameworks.</i></p>
<p><i>N/A – New course</i></p>	<p><i>CYC 355 All My Relations Practice with Indigenous Families: Introduces students to culturally-congruent strategies for effective practice with diverse Indigenous families and kinship systems. The course offers an “all my relations” kinship framework that sees families and communities as nested in relations with land, other beings, and ancestors. Activities and resources outline inter-generational, political, socio-cultural, ecological and economic issues impacting Indigenous families and introduce practice skills for supporting family wellbeing and community relationships.</i></p>
<p><i>CYC 410 Advanced Supervised Practicum: This supervised, 286-hour practicum from September to April, focuses on the student’s professional area of interest and provides an opportunity to apply decolonizing practice, case planning, intervention and evaluation skills at an advanced level. Professional consultation, clinical functioning and the integration of theory and practice are emphasized.</i></p>	<p><i>CYC 410 Advanced Supervised Practicum: This supervised, 300-hour practicum over two terms, focuses on the student’s professional area of interest and provides an opportunity to apply advanced ethical decision-making, assessment, intervention and evaluation skills, and a sensitivity to diverse perspectives through a critical, relational, and decolonizing lens. Professional consultation, clinical functioning and the integration of theory and practice are emphasized.</i></p>
<p><i>CYC 411 Advanced Supervised Block Practicum: A condensed 4-month practicum within which students are required to complete 286 hours. Some practicums are block practicums only, such as Child Life and Child Protection. Check with a practicum coordinator for more information.</i></p>	<p><i>CYC 411 Advanced Supervised Block Practicum: This supervised, 300-hour practicum over one term, focuses on the student’s professional area of interest and provides an opportunity to apply advanced ethical decision-making, assessment, intervention and evaluation skills, and a sensitivity to diverse perspectives through a critical, relational, and decolonizing lens. Professional consultation, clinical functioning and the integration of theory and practice are emphasized.</i></p>

<p><i>CYC 423 Research Methods in Child and Youth Care: The design of research and evaluation in child and youth care. Within an applied research practitioner context, students are introduced to the knowledge and skills necessary to locate, understand and use research about child and youth care. Students examine research/evaluation designs and methodologies for improving child and youth care practice.</i></p>	<p><i>CYC 423 Research Literacy in CYC: Introduces students to fundamental research concepts and diverse methods of inquiry in order to critically engage with research. Focuses on interpreting and evaluating the strengths, limitations, and ethics of research and mobilizing research findings to benefit children, youth, families, and the programs that serve them.</i></p>
<p><i>CYC 364 Attending to Disability in Child and Youth Care Practice: Critically engages with historical and current, global and local approaches to disability and social inclusions. Encourages students to consider the power of language and representation in conceptual models and policies that influence work with children, youth and adults with disabilities and their families.</i></p>	<p><i>CYC 464 CYC Praxis with Neurodiverse and Differently-abled Children: Critical disability studies view 'dis/ability' as a lived reality in which the experiences of people with disabilities are central to interpreting their place in the world, and as a social and political definition based on societal power relations. Drawing on critical perspectives, learners will interrogate biomedical and able-ist assumptions and nuanced understandings of inclusion and participation, and CYC praxis with neurodiverse and differently-abled children and youth in diverse family and community contexts.</i></p>
<p><i>CYC 470 Child and Youth Care Practice in Mental Health Settings: An examination of the prevalence of patterns of atypical behaviours in childhood and adolescence and research on neurobiological correlates and socio-cultural contextual factors often associated with these patterns. Students gain understanding of key concepts, classification systems, assessment methods, and objectives guiding the delivery of child and youth mental health services, the use of psychopharmacology and other approaches. The interface between mental health services and professional practice in child and youth care is explored.</i></p>	<p><i>CYC 470 Mental Health and Addictions in CYC: Students will deepen holistic understandings of the nature and determinants of mental health and addictions. Areas explored include assessment, prevalence and distribution of these among children and youth in Canada, neurobiological processes and social determinants including trauma, structural and social inequities, colonialism, peer group, and family dynamics. Students will apply prevention and harm reduction strategies in case studies, and strengthen readiness for team work in child and youth service settings.</i></p>
<p><i>CYC 475 Advanced Child and Youth Care Practice with Families and Groups: Focuses on the development of skills required for child and youth care practice with families and groups. In a supervised teaching setting, students assess the needs of role-playing individuals, families and groups, and by applying appropriate intervention strategies, assist clients to achieve needs-related, desired outcomes.</i></p>	<p><i>CYC 475 Advanced Child and Youth Care Practice with Families and Groups: Focuses on the further development of skills, critical knowledge and strategies required for child and youth care practice with families, groups and communities. Students are provided opportunities to apply CYC theories, perspectives and skills in practice and how this reflects and informs their own identity and praxis as a CYC practitioner. Ethical practice and the importance of a social justice lens is emphasized in direct work with children, youth and families.</i></p>



<i>CYC 430 Research Practice in Indigenous Contexts: Builds upon the foundation of knowledge and skills developed through CYC 230 and a research methods course. Examines research approaches that are informed by Indigenous research methodologies and Indigenous ways of knowing, doing and being.</i>	<i>CYC 430 Research Practice in Indigenous Contexts: Builds on the foundational knowledge and skills developed in previous CYC work and practice. Examines and engages research approaches that are informed by Indigenous research methodologies and Indigenous ways of knowing, doing and being.</i>
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October 5, 2020

Chris & Helga,

What a pleasure to be able to have advanced confidential access to the changes you're hoping to make with the updates with the BACYC program.

Due to the shorter notice and conflicting priorities, I've only been able to make a few comments here, and I apologize for not being able to comment and reflect more.

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- We are curious about the context in which some of the significant changes have occurred, including: removing courses specifically dedicated to families out of the first two years; moving CYC350 to specialization only; etc.; though we acknowledge that there are many ways to integrate these outcomes into other courses, sometimes more effectively than a stand-alone course on the topic
- We would like to continue to work with you regarding block transfer diploma students such that they have the ability to stream successfully to your later degree years
- On the subject of practicum, we see a statement of increasing hours to meet Accreditation standards but do not see how those hours will be distributed across your practicum courses - CYC211, CYC310/311, and CYC410/411 - and we are curious to know how you are managing that need, as we find ourselves in that place too (combined with the reality of current students managing work/family/school responsibilities with increasingly unaffordable living expenses)
- We see a renewed opportunity for us to seek university transfer credit for more courses (e.g., CYC110, CYC120, CYC265, and renewing our CYCC 2211 to align with your CYC250) as we too are undergoing a program and curriculum framework review
- We would like to highlight two courses which we see as particularly exciting - CYC 300 Advancing Social Justice Praxis in CYC & CYC 320 Critical Identity Development - as we can visualize how our consortium outcomes will be embodied within these courses
- We see your evolving Indigenous specialization over the years as responsive and a compass for our own Indigenous Pathway (formerly Aboriginal Stream)
- We applaud you for your refreshed and meaningful curriculum framework that will no doubt lead to stronger practitioners and leaders in our field, ready to change the systems in which we provide care

Wishing you all the best with your governance process. We've just been through our own to reduce barriers for CYC degree applicants. See you at the Consortium soon -

Thank you,

Carys

Carys Cragg MA, RCC  
Co-Coordinator, Child & Youth Care Program  
Faculty, Applied Community Studies  
C1067 David Lam Campus, Douglas College  
Coquitlam / Kwikwetlem First Nation  
(office) 604.527.5589  
(cell) 604.970.5162  
(email) [craggc@douglascollege.ca](mailto:craggc@douglascollege.ca)

Vision: *"To graduate resilient global citizens with the knowledge and skills to adapt, innovate and lead in a changing world."* - Douglas College 2020-2025 Strategic Plan

October 5, 2020

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)  
Acting Director of the School of Child and Youth Care

Dear Dr. Hallgrímsdóttir,

Thank you for your letter and attachment dated September 18, 2020 with regards to the revisions being made to the Bachelor of Child and Youth Care (BCYC) program at the University of Victoria. As a member of the Child and Youth Care Education Consortium of BC (CYCECBC) our Child, Youth and Family Studies Department appreciate the opportunity to review the proposal and to provide feedback and support.

It is clear that your program demonstrates a commitment to the values you hold as a school, and to the most recent curriculum outcomes document (2018) produced by the CYCECBC. The School of Child and Youth Care at the University of Victoria has been a thought and practice leader in the province through the work that has been done over the years in course and program learning outcomes, and research and scholarship dedicated to the concerns of children, youth, families and the community.

Overall it looks like some exciting new curriculum in line with a Decolonized Social Justice focus. There is a philosophical shift to a broader interdisciplinary emphasis by removing some core CYC courses to make room for more electives.

The faculty noted the strengths of the changes to be:

- A clear opportunity through the curriculum to address historical and systemic contexts that influence and inform CYC practice.
- A renewed commitment to the power of relational practice informed by a social justice lens.
- Opportunity for increased practicum hours that aligns with the Child and Youth Care Educational Accreditation Board of Canada recommendations.
- Weaving Indigenous world views and knowledge throughout the program for all CYC students.
- A specific plan to increase support for the needs of Indigenous students, that offers relevant and respectful connections and course options
- Opportunity for students to be involved in high impact practices through experiential and land-based courses.
- Leverages the expertise of faculty and the emergent knowledge generated by the graduate research programs.
- Provides opportunity for undergraduate students to be involved in scholarship & research.

The structural changes in terms of the reduction in core CYC credits and an increase in electives, seems well designed to accommodate the specific needs of the students who apply to your degree program. As you indicated the majority of the students (60%) transfer in with a diploma. It is noticed that two UVIC courses that are slated for removal to make room for more electives are: CYC 100B (Intro to professional CYC part 2) and CYC 240 (Ethical Decision Making). These two courses tended to cover content that is currently part of our UFV CYC 210 (Professional Practice Issues in CYC). Our department wondered about whether the addition of CYC 300 – Addressing Social Justice Praxis in CYC, also covers some of the content related to ethics, and other elements of professional practice? This question arises in the context of any transferability issues for students from other 4 year CYC degree programs who do not have a diploma level exit.

It is exciting to critically reflect on curriculum and to ensure it is relevant, vibrant and prepares students for the vital, complex and challenging work in varied CYC contexts. The Child, Youth and Family Studies Department at the University of the Fraser Valley fully supports the renewed program design you have proposed, and commends you for the thoughtful and intentional work this represents.

With Warm Regards,

A handwritten signature in cursive script, reading "C Slavik".

Christine Slavik, Associate Professor  
Department Head, Child, Youth and Family Studies  
University of the Fraser Valley

September 30, 2020

Helga Kristín Hallgrímsdóttir  
Acting Director of the School of Child and Youth Care  
University of Victoria  
3800 Finnerty Road  
Victoria BC, V8P 5C2

Dear Professor Hallgrímsdóttir,

We are writing to you as co-chairs of the Child and Youth Care Program at Vancouver Island University (VIU) and to express our support for your revised Bachelor of Child and Youth Care (BCYC) program. At Vancouver Island University we have been offering Child and Youth Care education since 1992 and currently offer both diploma and degree credentials. In addition, we are active members of the Child and Youth Care Education Consortium of BC (CYCECBC) and have been involved in the recent revisions to the CYCECBC outcomes document. At VIU we are proud to stand with our colleagues from Child and Youth Care granting institutions across the province to ensure current, responsive and relevant CYC education. We applaud you for program changes that will prepare future practitioners to be responsive to the current realities of children, youth and families.

The revised CYCECBC outcomes document calls upon all post-secondary institutions to prepare students for practice in these current times by more fervently and deeply engaging with critical, contextual and de-colonized approaches to practice. The revised Bachelor of Child and Youth Care program at UVIC is clearly responding with the introduction of new courses such as CYC 250, CYC 300, and with the revision of current courses like CYC 320. The addition of the Sage Circle and Cedar Circle is an innovative concept in meeting the needs of Indigenous students. Additionally, the program continues to offer core child and youth care classes and relevant requirements for specializations.

It was with great interest that we reviewed your plans for revising the Bachelor of Child and Youth Care program at the University of Victoria (UVIC). We would like to congratulate you and offer our support for your revised CYC program as we feel it is responsive to current realities in Child and Youth Care practice.

Sincerely,  
Manjeet Uppal and Teri Derksen  
Co-Chairs, CYC, VIU

October 5, 2020

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)  
Acting Director of the School of Child and Youth Care  
University of Victoria

**Subject: Support for Revision of Bachelor of Child and Youth Care (BCYC) Program**

Dear Helga,

Thank you for reaching out to us. As a primary destination for our graduates, we honour our ongoing collaborative relationship with the University of Victoria's School of Child and Youth Care.

We have reviewed your letter and support the proposed changes you have outlined for your Bachelor of Child and Youth Care (BCYC) program. As a member of the Child and Youth Care Education Consortium of BC (CYCECBC), I am closely aware of the developments in Child and Youth Care education that the new outcomes document suggests. I feel strongly that an increased focus on social justice, decolonization, critical and intersectional approaches is required to ensure our field remains committed to and affective in addressing the most pressing issues facing children, youth and families today.

It is equally important to us that our graduates continue to be well prepared to transition into their third and fourth years in your BCYC program. Having received confirmation that the proposed changes will not adversely affect our students' transition to your program, we feel comfortable supporting the changes your letter outlines.

I've discussed this situation with our department Chair, Tammie Clarke, who also supports your proposed changes. We wish you luck in your transition process and look forward to hearing about the outcome.

Sincerely,

Matty Hillman, BCYC, MA  
Instructor, Human Services  
He, His, Him  
Selkirk College, West Kootenay & Boundary Region  
[mhillman@selkirk.ca](mailto:mhillman@selkirk.ca)

*Together we build remarkable futures.*

*Selkirk College acknowledges the traditional territories of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwépemc (Shuswap) peoples.*

**From:** Devi Mucina  
**Sent:** Thursday, September 24, 2020 6:42 AM  
**To:** Christine Shelton  
**Subject:** Re: SCYC Program Renewal: Request for support

Hi Christine,

I hope you are well. I have looked over the program changes that you are proposing and they look good and I'm very supportive. Good work CYC team. For my own curiosity, I was wondering if you still have a course on child and youth care practice in the global context?

Devi Dee Mucina, PhD  
Indigenous Governance  
HSD Building A260  
Human and Social Development  
University of Victoria  
Tel 250 721 8098  
Fax 250 472 4724  
[dpdee@uvic.ca](mailto:dpdee@uvic.ca)  
[www.uvic.ca/hsd/igov](http://www.uvic.ca/hsd/igov)



October 4, 2020

Hi Christine and Helga;

The School of Public Health and Social Policy (PHSP) is delighted to provide this note of support for the revisions to the Bachelor of Child and Youth Care (BCYC) program. We are also pleased to provide access to BA in Health and Community services courses as possible electives for students in the BCYC program. PHSP and the School of Child and Youth Care both take an evidence-informed, social justice stance to address the health and wellbeing of the populations with which they engage.

The changes to the BCYC program respond positively to historical and structural contexts and will disrupt exclusionary constructions of children, youth and families. In particular, the curriculum will open a space for Indigenous students to engage in culturally grounded, affirmative, and transformative learning to enable them to contribute to their communities.

The School of Child and Youth Care is to be commended for the thoughtful, forward-thinking work that has gone into this curriculum redesign.

Best,

Cathy



Catherine Worthington, PhD

Professor and Director - School of Public Health and Social Policy

Faculty of Human and Social Development

Room B202, PO BOX 1700 STN CSC

[University of Victoria](https://www.uvic.ca), Victoria, BC Canada V8W 2Y2

[worthing@uvic.ca](mailto:worthing@uvic.ca); [phspdiretor@uvic.ca](mailto:phspdiretor@uvic.ca)

250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and WSÁNEC peoples' territory.*

From: SPA Director  
Date: Tu, Sep 29, 2020 2:52 PM  
To: Christine Shelton;  
CC:  
Subject: Re: SCYC Program Renewal: Request for support

Hello Christine,

I am supportive of your changes.  
Cheers,

Astrid Brousselle  
Director  
School of Public Administration  
University of Victoria

October 5, 2020

Chris & Helga,

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Carys

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October 5, 2020

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Acting Director of the School of Child and Youth Care

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With Warm Regards,

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Christine Slavik, Associate Professor  
Department Head, Child, Youth and Family Studies  
University of the Fraser Valley

September 30, 2020

Helga Kristín Hallgrímsdóttir  
Acting Director of the School of Child and Youth Care  
University of Victoria  
3800 Finnerty Road  
Victoria BC, V8P 5C2

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We are writing to you as co-chairs of the Child and Youth Care Program at Vancouver Island University (VIU) and to express our support for your revised Bachelor of Child and Youth Care (BCYC) program. At Vancouver Island University we have been offering Child and Youth Care education since 1992 and currently offer both diploma and degree credentials. In addition, we are active members of the Child and Youth Care Education Consortium of BC (CYCECBC) and have been involved in the recent revisions to the CYCECBC outcomes document. At VIU we are proud to stand with our colleagues from Child and Youth Care granting institutions across the province to ensure current, responsive and relevant CYC education. We applaud you for program changes that will prepare future practitioners to be responsive to the current realities of children, youth and families.

The revised CYCECBC outcomes document calls upon all post-secondary institutions to prepare students for practice in these current times by more fervently and deeply engaging with critical, contextual and de-colonized approaches to practice. The revised Bachelor of Child and Youth Care program at UVIC is clearly responding with the introduction of new courses such as CYC 250, CYC 300, and with the revision of current courses like CYC 320. The addition of the Sage Circle and Cedar Circle is an innovative concept in meeting the needs of Indigenous students. Additionally, the program continues to offer core child and youth care classes and relevant requirements for specializations.

It was with great interest that we reviewed your plans for revising the Bachelor of Child and Youth Care program at the University of Victoria (UVIC). We would like to congratulate you and offer our support for your revised CYC program as we feel it is responsive to current realities in Child and Youth Care practice.

Sincerely,  
Manjeet Uppal and Teri Derksen  
Co-Chairs, CYC, VIU

October 5, 2020

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)  
Acting Director of the School of Child and Youth Care  
University of Victoria

**Subject: Support for Revision of Bachelor of Child and Youth Care (BCYC) Program**

Dear Helga,

Thank you for reaching out to us. As a primary destination for our graduates, we honour our ongoing collaborative relationship with the University of Victoria's School of Child and Youth Care.

We have reviewed your letter and support the proposed changes you have outlined for your Bachelor of Child and Youth Care (BCYC) program. As a member of the Child and Youth Care Education Consortium of BC (CYCECBC), I am closely aware of the developments in Child and Youth Care education that the new outcomes document suggests. I feel strongly that an increased focus on social justice, decolonization, critical and intersectional approaches is required to ensure our field remains committed to and affective in addressing the most pressing issues facing children, youth and families today.

It is equally important to us that our graduates continue to be well prepared to transition into their third and fourth years in your BCYC program. Having received confirmation that the proposed changes will not adversely affect our students' transition to your program, we feel comfortable supporting the changes your letter outlines.

I've discussed this situation with our department Chair, Tammie Clarke, who also supports your proposed changes. We wish you luck in your transition process and look forward to hearing about the outcome.

Sincerely,

Matty Hillman, BCYC, MA  
Instructor, Human Services  
He, His, Him  
Selkirk College, West Kootenay & Boundary Region  
[mhillman@selkirk.ca](mailto:mhillman@selkirk.ca)

*Together we build remarkable futures.*

*Selkirk College acknowledges the traditional territories of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwépemc (Shuswap) peoples.*



**From:** Devi Mucina  
**Sent:** Thursday, September 24, 2020 6:42 AM  
**To:** Christine Shelton  
**Subject:** Re: SCYC Program Renewal: Request for support

Hi Christine,

I hope you are well. I have looked over the program changes that you are proposing and they look good and I'm very supportive. Good work CYC team. For my own curiosity, I was wondering if you still have a course on child and youth care practice in the global context?

Devi Dee Mucina, PhD  
Indigenous Governance  
HSD Building A260  
Human and Social Development  
University of Victoria  
Tel 250 721 8098  
Fax 250 472 4724  
[dpdee@uvic.ca](mailto:dpdee@uvic.ca)  
[www.uvic.ca/hsd/igov](http://www.uvic.ca/hsd/igov)

October 4, 2020

Hi Christine and Helga;

The School of Public Health and Social Policy (PHSP) is delighted to provide this note of support for the revisions to the Bachelor of Child and Youth Care (BCYC) program. We are also pleased to provide access to BA in Health and Community services courses as possible electives for students in the BCYC program. PHSP and the School of Child and Youth Care both take an evidence-informed, social justice stance to address the health and wellbeing of the populations with which they engage.

The changes to the BCYC program respond positively to historical and structural contexts and will disrupt exclusionary constructions of children, youth and families. In particular, the curriculum will open a space for Indigenous students to engage in culturally grounded, affirmative, and transformative learning to enable them to contribute to their communities.

The School of Child and Youth Care is to be commended for the thoughtful, forward-thinking work that has gone into this curriculum redesign.

Best,

Cathy



Catherine Worthington, PhD

Professor and Director - School of Public Health and Social Policy

Faculty of Human and Social Development

Room B202, PO BOX 1700 STN CSC

[University of Victoria](https://www.uvic.ca), Victoria, BC Canada V8W 2Y2

[worthing@uvic.ca](mailto:worthing@uvic.ca); [phspdiretor@uvic.ca](mailto:phspdiretor@uvic.ca)

250-472-4709

*I respectfully acknowledge the Songhees, Esquimalt and WSÁNEC peoples' territory.*

From: SPA Director  
Date: Tu, Sep 29, 2020 2:52 PM  
To: Christine Shelton;  
CC:  
Subject: Re: SCYC Program Renewal: Request for support

Hello Christine,

I am supportive of your changes.  
Cheers,

Astrid Brousselle  
Director  
School of Public Administration  
University of Victoria

**From:** [Annalee Lepp - Acting Dean of Humanities](#)  
**To:** [scycdir](#); [Lisa Kahaleole Hall - Director of Indigenous Studies](#)  
**Cc:** [Sarah Wright Cardinal](#); [Annalee Lepp - Acting Dean of Humanities](#)  
**Subject:** RE: Consultation on curriculum renewal proposal for the Bachelor's in Child and Youth Care  
**Date:** November 23, 2020 7:25:05 PM

---

Dear Helga,

Lisa Kahaleole Hall asked that I respond officially to your consultation request. My understanding is that Sarah Wright Cardinal and Lisa had a conversation this afternoon about this matter.

While Humanities and Indigenous Studies are disappointed that there are more limited opportunities for Indigenous Studies to enrol in some CYC courses, we support the CYC changes which are designed to serve the growing number of Indigenous students in the School. Indigenous Studies looks forward to future collaborations with respect to its new IS 100 course and in land based courses overseen by Sarah Wright Cardinal and Nick Claxton.

All the best,  
Annalee

uvic.ca



Annalee Lepp  
Acting Dean  
Faculty of Humanities  
[University of Victoria](#)  
T 250-472-4677  
F 250-721-7059  
[web page](#)

---

**From:** scycdir <scycdir@uvic.ca>  
**Sent:** November 19, 2020 4:14 PM  
**To:** Annalee Lepp - Acting Dean of Humanities <deanhums@uvic.ca>; Lisa Kahaleole Hall - Director of Indigenous Studies <isdirector@uvic.ca>  
**Cc:** Sarah Wright Cardinal <swcardinal@uvic.ca>  
**Subject:** Consultation on curriculum renewal proposal for the Bachelor's in Child and Youth Care

Dear Annalee and Lisa,

I am writing to request your comments and support for the attached proposal for a revision of the CYC undergraduate curriculum that we are presenting to Senate for approval later this month. Highlights of this renewal include integrating and weaving critical, ethical, and decolonized approaches to CYC practice throughout the entire degree. In addition, and as part of our work to support and retain Indigenous students in the program we are offering two Circle courses at the first

and third year. Impacts of our program renewal to Humanities are described in the attached letter.

I recognize that the timing for comments is quite tight; both Sarah and I will be more than happy to meet and address any questions or concerns that you have with regards to our proposed revisions.

All the best,

Helga

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)

Acting Director of the School of Child and Youth Care  
scycdir.uvic.ca

Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project  
Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>  
University of Victoria  
[hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)

*Unceded Lekwungen & WSÁNEC Territories.*

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

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Thank you

**From:** [Lisa Surridge - Humanities Associate Dean, Academic](#)  
**To:** [scycdir](#)  
**Cc:** [Annalee Lepp - Acting Dean of Humanities](#); [Lisa Kahaleole Hall - Director of Indigenous Studies](#)  
**Subject:** BCYC renewal  
**Date:** November 24, 2020 5:02:59 PM  
**Attachments:** [image001.png](#)

---

Dear Helga:

Thank you for your consultation for about this proposed change.

While we regret that there will be reduced opportunities for Indigenous Studies students to participate in CYC classes, we fully support the changes that the unit is making to serve its growing numbers of Indigenous students and we recognize these as timely and well planned.

IS will look forward to future collaborations with your faculty in its new IS 100 course and in land-based courses overseen by Sarah Wright Cardinal and Nick Claxton.

Our very best wishes to you in this important renewal.

Lisa.

c.ca



Dr. Lisa Surridge | she/her  
Associate Dean Academic  
Faculty of Humanities  
[University of Victoria](#)  
Office: Cle C309  
T 250-721-7246

**From:** [scycdir](#)  
**To:** [Robina Thomas, IACE Executive Director](#); [Rob Hancock, IACE Associate Director Academic](#)  
**Cc:** [Sarah Wright Cardinal](#)  
**Subject:** Re: Consultation on curriculum renewal proposal for the Bachelor's in Child and Youth Care

---

Hi Robina,

Many thanks for your comments. In terms of your question below, I can tell you that as part of the process of our curriculum renewal, we identified four strands that were to be woven throughout the entire curriculum: Decolonizing praxis (that we identify as social justice and anti-racism); Ethics in CYC; Early Years (Conception to 6); Research Literacy. This was ratified at the School Council (the governing body of the SCYC) last fall.

We view decolonizing as the umbrella for all faculty and students to work critically from their own self location. To further support the work of weaving the decolonizing strand into our curriculum we applied for (and received) and LTSI grant to support our Decolonizing Praxis committee to put together a site of resources including interviews and materials from each faculty member who identifies as having a decolonizing praxis. The grant includes Elder/Old ones honoraria to support this work.

Specific courses that are being revised with this lens as foundational include our praxis/theory courses: 110, 120, 206, 300 (new), 320, 464, 470. We have one existing decolonized course: 250. The Undergraduate Program Committee is supporting the work of faculty to decolonize our applied practice courses.

The three Indigenous Specialization courses are in lieu of 3 core courses so that students are engaging Indigenous ways of knowing and doing more deeply, in circle and community, led by Indigenous faculty and knowledge keepers.

I hope that this answers your concerns and that you would feel comfortable sharing a brief email of support for our curriculum renewal proposal?

All the best,

Helga

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)

Acting Director of the School of Child and Youth Care  
[scycdir.uvic.ca](#)

Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project


Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>  
University of Victoria  
[hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)

*Unceded Lekwungen & WSÁNEC Territories. We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEC peoples whose historical relationships with the land continue to this day.*

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**From:** "Robina Thomas, IACE Executive Director" <iacedir@uvic.ca>  
**Date:** Tuesday, November 24, 2020 at 8:54 AM  
**To:** scycdir <scycdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>  
**Cc:** Sarah Wright Cardinal <swcardinal@uvic.ca>  
**Subject:** Re: Consultation on curriculum renewal proposal for the Bachelor's in Child and Youth Care

<div style="border: 1px solid black; height: 100px; width: 100%; position: relative;"><div style="position: absolute; top: 5px; left: 5px;">uvic.ca</div><div style="position: absolute; bottom: 5px; left: 50px;"></div></div>	<p>Robina Thomas, PhD Executive Director Indigenous Academic &amp; Community Engagement <a href="#">University of Victoria</a> T 250-472-4877 E <a href="mailto:iacedir@uvic.ca">iacedir@uvic.ca</a></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Good Morning Helga and Sarah

I have had the opportunity to read the renewal proposal. First, this degree has been so important to so many Indigenous students. Like SW, you have a stellar group of Indigenous scholars and this in and of itself lends its support to the success of Indigenous students. I really appreciated the two



Circle courses for Indigenous students and agree 1<sup>st</sup> and 3<sup>rd</sup> year are important transition years to offer this type of support.

It was unclear to me how "integrating and weaving critical, ethical, and decolonized approaches to CYC practice throughout the entire degree". I think to bring this to senate you will need to spell that out a bit more. I only see one core Indigenous course, but are you decolonizing all of the curriculum and integrating Indigenous ways of knowing and being throughout?

Great work and good luck at Senate.

Robina

---

**From:** scycdir <scycdir@uvic.ca>

**Date:** Thursday, November 19, 2020 at 4:18 PM

**To:** "Robina Thomas, IACE Executive Director" <iacedir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>

**Cc:** Sarah Wright Cardinal <swcardinal@uvic.ca>

**Subject:** Consultation on curriculum renewal proposal for the Bachelor's in Child and Youth Care

Dear Robina and Rob,

I am writing to request your comments and support for the attached proposal for a revision of the CYC undergraduate curriculum that we are presenting to Senate for approval later this month. Highlights of this renewal include integrating and weaving critical, ethical, and decolonized approaches to CYC practice throughout the entire degree. In addition, and as part of our work to support and retain Indigenous students in the program we are offering two Circle courses at the first and third year.

I recognize that the timing for comments is quite tight; both Sarah and I will be more than happy to meet and address any questions or concerns that you have with regards to our proposed revisions.

We would also like to share the flyer for our HSD pilot land-based experiential learning course: HSD 460 ~~LE, ÇÁNEK TTE TENEW~~, Land, language, and practices of wellness (1.5 units) This course was developed in circle with seats for each school/dept in HSD.

All the best,

Helga

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)

Acting Director of the School of Child and Youth Care  
scycdir.uvic.ca

Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project  
Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>  
University of Victoria  
[hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)

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Thank you

**From:** [scycdir](#)  
**To:** [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning; Robin Hicks, Acting Associate Vice-President Academic Planning](#)  
**Subject:** FW: Consultation on CYC curriculum renewal  
**Date:** November 27, 2020 11:43:52 AM

---

Hi Sandra

Please find attached an additional email in support for our CYC curriculum proposal.

All the best

Helga

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)

Acting Director of the School of Child and Youth Care  
[scycdir.uvic.ca](mailto:scycdir.uvic.ca)

Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project  
Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>  
University of Victoria  
[hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)

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Thank you

---

**From:** Jean-Paul Restoule <[jpr@uvic.ca](mailto:jpr@uvic.ca)>  
**Date:** Wednesday, November 25, 2020 at 6:24 PM  
**To:** scycdir <[scycdir@uvic.ca](mailto:scycdir@uvic.ca)>  
**Cc:** Sarah Wright Cardinal <[swcardinal@uvic.ca](mailto:swcardinal@uvic.ca)>  
**Subject:** Re: Consultation on CYC curriculum renewal

Dear Helga,

Thank you for the opportunity to review the Bachelor of Child and Youth Care program renewal. I've looked over the courses and I am in support of what the School of Child and Youth Care is proposing.

I looked with interest at the circle elective courses CYC 105 and CYC 305. These offerings are vital for Indigenous student support and retention and I like the idea that students selecting these courses receive a credit for what would normally be experienced outside of and alongside the academic programming instead of being a critical part of it. The academic necessity of these two courses should be stressed in the proposal in addition to the retention and support role they play. Further to this point, I would offer the suggestion that faculty leading these courses take great care in facilitating this course as the possibility exists for great variance in experience and need. As the courses are open to any self-identifying Indigenous student, there may be people entering who have Indigenous heritage but little lived experience in Indigenous cultural settings. Meanwhile others with clearly delineated roles, responsibilities, and titles will be in the course too. Managing the gap in difference will have to be tactful and sensitive.

In summary I am in support of the proposal.

Thanks,  
Jean-Paul



Jean-Paul Restoule, Ph.D. (he/him)  
Chair  
[Department of Indigenous Education](#)  
Faculty of Education  
[University of Victoria](#)  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2  
On Lekwungen traditional territory

T 250-721-7826 F 250-853-3943  
O MAC A260

---

**From:** scycdir <scycdir@uvic.ca>

**Date:** Wednesday, November 18, 2020 at 5:18 PM

**To:** "Ralf St. Clair - Dean of Education" <educdean@uvic.ca>, Jean-Paul Restoule <jpr@uvic.ca>

**Cc:** Sarah Wright Cardinal <swcardinal@uvic.ca>

**Subject:** Consultation on CYC curriculum renewal

Dear Ralf, Jean-Paul

Please find attached a letter outlining a proposal that the School of Child and Youth Care is presenting to the Senate Committee on Planning on November 25<sup>th</sup>. We would appreciate your support as well as any other comments on this proposal. If you would like to discuss further or have any questions that you would like to raise, I would be more than happy to organize a meeting.

All the best,

Helga

Helga Kristín Hallgrímsdóttir, PhD (She, Her, Hers)

Acting Director of the School of Child and Youth Care  
scycdir.uvic.ca

Professor, School of Public Administration  
Senior Researcher, Borders in Globalization Project  
Associate Fellow in the Centre for Global Studies  
<http://www.uvic.ca/research/centres/globalstudies/>  
University of Victoria  
[hkbenedi@uvic.ca](mailto:hkbenedi@uvic.ca)

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Thank you



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to discontinue the business option in all undergraduate programs in the Department of Economics**

---

At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposal to discontinue the business option in all undergraduate programs in the Department of Economics.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to discontinue the business option in all undergraduate programs in the Department of Economics, as described in the document "Discontinuance of Business Option".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

## *Discontinuance of Business Option*

---

Dean's Name and Date of consultation with AVPAP: Nilanjana Roy (Acting Associate Dean, Academic, SOSC) on behalf of Graham Voss, Acting Dean	Dean signature: Original signed by Nilanjana Roy
Name of contact person:	Elisabeth Gugl
Email & phone of contact person:	<a href="mailto:econassoc@uvic.ca">econassoc@uvic.ca</a> , 250 893 1282
Date approved by Department: <b>2020-11-17</b>	Chair/Director signature: Original signed by Daniel Rondeau
Date approved by Faculty:	Dean signature:
Date of Consultation with Co-operative Education Program and Career Services (if applicable)	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	





## Discontinuance of Business Option

### PROPOSAL (up to 4,000 words plus appendices)

#### A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Business Option in Economics Economics Department Faculty of Social Sciences
Anticipated implementation date of change	September 2021
Name, title, phone number and e-mail address of contact person	Elisabeth Gugl, Acting Associate Chair, 250 893 1282, egugl@uvic.ca

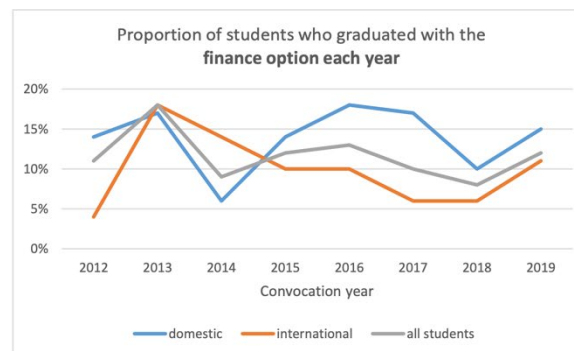
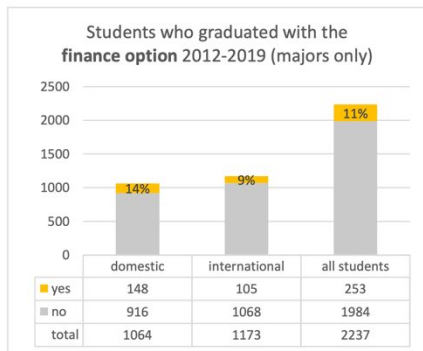
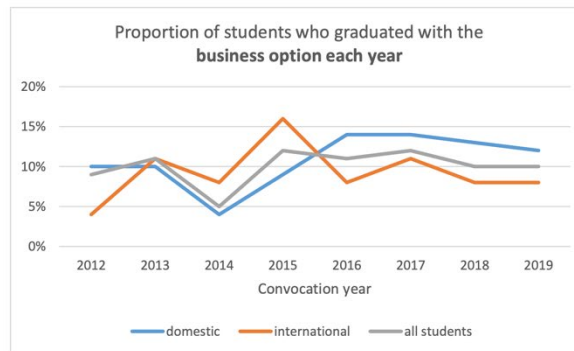
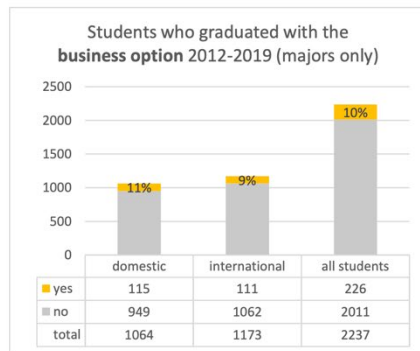
#### B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

*The Economics Department of the University of Victoria proposes to discontinue the Business Option in all its undergraduate programs. The reason for this decision is two-fold. First, the students are better served graduating with a minor in Business than with the only slightly less intensive Business Option. Second, it is a bit awkward for the Economics Department to house an Option which does not include any concentration in Economics but purely consists of Business courses. The Economics Department is not an expert in Business and we should not be the judge of which deviations from the prescribed courses in another discipline are acceptable or not when students inquire about waivers or substitutions. With only two more courses and meeting grade requirements in overlapping courses (see appendix), students can minor in Business and would be served by the Business School in their requests for waivers or substitution for their Business Minor. As a Department whose discipline emphasizes the gains of specialization, it makes sense that students wishing to gain expertise in Business would pursue such program within Business and not within a slightly lighter version housed in Economics.*

*The Economics Department has a Finance Option which we will continue and promote. This is a much better fit for us consisting of both mandatory Economics courses and Business or Math courses. The removal of the Business Option frees up resources in the Economics Department that we can spend on focusing on our core mission of delivering high quality Economics courses. The discontinuance of the Business Option might provide incentives for students to either minor in Business or pursue the Finance Option. Both are well designed programs that dominate the Business Option currently*

housed in Economics. The Business Option might sound good at first glance but a Minor in Business serves as a better signal



to employers.

Our data shows that from 2012 to 2019 10% of students majoring in Economics chose the Business Option. The share of students graduating with a Finance Option is 11%.

We have consulted with the Business School and this proposal has their full support (see appendix)

The proposed changes in Kuala:

<a href="#">BA-ECAH-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BA-ECAH-BUS</a>	<a href="#">Business Option</a>
<a href="#">BA-ECAM-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BA-ECAM-BUS</a>	<a href="#">Business Option</a>
<a href="#">BSC-ECSH-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BSC-ECSH-BUS</a>	<a href="#">Business Option</a>
<a href="#">BSC-ECSM-BUFI</a>	<a href="#">Business Option and Finance Option</a>
<a href="#">BSC-ECSM-BUS</a>	<a href="#">Business Option</a>

<b>C. Indicators of labour market and student demand. (not required for requests for program discontinuation)</b>
n/a
<b>D. Areas of research &amp; teaching specialization and evidence of adequate faculty complement.</b>
n/a
<b>E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.</b>
n/a
<b>F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)</b>

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

n/a

Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

Does the program design include plans for distance education delivery? If yes, provide details.

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

<b>G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)</b>
n/a
<b>H. Resource requirements. Indicate any resources required (faculty &amp; staff appointments, space, library)</b>
n/a
<b>I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.</b>
n/a
<b>Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).</b>

## Dropping Business Option

The Undergraduate Committee in its 2019/20 composition agreed that we drop the business option from our program.

### Rational:

Unlike the finance option which can be viewed as a concentration within our program (305 and 435 or 454 have to be taken), the business option is made up entirely of courses from the business school. We have no control over the courses the business school offers, so in some ways telling students to do a business minor is safer as the business school would think about its own programs when it schedules/offers its courses.

For a quick comparison, here is the business option (ECON “owns” it). Please scroll further down for the business minor. Common courses of the two programs are highlighted in yellow in each of them.

## Program Requirements

This option is intended for students who wish to supplement studies in Economics with studies in Business.

- Complete all of the following
  - Complete all of:
    - COM220 - Organizational Behaviour (1.5)
    - COM240 - Management Finance (1.5)
    - COM250 - Fundamentals of Marketing (1.5)
  - Complete 1 of:
    - COM202 - Financial Accounting I (1.5)
    - COM270 - Financial and Management Accounting For Specialists (1.5)

## Program Notes

- The Business Option cannot be combined with the Business Minor offered by the School of Business.

And here is the business minor

## Program Requirements

Students must declare the Minor with the advising centre of their originating faculty.

Permission to register in courses and related prerequisites will be considered on a case-by-case basis and is at the discretion of Gustavson.

### Business Minor core

- Complete all of the following

- Earn a minimum grade of C+ in each of the following:
  - **COM202** - Financial Accounting I (1.5)
  - **COM220** - Organizational Behaviour (1.5)
  - **COM240** - Management Finance (1.5)
  - **COM250** - Fundamentals of Marketing (1.5)
  - **COM317** - Management Accounting I (1.5)
- Complete 1.5 units from COM ENT, or IB 300 - 499

## Program Notes

- Required courses at the 200-level or higher in the Business Minor program cannot form part of the requirements towards other programs or options.

All in all, the UG committee agreed that the benefit of not being responsible for a concentration in another discipline outweighs the cost to students who now have to meet a slightly higher bar to get business course credentials with their ECON degree. For those students taking up the minor as the option is no longer available, we see a benefit in strengthening their case for expertise in Business.

Perhaps another way to think about our proposal is to compare the business option with the finance option and think about nudging students not interested in pursuing a business minor into the finance option.

Here are the requirements for the finance option: Again, courses common with the business option are highlighted.

## Program Requirements

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This option is intended for students who wish to supplement studies in Economics with studies having a focus on Finance.

- Complete all of the following
  - Complete 1 of:
    - **COM240** - Management Finance (1.5)
    - **MATH242** - Mathematics of Finance (1.5)
  - Complete all of:
    - **ECON305** - Money and Banking (1.5)
  - Complete 1 of:
    - **ECON435** - Financial Economics (1.5)
    - **ECON454** - Theory of Corporate Finance (1.5)
  - Complete 2 of:
    - **COM425** - Taxation for Managers (1.5)
    - **COM426** - Management Accounting II (1.5)
    - **COM445** - Corporate Finance (1.5)
    - **COM446** - Investments (1.5)
    - **ECON405B** - International Monetary Theory and Policy (1.5)
    - **ECON406** - Monetary Economics (1.5)



- [ECON413](#) - Economics of Firm Strategy (1.5)
- [ECON435](#) - Financial Economics (1.5)
- [ECON454](#) - Theory of Corporate Finance (1.5)
- [ECON468](#) - Financial Econometrics (1.5)
- [IB417](#) - International Finance (1.5)
- [MATH348](#) - Numerical Methods (1.5)
- [MATH477](#) - Stochastic Financial Modelling (1.5)

## Program Notes

- Both ECON 435 and 454 may be included in the Finance Option.
- COM 240, 425, 426, 445, 446, IB 417 cannot be used in both the Finance Option and the Business Minor.

Note that COM 240 has as

## Pre- or corequisites

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- Complete all of the following
  - Completed or concurrently enrolled in 1 of:
    - [COM202](#) - Financial Accounting I (1.5)
    - [COMM253](#) - Financial Accounting (1.5)
    - [COM270](#) - Financial and Management Accounting For Specialists (1.5)
  - and minimum second-year standing.

**Subject:** RE: Econ discontinuing the Business Option  
**Date:** Tuesday, November 10, 2020 at 11:04:08 AM Pacific Standard Time  
**From:** Nilanjana Roy - Acting Associate Dean, SOSC  
**To:** Kate Donovan - Director Administration, Undergraduate Programs, Associate Chair, Economics  
**CC:** Mia Maki

Thanks, Kate.

We really appreciate Business' support for this.

Best,  
Nilanjana

Dr. Nilanjana Roy (she/her)  
Acting Associate Dean Academic, [Social Sciences](#)  
Associate Professor, Economics  
[University Of Victoria](#)  
Phone: (250) 853-3938

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

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**From:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Sent:** November 10, 2020 10:28 AM  
**To:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>; Nilanjana Roy - Acting Associate Dean, SOSC <[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** RE: Econ discontinuing the Business Option

Hi Elisabeth and Nilanjana,

Sorry, typo below. We are supportive of discontinuing the business option for economics students.

Kate

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**From:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Sent:** November 10, 2020 8:56 AM  
**To:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** Re: Econ discontinuing the Business Option

Thank you so much, Kate!  
I'm cc'ing Nilanjana Roy the AD in Social Sciences as she'll present the case with me to SCAP.  
Elisabeth

---

**From:** "Kate Donovan - Director Administration, Undergraduate Programs" <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Date:** Monday, November 9, 2020 at 8:37 PM

**To:** "Associate Chair, Economics" <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Cc:** Mia Maki <[mmaki@uvic.ca](mailto:mmaki@uvic.ca)>  
**Subject:** RE: Econ discontinuing the Business Option

Hi Elisabeth,

Thank you for your message. Yes, I believe we acknowledged the submission in Kuali and we also agree with you about the students being better served with a business minor rather than a business option. We're supportive of discontinuing the business minor for economics students.

If you need anything else, please let me know.

Kate

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**From:** Associate Chair, Economics <[econassoc@uvic.ca](mailto:econassoc@uvic.ca)>  
**Sent:** November 9, 2020 10:59 AM  
**To:** Kate Donovan - Director Administration, Undergraduate Programs <[bcomdira@uvic.ca](mailto:bcomdira@uvic.ca)>  
**Subject:** Econ discontinuing the Business Option

Hi Kate,

I'm not sure if you are the right person to reach out to, so please feel free to forward my message to other people in your school.

I'm writing to present you with the ECON department's case for discontinuing its Business option. I already put the changes through in KUALI and your school should have received a notification for consultation.

I'm attaching the document that went to our department meeting in September in which the department approved the discontinuance of our Business Option as well as my planned submission to SCAP.

As I explain, I think ECON students are better served by choosing between a Business Minor and our Finance Option than choosing between a Business Minor, the Business Option, and the Finance Option.

I hope this proposal finds the support of the Business School. If so, it would be great if I could attach an email from you in which you support our proposal before November 16. This is the deadline to submit to SCAP.

Best,  
Elisabeth



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP)**

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At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP). The post-degree program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate.

**The following motion is recommended:**

Motion: That Senate approve and recommend to the Board of Governors that it also approve, the proposal to establish a Bachelor of Education Indigenous Post-degree Professional Program (I-PDPP), as described in the document "Bachelor of Education Indigenous Post-Degree Professional Program (I-PDPP).

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklyn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

*Bachelor of Education Indigenous Post-Degree  
Professional Program (I-PDPP)*

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<b>Dean's Name and Date of consultation with AVPAP:</b>  Ralf St. Clair; August 10, 2020	<b>Dean signature:</b>  Original signed by Ralf St. Claif
<b>Name of contact person:</b>  Aliko Marinakis/ Christine Webster	
<b>Email &amp; phone of contact person:</b> <a href="mailto:iedlang@uvic.ca">iedlang@uvic.ca</a> ; <a href="mailto:iedao@uvic.ca">iedao@uvic.ca</a> 250-721-7855/8389	
<b>Date approved by Department:</b>  May 20, 2020	<b>Chair/Director signature:</b>  Original signed by Jean-Paul Restoule
<b>Date approved by Faculty:</b> Curriculum committee: Oct. 19, 2020 Faculty Council: Nov. 6, 2020	<b>Dean signature:</b>  Original signed by Ralf St. Clair
<b>Date of Consultation with Co-operative Education Program and Career Services (if applicable) Not applicable – A. Giles, Sep 2-20</b>	<b>Executive Director signature:</b>  Original signed by Andrea Giles
<b>Date of Consultation with Indigenous Academic and Community Engagement</b> Oct. 8, 2020	<b>Executive Director signature:</b>  Original signed by Robina Thomas
<b>Resource Consultations – Other:</b> <i>(e.g. space, Faculty, staff)</i> Libraries Dec 12 2019; Pia Russel EDCI, October 8, 2020, Chair, Todd Milford EPLS, August 28, 2018, Chair, Tim Black EPHE, August 28, 2018, Chair, John Meldrum	



**A. Areas of specialization and evidence of adequate faculty complement to support the new program.**

The Faculty of Education at UVIC has been leading the way in Indigenous Education for almost 20 years. Our Indigenous Education team led BC – and Canada – in providing the first universal mandatory Indigenous Education course for teacher candidates. The Bachelor of Education in Indigenous Language Revitalization (BEDILR) at UVIC is unique in Canada, serving as a potent model of community-university partnership to address the need to revitalize highly endangered Indigenous languages. Graduates of the BEDILR program are eligible to be certified BC teachers. Our Master of Indigenous Language Revitalization (MILR) program is the only one of its kind in Canada. We also offer a successful Summer Institute for secondary school teachers.

With a mandate from our community-based Indigenous Education Advisory Board to increase teacher exposure and training in Indigenous perspectives, and with calls across the province to increase the number of Indigenous teachers available, the Department of Indigenous Education seeks to be *the* place educators seek out for teacher training and professional development in Indigenous Education.

Five department members will contribute to the teaching and research necessary for the success of the proposed program:

- The Chair of IED, Dr. Jean-Paul Restoule, is an Anishinaabe scholar and educator whose research focuses on pre-service teacher training, Indigenous student success, and Indigenous Education pedagogies and practices.
- Dr. Carmen Rodriguez de France, a Faculty member with Kickapoo ancestry, specializes in teacher education, Indigenous knowledge and early childhood education. Her book, co-edited with Drs. McIvor and Whittinui, *Promising Practices in Indigenous Teacher Education* was published by Springer in 2018.
- Edōsdi - Dr. Judy Thompson, a Faculty member from the Tahltan Nation, focuses on science and math within teacher education, revitalizing and reclaiming traditional Indigenous practices and the relationship between Indigenous languages, lands, ecology, and health and wellbeing. Edōsdi is a 3M National Teaching Fellow. She was a BC certified teacher from 1994-2010 and is seeking re-certification.
- Dr. Onowa McIvor, Swampy Cree, Faculty member, and former Director of IED, is a recognized national expert on Indigenous language revitalization, and is the Principal Investigator on the largest research project in BC focusing on Adult Indigenous Language Learning. Dr. McIvor co-edited, with Carmen Rodriguez, *Promising Practices in Indigenous Teacher Education*, published by Springer in 2018.
- Dr. Shauneen Pete, Indigenous Resurgence Coordinator from the Little Pine First Nation, a former Education Professor for over 20 years; and a university administrator, is certified in Saskatchewan and seeking certification in BC.

The Department of Indigenous Education is the first of its kind and exceptionally well positioned to offer an innovative, Indigenous focused post-degree program for the education of teacher candidates in BC.

## **B. Admission Requirements**

Eligibility for admission requires:

Letter of application that indicates why the student is choosing this program specifically, their goals and their supports for success;

- an undergraduate degree from an accredited university that is acceptable to the University of Victoria;
- 3.0 units approved English,
- Demonstrated competency in written English,
- 1.5 units approved Canadian studies,
- 1.5 units approved mathematics completed within the last ten years,
- 1.5 units approved laboratory science, completed within the last ten years, and
- a grade-point average (GPA) of at least 3.00 on a 9-point scale (equivalent to UVic's C+ grade) on: the most recently attempted session (minimum 12 units or 24 credits or eight half-year courses). If you took fewer than 12.0 units in the last session, you need a grade-point average of at least 3.00 (equivalent to UVic's C+ grade) on your most recent consecutive 12.0 units, or 30-units (equivalent to two years) of course work attempted to December 31.

## **C. Curriculum design (Include draft curriculum in Appendix).**

### **Program Design:**

The post-degree program will provide aspiring teachers, both Indigenous and non-Indigenous, with a relevant, relational and transformative education designed to foster a deeper understanding of First Nations, Inuit and Métis histories, cultures and ways of knowing and being. Graduates of the 24-month program will receive a Bachelor of Education degree and are eligible to apply for a BC Teaching Certificate.

The program is designed to enhance relational accountabilities with local indigenous people and communities and will include water/land based learning and other experiential, locally informed learning experiences which will prepare educators to work in both First Nations and provincial school systems.

The proposed program is a timely response to the need for educators to meet Standard 9 in the Professional Standards for BC Educators. Standard 9 was introduced in 2019 and honours the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. It encourages educators to “respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”

**Program requirements:**

The program is composed of 30.0 units taken over 6 terms or 20 months.

The following courses presently exist at UVIC: *ED-D 301, ED-D 407, ED-D 408, ED-D 410, ED-D 420, EPHE 312, IED 373, IED 486*. The remaining courses are in the process of approval through the UVIC Curriculum Committee: *IED 302, IED 303, IED 336, IED 360, IED 373, IED-P 361, IED 402, IED 403, IED 404, IED 405, IED-P 461, IED 490*. There are no elective courses. The following chart presents the courses required in the I-PDPP:

**Anticipated time to completion:** 6 terms (20 months)

**The academic program** is inspired by the Royal Commission on Aboriginal Peoples, the United Nations Declaration of the Rights of Indigenous Peoples, and the Truth and Reconciliation Commission of Canada. It is informed by Kirkness & Barnhardt (2001) who offer the gift of the 4 R's – *Respect, relevance, reciprocity and responsibility*; and it is shaped by the First Nations Education Steering Committee's *First Peoples Principles of Learning*. Courses are designed to support the holistic, reflexive, reflective, experiential and relational growth of learners; as such, courses will be offered on the land, & in the classroom and may also be delivered through intensive experiences. Courses will promote relational accountabilities with local First Nations peoples and communities; ensuring students are offered opportunities to learn about local cultural places of significance, local education models; histories and cultures. Classes are delivered face-to-face and instructors will use a Learning Management System like Bright Space. All learners are required to successfully complete two practica. The new courses have been submitted concurrently to the Senate Committee on Curriculum.

ED-D 301 Learners and Learning Environments	1.5	IED 373 EL TELNIWT and Indigenous Education	1.5
ED-D 407 Evaluating and reporting on student progress	1.5	IED-P 361 Six-week practicum	1.5
ED-D 408 Promoting Pro-social Behaviour	1.5	IED 402 Instructional Principles of Reading Engagement	1.5
ED-D 410 Teacher as Leader: The Professional Role	1.5	IED 403 Curriculum and Instruction in Indigenous-focused Elementary Science	1.5
ED-D 420 Learning Support: Context & Key Issues 1	1.5	IED 404 Curriculum and Instruction in Indigenous-focused Elementary Social Studies	1.5
EPHE 312 Overview of Elementary or Middle School Physical Education	1.5	IED 405 Curriculum and Instruction in Indigenous-focused Elementary Mathematics	1.5
IED 302 Carving Our Words: Literacy and Language in Indigenous Elementary Education	1.5	IED-P 461 Nine-Week Elementary Practicum	3.0
IED 303 Historical and Philosophical Foundations of Canadian and Indigenous Education	1.5	IED 486 Teaching Indigenous Arts in Elementary and Middle Schools	1.5
IED 336 Technology Innovation in Indigenous Education	1.5	IED 490 Situating Ourselves: Transformative Inquiry and Practice	1.5
IED 360 Field Experience Seminar	1.5 <sup>4</sup>	<b>Total units for degree</b>	<b>30.0</b>



**The learning outcomes:** All students will develop a deep understanding of the First Peoples Principles of Learning and meet the qualifications set forth by the Ministry of Education for K-12 teaching, such as the Professional Standards for BC Educators.

**Graduates will:**

- Develop an awareness of and appreciation for the dynamics of Indigenous languages, knowledge, traditional pedagogy and origins of traditional values and worldviews;
- Demonstrate respect for diversity by creating a classroom atmosphere where Indigenous perspectives are welcomed, acknowledged, and honored;
- Form healthy relationships with local Indigenous peoples;
- Understand the significance of land and place for Indigenous communities;
- Apply Indigenous knowledge and perspectives across the curriculum;
- Understand the settler role in colonialism and themes in anti-colonial education;
- Support wholistic child and youth development, and enact differentiated instructional practices; and,
- Be committed to Indigenous student success.

**Evaluation of student achievement:** The department will utilize the current norms established in the *UVIC Undergraduate Academic Regulations (Evaluation of Student Achievement; Grading) policy* while shifting toward the *Pass/Fail norms of the Faculty of Education Elementary TEP where possible*

**D. Enrolment plan for the length of the degree and student financial support plan.**

The UVic Strategic Framework aims to increase Indigenous student enrolments. Our department has learned that small numbers of students in our Indigenous-focused programs promotes higher success rates for the Indigenous students. Our enrolment design ensures relational accountability.

**The enrolment plan:** In 2021 we expect to enroll a small number of students for the first running. As we have a healthy number of students in our BEDILR, and we plan to share several courses between the BEDILR and PDPP, the combination will be sufficient to run in its first year. As word of mouth builds, we will also advertise and promote the program via social media for the next intake. To have robust cohorts of students for both the BEDILR and the I-PDPP, we plan to combine groups of students in several courses. All but two courses in the proposed I-PDPP are shared with the BEDILR. We plan an intake every three years, expecting 18 students in September 2021, 18 students in 2024, 18 in Sept 2027, and so on.

**The recruitment plan:** We will recruit Indigenous and non-Indigenous students who want to provide leadership in Indigenous education as teachers. We will recruit from throughout BC. We will recruit candidates who have completed Bachelor's degrees.. Additional emphasis will be placed on recruitment from Science graduates.

**The financial support plan:** We will work with First Nations Education Counsellors and Coordinators to secure funding for students through the federal government.

**E. Resource requirements (include a table of program revenue and expenditures).**

**Resource Requirements:** *1.0 Placement Manager/Coordinator* to facilitate required field experience opportunities (privileging those in First Nations schools), developing and training field supervisors (2 contracted) and oversee certification support. This person, along with an appointed faculty lead, will oversee the quality control of the program and maintain an active provincial teaching certificate.

IED has a faculty complement of 5 regular, full-time Faculty (there are 4 in place and 1 new faculty beginning July 2021). We also have a staff complement of 4.3 FTE: a 1.0 FTE Assistant to the Chair and a 1.0 FTE Administrative Officer, as well as the 1.0 FTE Language Programs Manager, and 0.5 FTE Programs Assistant (topped up to 1.0 until 2023). The latter two are particularly involved in the programming of the BEDILR. Additionally, we have an 0.8 FTE Indigenous Resurgence Coordinator, who facilitates Indigenization of all the Faculty programs.

<b>REVENUE</b>	Tuition: 18 students x 10 courses/ year	<b>\$100,800.00</b>
<b>EXPENDITURES</b>	Instruction costs 7,000 x 10 courses/year	\$70,000.00
	1.0 FTE Practicum coordinator/manager salary including benefits.	\$70,000.00
	Practicum costs	\$3600.00
	Library costs (one time cost for resource acquisition)	\$5000.00
<b>Net Cost</b>		<b>(\$44,200)</b>

It should be noted that the library cost is a one-time cost for acquiring resources to support a new program. Also, some of the course instruction costs will be borne by full time faculty as part of their teaching workload, so the costs listed here are a highest-case scenario. Furthermore, the new resource ask for the Program Coordinator, Practicum Placements, which is the highest expenditure tied to this program, will also help to support existing programs that have a practicum component and are currently taking much of the Indigenous language program manager's time. With this labour reallocated, the Program Manager can devote more time to language programs, hence saving money in other places.

When attempting reconciliation and addressing historic wrongs against Indigenous people in this country, it is not unusual for programming to require more expenditures than generated in revenue. The Department of Indigenous Education and the Faculty of Education recognizes this reality when supporting Indigenous student success and programming. To meet the goals of the UVIC Strategic Framework, Indigenous Plan, and Strategic Enrollment Plan, it is important to invest now to reach the social impact goals set for 2030.

**APPENDIX: Draft curriculum**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Course Description</i></b>
ED-D 301	Learners and Learning Environments	An integrated approach to planning for effective learning based on an understanding of the developmental and individual needs of children. The implications for schooling of learning characteristics, gender, and multicultural factors will be addressed.
ED-D 407	Evaluating and reporting on student progress	An examination of the principles and procedures associated with the evaluation of student achievement, emphasizing connections between theory and practice, assessment and instruction, and BC Ministry of Education requirements. Topics include: planning and development of classroom assessment procedures; communication of results to students and parents; and current policies and practices. Focuses on developing the ability of pre-service teachers to critically and effectively develop their own assessment practices and resources.
ED-D 408	Promoting Pro-social Behaviour	Designed to provide beginning teachers with insights and concrete strategies that will assist them in preventing and/or effectively intervening in situations involving discipline, conflict, aggression and bullying. Peacemaking programs and peer conflict management initiatives will be discussed.
ED-D 410	Teacher as Leader: The Professional Role	A seminar in contemporary professional issues, including structures and governance within the BC School system, school law, and legal requirements for the teaching professional. The role of the professional as an ethical, reflective and critically engaged practitioner is emphasized. Themes include teacher leadership, professional growth and collaboration, and maintaining professional relationships in schools and communities. Authentic assessment tools, including rubrics, portfolios, and professional benchmarks will be used for assessing professional growth.

<b>Course Number</b>	<b>Course Title</b>	<b>Course Description</b>
ED-D 420	Learning Support: Context & Key Issues 1	An introductory overview of key issues in learning support. Topics will include the organization, administration and management of classrooms in which students with special educational needs are found; the referral process; teacher responsibilities for students with special educational needs in the context of regular classrooms; and the utility and limitations of various assessment techniques.
EPHE 312	Overview of Elementary or Middle School Physical Education	Overview of the content and structure of the BC elementary or middle school physical education curriculum. Introduces basic pedagogical skills necessary to implement a quality physical education program. Focus is on the learning of movement skills and on the developing student as a learner. Includes a variety of teaching experiences with peers and elementary or middle school students.
IED 302	Literacy and Language in Indigenous Elementary Education	An overview of the development of oral language and the components of literacy that constitute language arts in the elementary or middle school. Strategies for addressing diverse learners are included. Indigenous worldviews are privileged. Literacy is examined as an element of wholistic child development. Multi-literacies are considered such as ecological and cultural literacies.
IED 303	Foundations of Indigenous and Canadian Education	Focuses on ideologies, philosophical ideas and historical events that have impacted Canadian education alongside Indigenous education models and histories.
IED 336	Technology Innovation in Indigenous Education	Explores both traditional and modern technologies in education privileging Indigenous contexts and classrooms. Students design and develop learning experiences intended to improve learning, enrich professional practice and provide positive models for students, colleagues and communities.
IED 360	Field Experience Seminar	Designed with Indigenous learners at the forefront, the focus is on planning for learning and teaching in the British Columbia context including curriculum design, lesson and

<b>Course Number</b>	<b>Course Title</b>	<b>Course Description</b>
		unit planning and implementation, reflective practitioner practices, tools for equitable assessment and responsiveness to student diversity (differentiated instruction, culturally responsive, social justice and anti-racism pedagogy).
IED 373	EL TELNIWT and Indigenous Education	An exploration of learning and teaching approaches to better address the educational requirements of Indigenous children, youth, and adults through understanding Indigenous peoples' relationship with land, language and community. Topics include: study of who Indigenous peoples are, diversity amongst Indigenous peoples, ways to Indigenize the learning and educational environment, and of the systems that impact teachers and learners.
IED 361-P	Six-Week Practicum	6-week full-time placement designed for gaining practicum experience in aligning Indigenous pedagogical decisions with diverse contexts and learners.
IED 402	Instructional Principles of Reading Engagement	Indigenous and theoretical perspectives on reading, the developmental nature of reading and complex issues, including societal and cultural factors that influence reading development. Topics of study include concepts and instructional strategies associated with cueing systems, word identification, comprehension and vocabulary. Ongoing assessment strategies and organizational structures for reading programs are also considered. Connecting reading relevance to cultural and ecological contexts to inform wholistic development.
IED 403	Curriculum and Instruction in Indigenous-focused Science	A study of the curriculum organization, experiential and participatory instructional strategies and assessment practices in elementary school science that centers local Indigenous knowledge. Includes the consideration of western science and other nature knowledge systems, the interactions of science, technology, society and environment and the content, processes and attitudes prescribed in the provincial curriculum. Focused on current ecological and climate realities.

<b>Course Number</b>	<b>Course Title</b>	<b>Course Description</b>
IED 404	Curriculum and Instruction in Indigenous-focused Social Studies	A study of the curriculum organization and techniques of instruction in elementary and middle school social studies. Examples are drawn from local Indigenous perspectives alongside a variety of content areas: history, geography, anthropology, sociology, political science, and/or economics, with emphasis on participatory citizenship, culture and traditions in a pluralistic society.
IED 405	Curriculum and Instruction in Indigenous-focused Mathematics	Contextualizing math into relevant Indigenous and other cultural environments with a focus on general and specific goals of mathematics teaching and learning; examination of all components of the prescribed provincial mathematics curriculum; teaching strategies; learning activities; classroom settings; and assessment techniques.
IED 461-P	Nine-Week Elementary Practicum	Deepening the practice of making professional choices for teaching and learning in holistic, Indigenous, integrative and culturally reflective ways, developing inter-professional practices with families and in community. 9-weeks full-time practicum in BC ministry approved school.
IED 486	Teaching Indigenous Arts in Elementary and Middle Schools	Students will explore principles, practice and methods of instruction in areas of Indigenous Arts and will gain an appreciation of the depth and context of each discipline, respecting various cultural practices and traditions.
IED 490	Situating Ourselves with Transformative Inquiry and Practice	Focus on final practicum preparation, dialogic learning, teacher as researcher and diverse ways of knowing to identify and explore personally meaningful topics within teaching practice which includes situating ourselves as educators within Indigenous contexts. Individual reflection, collaborative processes and mentoring sessions with the instructor culminate in student facilitated inquiry conversations where the intricacies and overlapping issues of transformative pedagogy are considered and embodied.

November 29, 2020

Dr. Jean-Paul Restoule  
Chair, Indigenous Education  
Faculty of Education  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

Re: Support of the Post-Degree Professional Program in Indigenous Education

I would like to express my support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

As a Haida teacher educator who is deeply committed to Indigenous education, I was excited to learn of this proposal to support both Indigenous and non-Indigenous future educators to connect with local Indigenous peoples, communities, and the land as part of their teacher certification program. As a province, we have struggled to attract Indigenous educators to the teaching profession. I believe that offering a program, such as this one, which values the numerous contributions of Indigenous peoples, may attract more Indigenous educators to the profession. Additionally, with the recently revised curriculum in our province, non-Indigenous educators continue to struggle to find ways to meaningfully engage with Indigenous content, perspectives, and pedagogies. Not only will this program provide opportunities for this engagement to occur, I anticipate that Indigenous and non-Indigenous graduates of this program will be well-positioned to lead some of this vital work in the province.

This proposed PDPP in Indigenous Education, which has Indigenous-focused courses across multiple curricular areas, responds to BC Ministry of Education curricular reforms that require the integration of Indigenous knowledge and perspectives across every subject area and at every grade level as articulated in BC Professional Standard Nine. The PDPP-IED, which includes an outcome related to the appreciation of Indigenous languages, also connects with several of the Premier's recent directives to the government's ministries, including "Lasting and meaningful reconciliation." Furthermore, the PDPP-IED responds to the TRC Calls to Action and to the United Nations

Declaration on the Rights of Indigenous Peoples. This initiative extends beyond many programs by providing teacher candidates with the necessary support to meaningfully engage in Indigenous education.

The proposed PDPP in Indigenous Education satisfies the Professional Standards for educators while providing graduates with a Bachelor of Education degree and eligibility for a BC Teaching Certificate. Graduates of the proposed program will be uniquely positioned to teach in Indigenous contexts and in support of Indigenous learners.

Should you need further information on how this program aligns with the direction education in British Columbia is heading, or other technical considerations, do not hesitate to contact me at [Sara\\_Florence@sfu.ca](mailto:Sara_Florence@sfu.ca). Thank you for your support for this important program.

Sincerely,

Original signed by Sara Florence Davidson

Dr. Sara Florence Davidson  
Assistant Professor, Indigenous Education  
Faculty of Education  
Simon Fraser University





**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA  
**Faculty of Education**

**Indigenous Education**  
2125 Main Mall  
Vancouver, B.C. Canada V6T 1Z4  
Tel: (604) 822-5788  
Fax: (604) 822-3154  
Email: indigenous.education@ubc.ca

November 25, 2020

Dr. Jean-Paul Restoule  
Chair, Indigenous Education  
Faculty of Education  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

**Re: Support of the Post-Degree Professional Program in Indigenous Education**

On behalf of the Office of Indigenous Education in the Faculty of Education at the University of British Columbia, I would like to express our support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

As Professor and Associate Dean for Indigenous Education and Director of NITEP – UBC’s Indigenous Teacher Education Program, I understand the impact that such a program will have on learners, schools, and communities. In addition, I provide oversight for the Teacher Education Program’s foundational course on Indigenous education, which enrolls over 780 teacher candidates. This course provides students with knowledge of how to incorporate Indigenous knowledge, perspectives, and pedagogies in to teaching and learning. A post-degree program that allows for exploration and learning in greater depth and scope of Indigenous education practices, as that being proposed, supports the growing policy directives at provincial and national levels. These include the BC Auditor General’s Report on Indigenous Education, Ministry of Education curriculum reform, the Indigenous Post-Secondary Education Framework, as well as the TRC’s 94 Calls-to-Action. Further, the province of BC has adopted the United Nations Declaration on the Rights of Indigenous Peoples as law. Graduates of the proposed program will be uniquely positioned to teach in Indigenous contexts and support of Indigenous learners.

The opportunities for hands-on practical learning and relational pedagogy within the proposed program are exciting innovations that should be appealing to potential

students. The possibilities for partnerships with Indigenous communities will prepare and support future teachers to work in Indigenous settings.

The proposed PDPP-IED is timely and builds on the strengths of Indigenous Education in the Faculty of Education at the University of Victoria.

Respectfully,

Original signed by Jan Hare

Dr. Jan Hare  
Professor and Associate Dean, Indigenous Education  
Director, NITEP  
Canada Research Chair (Tier 1), Indigenous Pedagogy  
Office of Indigenous Education  
Faculty of Education  
University of British Columbia  
jan.hare@ubc.ca



November 27, 2020.

Dr. Jean-Paul Restoule  
Chair, Indigenous Education  
Faculty of Education  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2

Re: Support of the Post-Degree Professional Program in Indigenous Education

On behalf of the Department of Curriculum, Teaching and Learning at OISE/ University of Toronto, I would like to express our support for the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria.

Having served in many roles in our initial teacher education programs at OISE, including Academic Director Initial Teacher Education and currently as Associate Chair Teacher Education, my program of study has been continuing research in teacher education program design and development. The inclusion and embedding of Indigenous knowledges, histories, pedagogies in curriculum and pedagogies in teacher preparation and ongoing professional learning have been a focus of my study and work since 2008. In 2013, I was seconded to the Ontario Ministry of Education as teacher education in the province was being revitalized and extended and had opportunities to support deepening knowledge of First Nations, Metis and Inuit perspectives in the requirements for teacher education programs. Having had these opportunities to study teacher education programs, I am most excited by the thoughtful, research-informed, relational, responsive, community-connected design of the UVIC PDPP-IED program.

As co-lead on the Deepening Knowledge Project, an OISE initiative to encourage instructors and teacher candidates to take up Indigenous education in their teaching and professional practice, I have spent many years supporting the voluntary inclusion of First Nations, Metis and Inuit perspectives in our teacher education program. This proposed UVIC initiative goes much further than most that I've seen in providing teacher candidates with awareness, strategies and tools for engaging in Indigenous education. In reviewing the proposal, I believe that graduates will be uniquely positioned to teach in Indigenous contexts and in support of Indigenous learners.

I look forward to the scholarship and learning that will grow from the program under the guidance of the UVIC PDPP-IED leadership team. Having worked with IED Chair Jean-Paul Restoule in past, I know of his capacity to develop the relationships, structures and resources to facilitate programmatic transformation. I believe that the PDPP-IED program will inform the broader field of teacher education as we engage in efforts to increase relationality, reconciliation and action and to address systemic injustices.

We wholeheartedly support the proposed Post Degree Professional Program in Indigenous Education (PDPP-IED) at the University of Victoria. Please feel free to contact me for further discussion.

Sincerely,

Original signed by Kathryn Broad

Dr. Kathryn Broad,  
Associate Chair Teacher Education  
Department of Curriculum, Teaching and Learning  
Ontario Institute for Studies in Education  
University of Toronto  
252 Bloor St. w.  
Toronto, ON M5S 1V6  
[k.broad@utoronto.ca](mailto:k.broad@utoronto.ca)  
416-978-0064



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization**

---

At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization. The proposed changes are in response to the needs of Indigenous community partners.

**The following motion is recommended:**

Motion: That Senate approve the proposed changes to the Diploma in Indigenous Language Revitalization and the Bachelor of Education in Indigenous Language Revitalization, as described in the memorandum dated November 12, 2020.

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



**Indigenous Education**  
PO Box 1700STN CSC  
Victoria, British Columbia, Canada  
V8W 2Y2

Tel 250 721-7826  
Fax 250-853-3943

E-mail [ied@uvic.ca](mailto:ied@uvic.ca)  
[www.educ.uvic.ca](http://www.educ.uvic.ca)

# MEMO

November 12, 2020

To:

James Nahachewsky, Chair of the Faculty of Education Undergraduate Curriculum Committee  
Susan Lewis, Chair of the Senate Committee on Academic Planning  
Tim Haskett, Chair of the Senate Committee on the Curriculum



Chris Paul

## Memorandum to Propose a Significant Change to a Program

We are proposing changes to two of our Indigenous Language Revitalization Programs for Cycle1 2020, to be effective May 2021. Our programs are continually changing in order to be responsive to needs of Indigenous community partners.

Our Diploma in Indigenous language Revitalization ladders into our Bachelor of Education in Indigenous Language Revitalization (BEDILR) in years three and four. We are proposing a change to both the Diploma & BEDILR, of taking 3 courses out of the Diploma program (IED 302, ED-D 301 and IED 371), and moving them to the BEDILR program, as they are required for teacher certification. This then affects the number of courses required in the BEDILR. We are also proposing a change in allowable transfer credits into the BEDILR.

As per the Senate Guidelines to propose a significant change to a program:

1. The Diploma and B Ed Indigenous Language Revitalization form was approved 2011, and the first cohort was admitted in 2011.

The Diploma is offered in partnership with Indigenous communities, and provides options for pathways. One pathway offered lead into the Bachelor of Education with required academics and education courses – it included three courses required for the BEDILR. However, those courses are never chosen by community partnerships to be completed in the first two years of the diploma, and so they need to be offered in every offering of the BEDILR to ensure ministry requirements are met. It made more sense, then to remove the option of those three courses from the Diploma, and add them to the BEDILR, which would increase the degree requirements by 4.5 units. <https://uvic.kuali.co/cm/#/programs/view/5f7655bebf09b0026ec7c27>

2. Rather than the three courses IED 302, ED-D 301 and IED 371 being listed as pre-requisites to the BEDILR, we are proposing to now build them into the BEDILR, the same way the other academic and education requirements are (other than English, which remains a pre-requisite). This way the Diploma remains a tool in building language capacity, and the ladder step into the BEDILR ensures ministry requirements are met. It is cleaner this way, as those three courses are already required for the BEDILR.
3. This change of moving the three courses IED 302, ED-D 301 and IED 371 out of the Diploma does not decrease the number of credits required in the Diploma, as those courses were options, that were replaceable with more language proficiency building courses. It is a programmatic change that reflects the reality of how the program is being delivered within Indigenous communities. <https://uvic.kuali.co/cm/#/programs/view/5f764e08770a320026fad8f2>
4. As students are usually already taking this many courses anyway, we don't expect it to have a negative impact on students. If anything it creates more options, as students have

been unable to transfer those courses in from other institutions, and also the IED 371 placed as a Canadian Studies Academic requirement in the BEDILR, and by moving it, it provides more alternatives and options for students to satisfy that requirement. In the BEDILR, it will be offered as one of many other options for satisfying that academic requirement. We expect these changes to have a positive impact on our future students.

5. The next change we are proposing to the BEDILR is an increase in allowable transfer credits into the BEDILR. Currently the calendar states that up to 22.5 units plus 3.0 units of English, and we would like to increase it to 30 units plus 3.0 units of English, which still ensures a minimum of 36 units must be completed at UVIC to earn the credential of a Bachelor of Education in Indigenous Language Revitalization. The current restriction of 25.5 units of transfer credits has become problematic for the Department and the transfer students. Both the department and the students are currently struggling to find ways to complete the four more courses (6 units) of language and culture credits to complete their degree, when those courses are not offered outside of community-based deliveries. This seems especially unfair to students when they have complete those required courses already at another institution.
6. UVIC has a MOU with SFU regarding making the ease of transferability between our Indigenous Language Revitalization programs as simple and easy as possible. This change to the allowable transfer credits will support this agreement. We would like to petition that this change be retroactive to include the current BEDILR students who have transferred from SFU, but we would seek your guidance on how to make that plea.
7. These three changes are proposed to take effect on May 1st, 2020.

The signatures by the Dean and Chair of the Faculty Undergraduate Curriculum Committee indicate that they have reviewed and have knowledge of these changes. The proposed changes were approved by the Department, Faculty Curriculum Committee, and Faculty Council during Fall 2020.

Name: Jean-Paul Restoule  
Chair of Indigenous Education

Signature: Original signed by Jean-Paul Restoule

Name: James Nahachewsky

Chair of the Faculty of Education Undergraduate Curriculum Committee

Signature:



Name: Ralf St.Clair  
Dean of the Faculty of Education

Signature: Original signed by Ralf St. Clair



University  
of Victoria

Senate Committee on  
Planning

# MEMO

**Date:** December 18, 2020

**To:** Senate

**From:** Senate Committee on Planning

**Re:** **Proposed curriculum change for the Certificate in Business Administration**

---

At its meeting on December 8, 2020, the Senate Committee on Planning considered the proposed curriculum change for the Certificate in Business Administration. Currently, the program outcomes and curriculum structure of the Certificate in Business Administration (CBA) is in need of modernization, increased relevancy and adjustment to reflect contemporary needs.

**The following motion is recommended:**

Motion: That Senate approve the proposed curriculum change for the Certificate in Business Administration, as described in the document "Curriculum Change for Certificate in Business Administration".

Respectfully submitted,

**2020-2021 Senate Committee on Planning**

Robin Hicks, (Chair), Acting, AVPAP	Graham McDonough, Curriculum and Instruction
Evan Roubekas, Student Senator	Sang Nam, Business
Stephen Evans, Graduate Studies	Abdul Roudsari, Health Information Science
Jo-Anne Clarke, Continuing Studies	Nilanjana Roy, Economics
Rishi Gupta, Civil Engineering	Ada Saab, Associate University Secretary
Andrea Giles, Co-op Education	Ralf St. Clair, Education
Nicole Greengoe, Office of the Registrar	Cindy Holder, Humanities
Lisa Kalynchuk, VP Research	Rustom Bhiladvala, Mechanical Engineering
Valerie S. Kuehne, VPAC	Brooklynn Trimble, GSS Representative
Adam Con, Fine Arts	Andrew Newcombe, Law
Matthew Koch, Hispanic & Italian Studies	Sandra Duggan, Secretary, VPAC



UNIVERSITY OF VICTORIA

## *Curriculum Change for Certificate in Business Administration*

Dean's Name and Date of consultation with AVPAP: <b>Dr. Jo-Anne Clarke</b>	Dean signature: Original signed by Jo-Anne Clarke
Name of contact person: <b>Dr. Richard Rush</b>	
Email & phone of contact person: <b><a href="mailto:bmpdir@uvic.ca">bmpdir@uvic.ca</a> (250-634-4857)</b>	
Date approved by Department: <b>September 20, 2020</b>	Chair/Director signature:
Date approved by Division of Continuing Studies: <b>October 13, 2020</b>	Dean signature: Original signed by Jo-Anne Clarke
Date of Consultation with Co-operative Education Program and Career Services (if applicable) <b>N/A</b>	Executive Director signature:
Date of Consultation with Indigenous Academic and Community Engagement <b>N/A</b>	Executive Director signature:
Resource Consultations – Other: (e.g. space, Faculty, staff)	Division of Continuing Studies Program Committee - September 24, 2020  Business Program Advisory Committee – September 28, 2020





# Curriculum Change for Certificate in Business Administration

## PROPOSAL (up to 4,000 words plus appendices)

### A. Identification of the change

Name, Location, Academic units  
(Faculties, departments, or schools)

Business Management Program Area  
Division of Continuing Studies

Anticipated implementation date of  
change

May 2021

Name, title, phone number and e-mail  
address of contact person

Dr. Richard Rush, 250-721-8472, [bmpdir@uvic.ca](mailto:bmpdir@uvic.ca)

### B. History and context of the program indicating value and impact of the program change

*Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?*

Currently, the program outcomes and curriculum structure of the Certificate in Business Administration (CBA) is in need of modernization, increased relevancy and adjustment to reflect contemporary needs. The current structure of one required course and seven electives is not only different from nearly all other certificate programs in the Division of Continuing Studies but is also different from comparable programs outside UVic (Camosun, Royal Roads, Ryerson for example). Furthermore, it has been identified that students may graduate without accomplishing the current program outcomes let alone the updated outcomes by the extensive freedom provided to students in choosing electives for 87.5% of the program. There have been no structural changes to the curriculum since its launch in 1989.

Program outcomes have been adjusted during the last three decades but do not reflect the directions that industry, students and faculty identify are critical. The new outcomes address guidance from the Senate Committee on Continuing Studies in the last program review, updated advice from the Business Management Programs Advisory Committee and UVic's strategic initiatives relating to sustainability, inclusion, diversity and Indigenous plans. It also includes relevant observations from the Diploma in Business Administration (DBA) curriculum mapping exercise which took place in December 2018.

The new structure of 5 required courses and 3 electives will ensure that all graduating students will meet the stated outcomes and have a credential of value to industry, government and non-profits.

**C. Indicators of labour market and student demand. (not required for requests for program discontinuation)**

Year	Course enrollments (CBA and DBA)	CBA graduates
2017	1228	103
2018	1473	86
2019	1959	140

Enrolment has been stable through COVID.

With international student demand increasing pre-, and post-, COVID we have seen large increases in student enrolments in our programming. We seek to ensure that these students will have a valuable credential.

**D. Areas of research & teaching specialization and evidence of adequate faculty complement.**

N/A: Existing non-credit program served by sessional and adjunct instructors hired on an as-needed basis.

**E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.**

The proposed changes will necessitate changes to course level outcomes, activities and the corresponding student assessments. Changes in courses will be managed by the unit to ensure sessional and adjunct instructors adapt courses for the new program level outcomes.

**F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)**

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

Program will transition from

- 1 required course (Business Administration) and 7 electives to
- 5 required courses and 3 electives (see table below)

Required Courses	Adjustment and revisions
Business Administration	Course revised to ensure program level outcomes are addressed. Note: reduce amount of Financial Accounting (FA) content as FA is now a required course.
Financial Accounting	Course assessed and revised to ensure finance elements dropped from Business Administration are included in Financial Accounting, triple bottom line added.
Marketing	Include a section on social and ethical responsibility in marketing.
Organizational Behaviour	Include content on cross-cultural management implications as well as intercultural, inclusion, diversity and Indigenous perspectives.
Business Writing and Presentation Skills	Include an introduction to effective cross-cultural communication.
Plus three electives	

No net new courses are required as all courses exist in the unit's suite of offerings. There will be substantive changes to the core foundation course and adjustments to existing courses to ensure course level objectives align to program level outcomes. The outcomes were adjusted to ensure that core business skills are accomplished within a contemporary setting to ensure all graduates accomplish competencies, knowledge and skills for today's world. This was developed jointly between the program advisory committee, instructional staff and program area staff.

*Does the program change include opportunities for experiential learning or other forms of community engagement or research-enriched learning?*

- *Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.*
- *Opportunities for community engaged and research-enriched learning*

All of our business courses are taught by industry and subject matter experts who apply real world learning to the classes primarily through case study methodology. This integrates an experiential learning approach, however, the non-credit certificate does not require specific practica experience.

***Does the program design include plans for distance education delivery? If yes, provide details.***

This program currently is, and will be, fully available for online delivery as well as face to face term-length classes and intensive courses as demand warrants.

***Identify the program learning outcomes.***

***Program Learning Outcomes - Current***

Students who complete the Certificate in Business Administration (CBA) program will:

- Understand how the various functional business units integrate for success
- Use decision-making and problem-solving frameworks to recommend initiatives in line with strategic goals
- Apply global and ethical perspectives to business strategies and operations
- Understand and describe effective business strategies in a variety of contexts
- Develop and use effective skills, knowledge and competencies in a variety of specialized and functional business disciplines

***Program Learning Outcomes - Updated***

Students who complete the Certificate in Business Administration (CBA) program will:

- Understand and describe how the marketing, finance and organizational functional business units integrate for success
- Use analytical, decision-making and problem-solving frameworks to recommend initiatives in line with strategic goals
- Apply global, cross-cultural and Indigenous perspectives to business strategies, functions and operations
- Apply ethical, social and sustainable responsibility to business strategies, functions and operations
- Understand and describe effective business strategies in a variety of contexts
- Develop and use effective communication, teamwork and analytical skills and competencies in a variety of specialized and functional business disciplines

***Provide anticipated times to completion.***

As per the existing design:

Full-time students will complete the certificate over two semesters

Part-times students may complete the certificate over a ten year window.

***Describe any plans for international or Indigenous opportunities or perspectives.***

The program outcomes and course level outcomes are specifically being enhanced to include cross-cultural, global and Indigenous perspectives.

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

N/A for this existing non-credit certificate

***G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)***

Existing non-credit credential that has seen increases pre-COVID and that enrolments have been stable or positive in course sections through COVID. No financial support needed from outside the unit.

***H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)***

Resource requirements for sessional and adjunct instructors are funded from non-credit registration fees as demand warrants additional section offerings. Revisions to courses will be managed through existing program development renewal and in conjunction with course revisions that will occur through migration to BrightSpace. For non-credit courses this will happen for the May 2021 term.

***I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.***

N/A for this existing non-credit certificate as it is not an undergraduate program.

Similar non-credit certificates exist at a large number of Continuing Studies units within other post-secondary institutions.

***Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix). Attached.***



**Gustavson**  
**School of Business**  
University of Victoria

Office of the Dean  
University of Victoria  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2  
Canada

Tel 250-472-4139  
Fax 250-721-6613  
[gustavson@uvic.ca](mailto:gustavson@uvic.ca)  
[www.uvic.ca/gustavson](http://www.uvic.ca/gustavson)



## MEMO

<b>DATE:</b>	October 20, 2020
<b>TO:</b>	Richard Rush, Program Director Business Management Programs Division of Continuing Studies
<b>FROM:</b>	Saul Klein, Dean
<b>RE:</b>	<b>Curriculum Change for Certificate in Business Administration</b>

Thanks for sharing details of the changes to the CBA. I strongly support them. Moving from a single required course plus seven electives to five required courses plus 3 electives strengthens the CBA significantly.





University  
of Victoria

University  
Secretary

# MEMO

**Date:** December 16, 2020

**To:** Members of Senate

**From:** Carrie Andersen  
University Secretary

**Re: Revisions to the Academic Important Dates**

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As members of Senate recall, at the December 4<sup>th</sup> meeting, Senate approved the revision to the start of the second term of the 2020/2021 Winter Session and the change of dates for the April 2021 final examination period. Due to this change, a number of academic important dates between January and May 2021 previously approved by Senate now require adjustment. These dates are shown in the attached document.

**Recommended motion:**

*That Senate approve the revisions to the Academic Year Important Dates, as outlined in the attached document, for immediate publication in the undergraduate and graduate academic calendars.*

/Attachment

## Academic important dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of [high holy days](#). Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

Classes are cancelled on all statutory holidays and during reading breaks. Administrative offices and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally on a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

### 2020/2021 Academic year

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#### Winter session - second term

##### January 2021

New Year's Day

Friday, January 1st

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University closed

Friday, January 1st until Sunday, January 3rd

---

Senate meets

Friday, January 8th

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Second term classes begin for all faculties

~~Wednesday, January 6th~~ Monday, January 11th

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Last day for course changes in Faculty of Law

~~Thursday, January 14th~~ Thursday, January 21st

---

Last day for 100% reduction of second term fees for standard courses

~~Tuesday, January 19th~~ Sunday, January 24th

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

---

Last day for graduate students to register in a personal leave in second term

~~Tuesday, January 19th~~ Sunday, January 24th

---

Last day for adding courses that begin in the second term

~~Friday, January 22nd~~ Wednesday, January 27th

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Last day for paying second term fees without penalty

Sunday, January 31st

---

##### February 2021

Senate meets

Friday, February 5th

---

Last day for 50% reduction of tuition fees for standard courses

~~Tuesday, February 9th~~ Sunday, February 14th

100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

---

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation

Monday, February 15th

Students completing in the Spring term only

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Family Day

Monday, February 15th

---

Reading Break for all faculties

Monday, February 15th until Friday, February 19th

---

Last day for withdrawing from full year and second term courses without penalty of failure

Sunday, February 28th

---

## March 2021

Senate meets

Friday, March 5th

---

## April 2021

Good Friday

Friday, April 2nd

---

Easter Monday

Monday, April 5th

---

Senate meets

Friday, April 9th

---

Last day of classes for all faculties ~~except Faculty of Law~~

~~Wednesday, April 7th~~ Monday, April 12th

---

~~Last day of class for the Faculty of Law~~

~~Friday, April 9th~~

---

Examinations begin for all faculties ~~except Faculty of Law~~

~~Saturday, April 10th~~ Thursday, April 15th

---

~~Examinations begin for the Faculty of Law~~

~~Monday, April 12th~~

---

Examinations end for all faculties

~~Monday, April 26th~~ Tuesday, April 27th

End of Winter Session

---

## 2021/2022 Official academic year begins

---

### Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

#### May 2021

May - August courses begin for all faculties

Wednesday, May 5th

---

Senate meets

Friday, May 7th

---

May and May-June courses begin

Monday, May 10th

---

Last day for Faculty of Law course changes

Wednesday, May 12th

For more details regarding Summer 2021 Important Dates, see [www.uvic.ca/law/jd/courseregistration/index.php](http://www.uvic.ca/law/jd/courseregistration/index.php)

---

Last day for graduate students to register in a personal leave in summer

Tuesday, May 18th

---

Senate Committee on Academic Standards meets to approve Convocation lists

~~Thursday, May 20th~~ [Thursday, May 27th](#)

---

Victoria Day

Monday, May 24th

---

Fees deadlines for summer

Monday, May 31st

See [undergraduate](#) and [graduate](#) [Add and Drop Dates for Standard Summer Courses](#)

---

#### June 2021

May Courses End

Wednesday, June 2nd

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June Courses Begin

Thursday, June 3rd

---

Spring Convocation

Monday, June 7th until Friday, June 11th

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May-June and June Courses End

Friday, June 25th

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#### July 2021

Canada Day

Thursday, July 1st

---

Reading Break May-August sections only

Thursday, July 1st until Friday, July 2nd

---

July and July-August courses begin

Monday, July 5th

---

Deadline to apply to graduate for Fall Convocation (all faculties)

Thursday, July 15th

---

July courses end

Tuesday, July 27th

---

August courses begin

Wednesday, July 28th

---

Supplemental and deferred examinations for Winter Session 2020-2021 (except for Business and Law courses)

Wednesday, July 28th until Friday, July 30th

---

May-August classes end for all faculties

Friday, July 30th

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## **August 2021**

British Columbia Day

Monday, August 2nd

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May-August examinations begin for all faculties

Tuesday, August 3rd

---

May-August examinations end for all faculties

Thursday, August 19th

---

July-August and August courses end

Friday, August 20th

---

## **Winter session - first term**

### **September 2021**

Labour Day

Monday, September 6th

---

First year registration and opening assembly for Faculty of Law

Tuesday, September 7th

---

First term classes begin for all faculties

Wednesday, September 8th

---

Last day for course changes in Faculty of Law

Thursday, September 16th

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Last day for 100% reduction of tuition fees for standard first term and full year courses

Tuesday, September 21st

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

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Last day for graduate students to register in a personal leave in first term  
Tuesday, September 21st

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Last day for adding courses that begin in the first term  
Friday, September 24th

---

Last day for paying first term fees without penalty  
Thursday, September 30th

---

## **October 2021**

Senate meets  
Friday, October 1st

---

Thanksgiving Day  
Monday, October 11th

---

Last day for 50% reduction of tuition fees for standard courses  
Tuesday, October 12th  
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

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Senate Committee on Academic Standards meets to approve Convocation lists  
Wednesday, October 20th

---

Last day for withdrawing from first term courses without penalty of failure  
Sunday, October 31st

---

## **November 2021**

Senate meets  
Friday, November 5th

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Fall Convocation  
Wednesday, November 10th

---

Reading Break (except Faculty of Law)  
Wednesday, November 10th until Friday, November 12th

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Remembrance Day  
Thursday, November 11th

---

Fall Convocation  
Friday, November 12th

---

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation  
Monday, November 15th  
Students completing in the Fall term only

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## **December 2021**

National Day of Remembrance and Action on Violence Against Women

Friday, December 3rd

Classes and exams cancelled from 11:30 am - 12:30 pm

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Senate meets

Friday, December 3rd

---

Last day of classes in first term for all faculties

Friday, December 3rd

---

First-term examinations begin for all faculties

Monday, December 6th

---

Undergraduate deadline to apply to graduate for Spring Convocation

Wednesday, December 15th

---

First term examinations end for all faculties

Monday, December 20th

---

Christmas Day

Saturday, December 25th

---

University closed

Saturday, December 25th until Monday, January 3rd

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Boxing Day

Sunday, December 26th

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## **Winter session - second term**

### **January 2022**

New Year's Day

Saturday, January 1st

---

University closed

Saturday, January 1st until Monday, January 3rd

---

Senate meets

Friday, January 7th Wednesday, January 6th

---

Second term classes begin for all faculties

Monday, January 10th

---

Last day for course changes in Faculty of Law

Thursday, January 20th

---

Last day for 100% reduction of second term fees for standard courses

Sunday, January 23rd

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

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Last day for graduate students to register in a personal leave in second term  
Sunday, January 23rd

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Last day for adding courses that begin in the second term  
Wednesday, January 26th

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Last day for paying second term fees without penalty  
Monday, January 31st

---

## **February 2022**

Senate meets  
Friday, February 4th

---

Last day for 50% reduction of tuition fees for standard courses  
Sunday, February 13th  
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate](#) Course [add and drop dates](#).

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Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation  
Sunday, February 15th  
Students completing in the Spring term only

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Family Day  
Monday, February 21st

---

Reading Break for all faculties  
Monday, February 21st until Friday, February 25th

---

Last day for withdrawing from full year and second term courses without penalty of failure  
Monday, February 28th

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## **March 2022**

Senate meets  
Friday, March 4th

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## **April 2022**

Senate meets  
Friday, April 1st

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Last day of classes for all faculties  
Thursday, April 7th

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Examinations begin for all faculties  
Monday, April 11th

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Good Friday  
Friday, April 15th

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Easter Monday  
Monday, April 18th

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Examinations end for all faculties  
Friday, April 29th  
End of Winter Session

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