



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 3, 2023 at 3:30 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

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

1. APPROVAL OF THE AGENDA ACTION

2. MINUTES ACTION

a. February 3, 2023 (SEN-MAR 3/23-1)

Motion: That the minutes of the open session of the meeting of the Senate held on February 3, 2023 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 – Yasmine Kandil, Chair

i. Clarifications to the Graduate Calendar section on Results of Oral Examinations (SEN-MAR 3/23-2) **ACTION**

Motion: That Senate approve the revisions to the Results of Oral Examinations (Dissertations and Theses) regulation in the Graduate Academic Calendar effective September 1, 2023.

- ii. Final Examination Conflict and Hardship Regulation – Revision to the Academic Calendars (**SEN-MAR 3/23-3**) **ACTION**

Motion: That Senate approve the Final Examination Conflict and Hardship Regulation in the Academic Calendars effective September 1, 2023.

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

- i. 2021/2022 Annual Report (**SEN-MAR 3/23-4**) **INFORMATION**

- c. Senate Committee on Awards – Maureen Ryan, Chair

- i. New and Revised Awards (**SEN-MAR 3/23-5**) **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:

- Clearihue Bursary* (Revised)
- Laura Carberry Scholarship in Fine Arts* (New)
- Laura Carberry Scholarship in Business* (New)
- Hargrove Award for Science and Service (Revised)
- Hoelscher Family Award (New)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- RPIA ACE Finance Award for BIPOC Students (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- Marilynne Convey Scholarship* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Undergraduate Award in Indigenous Language Revitalization (Revised)
- Kim and Welch Theatre Student Scholarship* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)
- Skeena Award in Creative Writing (Revised)
- Sarah D. Bakony Memorial Scholarship (Revised)
- Dr. Leo Bakony Memorial Scholarship (Revised)
- Kathy Bakony Scholarship in Art History and Visual Studies (New)
- UVic International Women's Achievement Scholarship (New)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous

- Language Revitalization (Revised)
- Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Dave Barrett Scholarship (New)
- L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)
- L. E. Frances Druce Collaborative Piano Graduate Prize* (Revised)

** Administered by the University of Victoria Foundation*

d. Senate Committee on Planning – Elizabeth Adjin-Tettey, Chair

- i. Proposal to establish a Minor in Applications of Psychology and Leadership (**SEN-MAR 3/23-6**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor in Applications of Psychology and Leadership, as described in the document “Minor in Applications of Psychology and Leadership”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

The proposal must be submitted to the Secretariat of the Ministry of Post-Secondary Education and Future Skills for approval after Board of Governors approval.

- ii. Proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options (**SEN-MAR 3/23-7**) **ACTION**

Motion: That Senate approve the proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options, as described in the document “Master of Nursing: APL and NUED thesis option” effective September 2023.

- iii. Proposed changes to the Master of Nursing Nurse Practitioner program **(SEN-MAR 3/23-8)** **ACTION**

Motion: That Senate approve the proposed changes to the Master of Nursing Nurse Practitioner program, as described in the document “MN/NP Program – Changes in course sequencing & combining two old courses into one new course” effective September 2023.

- iv. Proposal to establish a Certificate in Nursing Education **(SEN-MAR 3/23-9)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Certificate in Nursing Education, as described in the document “Certificate in Nursing Education” effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- v. Proposed change to the Master of Arts in Cultural, Social and Political Thought program **(SEN-MAR 3/23-10)** **ACTION**

Motion: That Senate approve the proposed change to the Master of Arts in Cultural, Social and Political Thought program, as described in the document “Cultural, Social and Political Thought (CSPT) MA Degree Change” effective September 2023.

- vi. Proposal to establish a Staged Voice stream in the existing Master of Music Performance Option **(SEN-MAR 3/23-11)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Staged Voice stream in the existing Master of Music Performance Option, as described in the document “Master’s in Music Performance – Staged Voice” effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- vii. Proposed changes to the Honours program in French and Francophone Studies **(SEN-MAR 3/23-12)** **ACTION**

Motion: That Senate approve the proposed changes to the Honours program in French and Francophone Studies, as described in the document “Changes to the Honours Program in French and Francophone Studies” effective September 2023.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

- a. Enrolment projections for 2023/24 (SEN-MAR 3/23-13) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,648 FTE for the 2023/24 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

9. OTHER BUSINESS

- a. Updates on Indigenous Plan renewal process (SEN-MAR 3/23-14) **INFORMATION**

- b. 10-Year Sessional Calendar (SEN-MAR 3/23-15) **ACTION**

Motion: That Senate approve the 2022-2032 10-Year Sessional Calendar.

- c. Revisions to the Academic Important Dates (SEN-MAR 3/23-16) **ACTION**

Motion: That Senate approve the revisions to the Academic Important Dates to include September 30th, the National Day for Truth and Reconciliation effective immediately.

- d. 2023/2024 Senate Meeting Dates (SEN-MAR 3/23-17) **ACTION**

Motion: That Senate approve the 2023/2024 Senate Meeting Dates and Other Important Dates.

- e. Re-appointments of the Orators for the University of Victoria
(SEN-MAR 3/23-18)

ACTION

Motion: That Senate re-appoint the following as Orators for a 3-year term beginning January 1, 2023 and ending December 31, 2025:

- John Archibald
- Aaron Devor
- Sudhakar Ganti
- Helga Hallgrímsdóttir
- Valerie Irvine
- Grace Wong Sneddon

Motion: That Senate re-appoint the following as Orators for a 3-year term beginning July 1, 2023 and ending June 30, 2026:

- John Dower
- Christina Kieka Mynhardt
- Monica Prendergast
- Michael Prince
- Brock Smith

- f. Honorary Degree Nominations

INFORMATION

- g. Declaration of Senate Vacancies

INFORMATION

10. ADJOURNMENT



Meeting of Senate
February 3, 2023

MINUTES

A meeting of the Senate of the University of Victoria was held on February 3, 2023 at 3:32 p.m. in the Senate and Board Chambers, Jamie Cassels Centre, Room A180.

1. APPROVAL OF THE AGENDA

That the agenda be approved as circulated.

2. MINUTES

a. January 6, 2023

Motion: (R. Hancock/A. Brolo)

That the minutes of the open session of the meeting of the Senate held on January 6, 2023 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall began his report honouring the memory of Dr. Charles Elliott, Temosen-THUT (Teh-Moss-en-thut), of the Tarslip First Nation who had recently passed away. Temosen-THUT's work is celebrated worldwide with his carvings installed across campus and his prints as a significant part of the Legacy Art Gallery's collection. Temosen-THUT was inducted into the Order of British Columbia in 2005, the Royal Canadian Academy of Arts in 2013, and was most recently awarded an honorary degree of Doctor of Fine Arts Honoris Causa just last year.

K. Hall reminded Senate that February was Black History month. He noted that the university was a signatory of the Scarborough Charter and that UVic was ahead of many post-secondary peers regarding the newly launched Equity Action Plan. However, he recognized there was more work to do on our campus concerning racism, especially given that issues of race-based violence are still alive in our society.

K. Hall reported on the recent visit of Premier Eby and seven Members of the Legislative Assembly. The group enjoyed a tour of campus with a trip to the new Student Housing and Dining building, the First Peoples House, the construction of the National Centre for Indigenous Laws in the Fraser building, the Ian Stewart Complex development opportunities, and the UVic Child Care Centre.

In celebration, K. Hall noted that UVic had been named as one of Forbes top 25 employers across Canada for 2023 from among over 300 institutions with over 500 employees. He also announced that the Vikes Cheer Club had won top place in the World Cheer Championships with head coach Katie Bell at the ICU University World Cheer Championships in Orlando, Florida.

Finally, K. Hall reported that Ian Manners, professor and Canada 150 Research Chair, has won the E.W.R Steacie Award. He also reminded Senate of the REACH awards to be awarded on February 16, 2023. These awards recognize and honour extraordinary teachers and researchers who make a vital impact at UVic. He noted that as he read through the award categories and corresponding winners, he was amazed by the breadth of talent across the campus.

b. Review of draft strategic plan

K. Hall outlined the engagement across campus and the different positions on the draft strategic plan. In addition, he provided highlights on the aspirational themes which spoke to the five underlying plans recently launched and those currently under development, such as Aspiration 2030, Climate Sustainability and Action Plan 2030, the Equity Action Plan, the Indigenous Plan, and the Global Engagement Plan.

A Senator asked if the initial questions regarding what the university will look like in the future were helpful in this current draft. K. Hall reported on the diversity of the student body, the technological impacts on teaching, and the university's role in solving social problems and engagement in communities were all part of this initial exploration and fed into the document before Senate.

Another Senator noted their appreciation of the relationality-based plan and stated the hope that there would be resources put in place for Indigenous colleagues who are already stretched beyond their limits. K. Hall acknowledged that this was in need of a resolution and cited the new Indigenous Plan, the new Faculty Collective Agreement and the continuing support of the Vice-President Indigenous office in doing this work.

Finally, a Senator wondered about the ways in which goal-setting measurements would be tackled. K. Hall stated that there is a need to improve the data collected across the institution, and this was a priority, especially in areas of diversity and inclusivity. This priority work would help in the requirement for the key performance indicators in the strategic plan.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards

i. New and Revised Awards

On behalf of the Chair of the Senate Committee on Awards, Rishi Gupta introduced the listing of new and revised awards.

A Senator noted the distinction between “liturgy” and “liturgies” of the Roman Catholic Church regarding the Florence Gertrude McConnell Award in Music. R. Gupta thanked the Senator and noted the revision.

Motion: (R. Gupta/J. Salem)

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:

- Campus Dental Centre Award (Revised)
- Fred L. Martens Scholarship* (Revised)
- Capstone Scholarship* (Revised)
- Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences* (Revised)
- W.A.C. Bennett Scholarship* (Revised)
- Caroline Monahan Scholarship (New)
- Del Meidinger Travel Scholarship (New)
- Satir-Banmen-Lum Counselling Psychology Scholarship (New)
- F. W. Benton Memorial Award* (Revised)
- Dr. Jack and Verna Miller Indigenous Athletics Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Malcolm Fernandes Memorial Award (New)
- JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
- Dr. Frank Parnell Memorial Award (New)
- Harry Schamhart Vikes Men's Hockey Award* (New)
- Faculty of Humanities Travel and Learning Scholarship (New)
- Florence Gertrude McConnell Award in Music* (Revised)
- Rosamund Dashwood Memorial Award in Dramatic Writing* (Revised)
- Katharine Church Zuill Award in Nursing* (Revised)

** Administered by the University of Victoria Foundation*

CARRIED

b. Senate Committee on Curriculum

i. 2023/2024 Cycle 1 Curriculum Submissions

Adam Con, Chair of the Senate Committee on Curriculum, introduced the proposal.

Motion: (R. Hicks/M. Laidlaw)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2023-2024 academic calendar, effective May 1, 2023.

CARRIED

Regarding the authorization of small changes, a Senator inquired about the process by which these judgements are made. A. Con referred to the Calendar Submissions Policy (AC1120) which guides the committee on these decisions.

Motion: (R. Hicks/N. Hope Tucker)

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

CARRIED

c. Senate Committee on Planning

i. Proposal to establish a certificate in Transformative Climate Action

Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning, introduced the proposal.

A Senator asked if there was any consideration for allowing a student to use this program for accreditation with professional organizations. Karena Shaw, Associate Professor in the School of Environmental Studies, noted the intention to work with the United Nations Institute of Training and Research (UNITAR) and the International Training Centre for Authorities and Leaders (CIFAL), as well as other professional organizations in the future.

Motion: (D. Curran/H. Brown)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a certificate in Transformative Climate Action, as described in the document "Certificate in Transformative Climate Action" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

ii. Proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics

E. Adjin-Tettey introduced the proposal. There were no questions.

Motion: (M. Laidlaw/A. Brolo)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics, as described in the document "Applied Mathematics Option" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

iii. Proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program

E. Adjin-Tettey introduced the proposal.

In recognition of the program's value, a Senator asked if there was a plan to extend the program beyond Elementary Education. Todd Milford, Associate Professor in Science Education and Research Methodologies, replied that this was a specific initiative funded by the Ministry of Education. However, he also noted that there is a plan to expand the program.

Motion: (G. Voss/S. Hundza)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program, as described in the document "Francophone and French Immersion Cohort Post-Degree Program Elementary B.Ed." effective September 2023.

CARRIED

iv. Proposal to establish a Bachelor of Arts in Indigenous Language Proficiency

E. Adjin-Tetty introduced the proposal.

Referring to the document, a Senator asked why there seemed to be a reliance on sessional instructors. Ted Riecken, Professor, Social Studies in Curriculum and Instruction, replied that these individuals had Indigenous language expertise that was not covered by existing faculty. Onowa Mclvor, Professor Indigenous Education, explained the sessional instructor requirements for the program.

Motion: (R. Hancock/D. Curran)

That Senate approve and recommend to the Board of Governors that it also approve the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency, as described in the document "Bachelor of Arts in Indigenous Language Proficiency" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be approved by the Secretariat of the Ministry of Post-Secondary Education and Future Skills.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

Elizabeth Croft, Vice-President Academic and Provost, provide members of Senate with an update on key initiatives from her office. She followed up on the conversation at a previous Senate meeting regarding grade inflation. E. Croft noted that the issue had been raised at Dean's Council, where the need to empower Chairs and Directors on Faculty grading principles was discussed. She also stated that a benchmarking exercise was completed and determined that the UVic grading schema was in line with other institutions.

E. Croft also noted a variety of other initiatives currently underway in her office, such as an investigation on the ways in which the university might address ChatGPT, alignment with the provincial accessibility legislation, the rebuilding of enrolment through scholarships and recruitment agencies, and opening of the Langford WestShore Campus for 2024.

A Senator asked about the accessibility legislation's impact on teaching. Helga Hallgrímsdóttir, Acting Deputy Provost, noted that the project was beginning and would be a long-term, iterative process to create an access-centred culture on campus. K. Hall added that while the province passed this accessibility legislation for post-secondary institutions, this did not come with funding.

Regarding ChatGPT, a Senator expressed the importance of educating instructors on the program. E. Croft agreed and replied that there was an aim to provide educational workshops over the coming summer months.

Another Senator inquired about the intentions for the Ian Stewart building project. K. Hall replied that the project was still in the early stages and Senate would be advised as progress is made. Concerning the development of Ian Stewart, a Senator suggested the need for additional childcare as an option.

9. OTHER BUSINESS

a. Academic Important Dates

Ada Saab, Associate University Secretary, introduced the revisions, noting that the university was still waiting for direction from the Provincial Government as to whether September 30 would be an official statutory holiday. However, she advised that should that be the decision plans were in place to adjust as necessary.

An inquiry on why the university couldn't declare September 30 as a campus closure without a provincial decision, K. Hall responded that this was not possible as a public post-secondary institution.

Motion: (N. Hope Tucker/A. Kuklev)

That Senate approve the Academic Important Dates for the period May 2024 through December 2024 for submission to the May 2023 undergraduate and graduate academic calendar publications.

CARRIED

There being no other business the meeting was adjourned at 4:28 p.m.

Senate Meeting February 3, 2023

SEN-MAR 3/23-1

| Name | In Attendance | Regrets | | Page 7 of 8 Position |
|--------------------------|---------------|---------|---|--|
| Adjin-Tetty, Elizabeth | X | | A/Associate Vice-President Academic Planning | By Invitation |
| Andersen, Carrie | X | | University Secretary | Secretary of Senate |
| Anyaeibunam, Chekwube | X | | Student Senator | Elected from the student societies |
| Bengtson, Jonathan | | X | University Librarian | Ex officio |
| Bonnieux, Justin | X | | Student Senator | Elected from the student societies |
| Brolo, Alexander | | | Faculty of Science | Elected by the Faculty |
| Brown, Hannah | X | | Student Senator | Elected from the student societies |
| Buller, Marion | X | | Chancellor | Ex officio |
| Campbell, Erin | | X | Faculty of Fine Arts | Elected by the faculty members |
| Clarke, JoAnne | | | Dean, Division of Continuing Studies | Ex officio |
| Croft, Elizabeth | X | | Vice-President Academic and Provost | Ex officio |
| Curran, Deborah | X | | Faculty of Law | Elected by the Faculty |
| Devor, Aaron | X | | Faculty of Social Sciences | Elected by the faculty members |
| Diether, Kelly | X | | Convocation Senator | Elected by the convocation |
| Dunsdon, Jim | X | | Associate Vice-President Student Affairs | By Invitation |
| Emery Ree | | | Student Senator | Elected from the student societies |
| Friedland, Matsuko | | X | Student Senator | Elected from the student societies |
| Garcia-Barrera, Mauricio | | X | Faculty of Graduate Studies | Elected by the Faculty |
| Grewal, Ashmita | X | | Student Senator | Elected from the student societies |
| Gupta, Rishi | X | | Faculty of Engineering and Computer Science | Elected by the Faculty |
| Hall, Kevin | X | | President and Vice-Chancellor | Chair of Senate |
| Hallgrimsdottir, Helga | X | | Acting Vice- Provost | By invitation |
| Hancock, Rob | X | | Faculty of Social Sciences | Elected by the Faculty |
| Harder, Lois | X | | Dean, Faculty of Social Sciences | Ex officio |
| Harding, Catherine | X | | Faulty of Fine Arts | Elected by the Faculty |
| Hicks, Robin | X | | Dean, Faculty of Graduate Studies | Ex officio |
| Hier, Sean | | | Faculty of Social Sciences | Elected by the faculty members |
| Hof, Fraser | | | Faculty of Science | Elected by the faculty members |
| Hoorfar, Mina | X | | Dean, Faculty of Engineering and Computer Science | Ex officio |
| Hope Tucker, Nathaniel | X | | Student Senator | Elected from the student societies |
| Huang, Li-Shih | X | | Faculty of Humanities | Elected by the faculty members |
| Hundal, Navinder | X | | Student Senator | Elected from the student societies |
| Hundza, Sandra | X | | Faculty of Education | Elected by the Faculty |
| Itamunoala, Belema | X | | Student Senator | Elected from the student societies |
| Jeffery, Donna | X | | Faculty of Human and Social Development | Elected by the faculty members |
| Jensen, Alannah | | | Student Senator | Elected from the student societies |
| Kalynchuk, Lisa | X | | Vice-President Research and Innovation | Ex officio |
| Kaur, Anureet | | | Student Senator | Elected from the student societies |
| Kelly, Erin | X | | Faculty of Humanities | Elected by the faculty members |
| Kerr, Tom | X | | Student Senator | Elected from the student societies |
| Klein, Saul | | X | A/Dean, Peter B. Gustavson School of Business | Ex officio |
| Koch, Matthew | X | | Continuing Sessional | Elected by the Continuing Sessionals |
| Kuklev, Artem | X | | Student Senator | Elected from the student societies |
| Kurki, Helen | X | | Faculty of Social Sciences | Elected by the Faculty |
| Laidlaw, Mark | X | | Faculty of Science | Elected by the Faculty |
| Lepp, Annalee | X | | Dean, Faculty of Humanities | Ex officio |
| Lindgren, Allana | | X | Dean, Faculty of Fine Arts | Ex officio |
| Loock, Peter | X | | Dean, Faculty of Science | Ex officio |
| Marks, Lynne | X | | Faculty of Humanities | Elected by the Faculty |
| McDonough, Graham | X | | Faculty of Education | Elected by the Faculty |
| McGregor, Catherine | X | | A/Dean, Faculty of Education | Ex officio |
| Minshall, Simon | X | | Faculty of Human and Social Development | Elected by the Faculty |
| Mucina, Devi | X | | Faculty of Human and Social Development | Elected by the Faculty |
| Mukhopadhyaya, Phalguni | X | | Faculty of Engineering and Computer Science | Elected by the faculty members |
| Nair, Sudhir | X | | Peter B. Gustavson School of Business | Elected by the Faculty |
| Napoleon, Val | | | A/Dean, Faculty of Law | Ex officio |
| Navarro, Julio | X | | Faculty of Science | Elected by the faculty members |
| Newcombe, Andrew | | X | Faculty of Law | Elected by the Faculty |
| Peta, Liam | X | | Student Senator | Elected from the student societies |
| Raiwal, Joban | X | | Student Senator | Elected by the student societies |
| Russell, Carolyn | | | Convocation Senator | Elected by the convocation |
| Saab, Ada | X | | Associate University Secretary | By Invitation |
| Salem, Joseph | X | | Faculty of Fine Arts | Elected by the Faculty |
| Shi, Yang | X | | Faculty of Engineering and Computer Science | Elected by the Faculty |
| Smith, Brock | | | Peter B. Gustavson School of Business | Elected by the Faculty |
| Stewart, Kenneth | | | Faculty of Social Sciences | Elected by the faculty members |
| Stinson, Danu | X | | Faculty of Graduate Studies | Elected by the Faculty |
| Taylor, Wendy | X | | Acting Registrar | By Invitation |
| Voss, Graham | X | | Faculty of Social Sciences | Elected by the faculty members |
| Walde, Paul | X | | Faculty of Fine Arts | Elected by the faculty members |
| Walshaw, Jill | X | | Faulty of Humanities | Elected by the Faculty |
| Wang, Alivia | X | | Convocation Senator | Elected by the convocation |
| Warburton, Rebecca | X | | Convocation Senator | Elected by the convocation |
| White, Jennifer | X | | A/Dean, Faculty of Human and Social Development | Ex officio |
| Wilson, Lara | X | | Professional Librarian | Elected by the Professional Librarians |
| Wright, Bruce | X | | Head, Division of Medical Sciences | Additional Member |
| Wu, David | | | Student Senator | Elected from the student societies |

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective January 1, 2023EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/24)
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic & Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 A/Dean, Peter B. Gustavson School of Business: Saul Klein
 A/Dean of Education: Catherine McGregor
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: Jo-Anne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 A/Dean of HSD: Jennifer White
 A/Dean of Law: Val Napoleon
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)

EDUC: Sandra Hundza (30/6/23)
 Graham McDonough (30/6/25)

ENGR : Rishi Gupta (30/6/25)
 Yang Shi (30/6/23)

FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)

GRAD: Mauricio Garcia-Barrera (30/6/23)
 Danu Stinson (30/6/25)

HSD: Simon Minshall (30/6/25)
 Devi Mucina (30/6/24)

HUMS: Lynne Marks (30/6/24)
 Jill Walshaw (30/6/25)

LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/23)

SCIE: Alexander Brolo (30/6/23)
 Mark Laidlaw (30/6/23)

SOSC: Robert Hancock (30/6/24)
 Helen Kurki (30/6/23)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/23)
 Aaron Devor (SOSC) (30/6/23)
 Sean Hier (SOSC) (30/6/24)
 Fraser Hof (SCIE) (30/6/23)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/25)
 Erin Kelly (HUM) (30/6/24)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Julio Navarro (SCIE) (30/6/23)
 Kenneth Stewart (SOSC) (30/6/23)
 Graham Voss (SOSC) (30/6/24)
 Paul Walde (FINE) (30/6/23)

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

Chekwube Anyaegbunam (GRAD) (30/6/23)
 Justin Bonnieux (SOSC) “
 Hannah Brown (GRAD) “
 Ree Emery (EDUC) “
 Matsuko Friedland (HSD) “
 Ashmita Grewal (HSD) “
 Nathaniel Hope Tucker (SOSC) “
 Navinder Hundal (SCIE) “
 Tamunobelema Itamunoala (GRAD) “
 Alannah Jensen (LAW) “
 Anureet Kaur (HUMS) “
 Tom Kerr (BUSI) “
 Artem Kuklev (SOSC) “
 Liam Peta (SOSC) “
 Joban Raiwal (ENGR) “
 David Wu (FINE) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Carolyn Russell (30/06/24)
 Alivia Wang (30/06/24)
 Rebecca Warburton (30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:
 Lara Wilson (30/06/24)
 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 Deputy Provost: Helga Hallgrímsdóttir
 Assoc. VP Student Affairs: Jim Dunsdon
 A/Assoc. VP Academic Planning: Elizabeth Adjin-Tetty
 A/Registrar: Wendy Taylor
 Associate University Secretary: Ada Saab



Date: February 14, 2023
To: Senate
From: Senate Committee on Academic Standards
Re: **Clarifications to the Graduate Calendar section of Results of Oral Examinations**

At its meeting on February 8, 2023, the Senate Committee on Academic Standards considered and approved a proposal on revisions to the Results of Oral Examinations (Dissertations and Theses) regulation in the Graduate Academic Calendar.

Recommended motion:

That Senate approve the revisions to the Results of Oral Examinations (Dissertations and Theses) regulation in the Graduate Academic Calendar effective September 1, 2023.

Respectfully submitted,

2022/2023 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts
Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic and Planning
Deborah Berman, UVSS representative
Steve Evans, VPAC's nominee
Kayleigh Francis, GSS representative
Matsuko Friedland, Student Senator
Andrea Giles, Executive Director, Coop Education and Career Services
Rob Hancock, Faculty of Social Sciences
Tim Haskett, Faculty of Humanities
Sabrina Jackson, Associate Registrar
Artem Kuklev, Student Senator
Devi Mucina, Faculty of Human and Social Development
Tania Muir, Division of Continuing Studies
Julio Navarro, Faculty of Science
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Tim Pelton, Faculty of Education
Yang Shi, Faculty of Engineering and Computer Science
Danu Stinson, Faculty of Graduate Studies
Wendy Taylor, Acting Registrar
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary

Clarifications to the Graduate Calendar section on Results of Oral Examinations

February 2023

The consistent adjudication of final oral examinations for the doctoral and thesis-based masters degrees is central to the integrity of the credentials. The descriptions of the possible outcomes to a final oral examination given in the Graduate Calendar have been applied at UVic successfully for a number of years; however, while no fundamental change is proposed, ambiguities in the outcomes have on occasion led to disagreements among members of the examining committee.

The Faculty of Graduate Studies proposes to add clarifying language to each outcome, Appendix 1. In summary:

- i) The title of the section has been changed from “Decision” to “Outcome” to match common usage.
- ii) Added how the the guidelines are applied to students supervised by a Co-Equal Supervisory Committee.
- iii) The use of the Chair’s report to record the formal outcome has been added to each section.
- iv) A definition, including examples, has been added for **Editorial changes**, and **Minor** and **Major Revision**.
- v) A list of necessary “ACTIONS” to be taken by members of the examining committee has been added to each section. These include additions to Editorial changes and to Minor and Major Revision that have not previously been documented, but which do describe the current process.
- vi) A few subsections have been reordered somewhat to improve readability.
- vii) Small revisions to word choice and style have been made to achieve consistency with other policies.

Appendix 1. *Proposed revisions to the Graduate Calendar section on **Results of Oral Examinations (Dissertations and Theses)**, with existing language on the left and proposed language on the right. Text proposed to be deleted has been crossed out on the left and text proposed to be inserted underlined on the right. For ease of comparison, space has been inserted between sections on the left side to maintain alignment.*

| Results of oral examinations (Dissertations and Theses) | Results of oral examinations (Dissertations and Theses) |
|---|--|
| <p>Decision</p> <p>The decision of the examining committee shall be based on the content of the dissertation or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend one of the following results:</p> <p>1. That the dissertation or thesis is acceptable as presented and the oral defense is acceptable.</p> <p>The Chair of the academic unit and the student’s primary supervisor shall sign the academic unit’s Letter of Recommendation. In addition, all members of the examining committee shall sign the Dissertation/Thesis Approval Form.</p> | <p><u><i>In the case where the student is supervised at the time of the examination by a Co-Equal Supervisory Committee, for the purposes of determining the Outcome of the Oral Examination and for oversight of any revision, the “Primary Supervisor” shall be that member of the supervisory committee named as the Primary Contact with the Faculty of Graduate Studies.</i></u></p> <p>Outcome</p> <p>The decision of the examining committee shall be based on the content of the dissertation or thesis as well as the <u>student's</u> ability to defend it. At the conclusion of the examination, the committee shall recommend one of the following results:</p> <p>1. The dissertation or thesis is acceptable as presented <u>or, at most, subject to Editorial changes, and the oral defence is acceptable.</u></p> <p><u><i>Editorial changes include any revision that does not substantively alter the content or argument of the written work, such as correction of typographical or punctuation errors, adjusting the pagination, or moving figures or tables to be proximal to the textual reference.</i></u></p> |

2. ~~That the dissertation or thesis is acceptable subject to minor revision and the oral defense is acceptable.~~

~~In this case, all members of the examining committee except the primary supervisor shall sign the Letter of Recommendation and at the end of the examination work together to draw up a list of revisions. The primary supervisor will approve the dissertation or thesis when it has been amended in accordance with the committee's list of revisions. In addition, all members of the examining committee shall sign the Thesis/Dissertation Approval Form.~~

ACTIONS:

- i) All members of the examining committee sign the Thesis/Dissertation Approval Form (brought to examination by the Primary Supervisor) and the Chair's Report.
- ii) The Primary Supervisor shall review and approve all editorial changes.
- iii) The Chair of the academic unit and the student's Primary Supervisor shall sign the academic unit's Letter of Recommendation.

2. The dissertation or thesis is acceptable subject to Minor revision and the oral defence is acceptable.

Minor revisions are more than correction of typographical or punctuation errors. Typical examples of Minor revisions include clarification of textual material, the qualification of research findings or conclusions, the addition of supplemental bibliographic references and their acknowledgement in the primary text, or minor additions that improve the reading and understanding of the dissertation or thesis.

ACTIONS:

- i) All members of the examining committee sign the Chair's Report.
- ii) All members of the examining committee except the Primary Supervisor sign the Thesis/Dissertation Approval Form.
- iii) The Chair ensures that all members of the examining committee forward or commit to forwarding their corrections to the Primary Supervisor and/or student. This shall usually take the form of a written list or an annotated dissertation or thesis from each member.
- iv) The Primary Supervisor is responsible for ensuring that the revisions are satisfactorily completed. In the case where the committee members' suggested minor revisions are not in agreement, the Primary Supervisor shall determine the appropriate revision to be made with deference given, if possible, to the external examiner's revisions.
- v) The Primary Supervisor signs the Thesis/Dissertation Approval Form and the Letter of Recommendation when the dissertation or thesis has been revised to meet the committee's requirements.

3. ~~That~~ the dissertation or thesis is acceptable subject to major revision and the oral defense is acceptable.

After consultation with the candidate, the maximum length of time permitted for the revision shall be set by majority vote of the committee, but shall not exceed one year from the date of the oral examination. A detailed and complete list of the necessary revisions shall be set by majority vote of the examining committee and given to the student at the conclusion of the examination. The primary supervisor shall oversee the revision of the dissertation or thesis. If the primary supervisor finds the revisions have met the requirements agreed at the examination, the primary supervisor shall distribute the thesis or dissertation to the remaining members of the examining committee. If it is acceptable to the committee, the primary supervisor shall ensure that each committee member signs the approval documents including the Dissertation/Thesis Approval Form.

3. The dissertation or thesis is acceptable subject to Major revision and the oral defence is acceptable

Major revisions are those of sufficient scope to warrant further review of the thesis or dissertation by the entire examining committee.

A few examples of when a dissertation or thesis is acceptable subject to major revisions and the oral examination is acceptable include:

- the student has convinced the examining committee of the validity of the research results during the oral examination but has failed substantively to express this in the dissertation or thesis, and the dissertation or thesis must be restructured.
- the dissertation or thesis requires that substantive revisions or additional new work be undertaken to meet the standard expected of the credential sought.

Note that while Major revision may include any number of minor revisions, a large number of minor revisions do not in themselves constitute Major revision.

ACTIONS:

- All members of the examining committee sign the Chair's Report.
- No one on the examining committee signs the Thesis/Dissertation Approval Form at the examination.
- After consultation with the student, the maximum length of time permitted for the revisions (not to be less than 12 weeks and not to exceed one year) shall be set by majority vote of the committee. In the case where no recommendation receives a majority, the longest proposed time limit shall be accepted.
- The general nature of each necessary revision shall be set, one at a time, by majority vote of the committee. In the case of a tied vote, the requested revision shall be deemed necessary. The final list of necessary revisions must be provided to the student at the conclusion of the examination. No examiner may later require any further revision to the dissertation or thesis.
- The Primary Supervisor oversees all revisions, and may seek the advice of other members of the examining committee, as appropriate.

4. ~~That the examination be "adjourned".~~

This result should not be confused with failure (see 5. Failure, below). Adjournment may be called for three different types of circumstances:

- a. A sudden illness or emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the exam to be prematurely terminated (such as fire alarm, power failure or ~~natural disaster~~); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

When an examination is adjourned for these types of circumstances, the chair shall make a written report to the Dean of Graduate Studies within three (3) working days of the date of the oral examination. ~~After reviewing these reports~~ the Dean will set a date for reconvening the

- vi) When the Primary Supervisor agrees that the **necessary revisions** to the dissertation or thesis have been made and are complete, the Primary Supervisor shall distribute the revised dissertation or thesis to the rest of the examining committee without unnecessary delay and at least 4 weeks before the expiration of the time limit for revision.
- vii) Once the entire committee agrees that the **necessary revisions** have been made and are complete, the Primary Supervisor ensures that each member signs the Thesis/Dissertation Approval Form.
- viii) If the time limit for revision has expired and two or more members of the examination committee do not agree that the **necessary revisions** to the dissertation or thesis have been made and are complete, the student will not be recommended for the degree (see 5. Failure, below).
- ix) If the time limit for revision has expired and one and only one member of the examination committee does not agree that the **necessary revisions** to the dissertation or thesis have been made and are complete, the Dean of Graduate Studies will sign for the single member opposed.
- x) Once the Thesis/Dissertation Approval form has been signed, the head of the academic unit and the student's Primary Supervisor sign the Letter of Recommendation.

4. The examination is Adjourned

This result should not be confused with Failure (see 5. Failure, below). Adjournment may be called for three different types of circumstances:

- a. A sudden illness or personal emergency that does not allow for the examination to be completed; an external environmental situation arises that forces the examination to be prematurely terminated (such as fire alarm, power failure, or civil emergency); or when the technology being used breaks down and cannot be repaired in time to continue the examination.

ACTIONS:

- i) All members of the examining committee sign the Chair's Report.
- ii) The Chair shall make a written report to the Dean of Graduate Studies within three (3)

examination. The date for reconvening shall be no later than six months from the date of the first examination.

- b. ~~Where the external examiner casts the lone dissenting vote. When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.~~

- c. ~~Where the thesis is acceptable but the student has failed the oral defense. When an examination is adjourned for this circumstance, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination. After reviewing these reports the Dean will set a date for reconvening the examination. The Dean shall also determine whether or not the composition~~

working days of the date of the oral examination.

- iii) The Dean of Graduate Studies shall set a date for reconvening the examination, which shall occur without unnecessary delay and no later than six months from the date of the first examination.
- iv) The student may not revise the dissertation or thesis before the reconvened examination.
- b. The external examiner casts the lone vote against finding acceptable EITHER dissertation or thesis OR the oral examination.

ACTIONS:

- i) All members of the examining committee sign the Chair's Report.
- ii) Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.
- iii) The Dean of Graduate Studies will set a date for reconvening the examination which, while taking into account that a new external examiner may need to be secured, shall nevertheless be no later than six months from the date of the first examination.
- iv) The Dean shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.
- v) The student, with the permission and advice of the supervisory committee, may choose to revise the dissertation or thesis before resubmitting the document for examination. ***In this case, the student must submit a new Request for Oral Examination in order to attest that the supervisory committee has approved all revisions.***
- c. The thesis is acceptable but the student has failed the oral defence.

ACTIONS:

- i) All members of the examining committee sign the Chair's Report.
- ii) Each member of the examining committee shall make a written report to the Dean of Graduate Studies within 10 working days of the date of the oral examination.

of the original committee is appropriate for the reconvened examination. ~~The date for reconvening shall be no later than six months from the date of the first examination.~~

5. Failure.

If two or more members of the examining committee are opposed to ~~passing the student~~, the student will not be recommended for the degree. ~~In this case, the committee shall make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for this decision.~~ A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies regarding the appropriate procedures.

A ~~candidate~~ who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same academic unit and will receive a failing grade.

Under exceptional circumstances, upon the advice of one or more committee members and of the ~~chair~~ of the academic unit, the Dean of Graduate Studies may sign the Thesis Approval Form and the ~~academic unit's~~ Letter of Recommendation on behalf of the supervisor.

iii) The Dean of Graduate Studies will set a date for reconvening the examination, which shall be no later than six months from the date of the first examination.

iv) The Dean of Graduate Studies shall determine whether or not the composition of the original committee is appropriate for the reconvened examination.

v) The student may not revise the dissertation or thesis before the reconvened examination.

5. The examination is Failed.

If two or more members of the examining committee are opposed to finding BOTH the dissertation or thesis AND the oral examination acceptable, the student will not be recommended for the degree.

ACTIONS:

i) All members of the examining committee sign the Chair's Report.

ii) The examining committee shall collectively make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination outlining the reasons for the failure. Members of the examining committee who disagree with the outcome may submit separate reports to the Dean.

iii) A student who fails an oral examination has the right to appeal and may consult with the Dean of Graduate Studies regarding the appropriate procedures.

iv) Under exceptional circumstances, upon the advice of one or more committee members and of the head of the student's home academic unit the Dean of Graduate Studies may set aside the determined Outcome of "Fail" and sign the Thesis Approval Form and the Letter of Recommendation on behalf of the Primary Supervisor.

v) A student who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same academic unit and will receive a failing grade.



Date: February 15, 2023

To: Senate

From: Senate Committee on Academic Standards

Re: **Final Examination Conflict and Hardship Regulation – Revision to the Academic Calendars**

Over the course of the past number of years, for a range of reasons, discussions at Senate have highlighted the need to examine the university's final examination period. How final examinations are scheduled, the date range devoted to the final examination period, and how to handle student conflicts and hardships are topics currently in progress. Each issue for Senate's consideration will be brought to the Senate Committee on Academic Standards for review before recommendation.

The Office of the University Secretary and the Office of the Registrar have been working to develop a final examination conflict and hardship regulation for inclusion in the undergraduate and graduate academic calendars. This memo summarizes the relevant background information, the rationale for the policy, and the research and consultation carried out. It also includes a proposed motion for the committee's consideration.

Background and Policy Rationale

During several revisions to the Academic Important dates and the Ten-Year Calendar, Senate has recognized increased pressure on the final examination period due to issues such as the introduction of a statutory holiday, operational risks of extreme weather events, and the need for greater flexibility to the final exam schedule during the end of the academic terms.

An important principle of the final examination schedule is the ability of the Office of the Registrar to schedule a conflict-free final examination period. Nevertheless, it has been recognized that there are instances in which conflicts arise and a regulation to guide the university in resolving these conflicts is needed. In addition, there is currently no regulation for students when faced with final examination hardship.

A regulation in the academic calendar to address these issues would allow the university to resolve conflicts and hardships which arise in a clear and consistent manner.

Research and Consultation

During the 2022 summer break, the Office of the University Secretary conducted a scan of several other institutions' existing policies. Utilizing experience from other institutions, the Senate Committee on Academic Standards reviewed draft versions of the regulation throughout the 2022 fall term. Consultation with the Office of the Registrar and the Centre for Accessible Learning ensured the accessibility was recognized and implementation was feasible.

During these meetings, members noted the need for increased clarity and consistency across all academic programs involving definitions, roles and responsibilities, and guidance regarding how arrangements may be handled.

Recommendation

After the 2022 fall term review, it was determined that providing the university with guidance for addressing final examination conflict and hardship was needed as a first step in a further review of the final examination period. The proposed Final Examination Conflict and Hardship Regulation suggested for inclusion in both the undergraduate and graduate academic calendars as part of the examination regulations is included in the attached document.

Recommended Motion: That Senate approve the Final Examination Conflict and Hardship Regulation in the Academic Calendars effective September 1, 2023.

/attachment

Respectfully submitted,

2022/2023 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic and Planning

Deborah Berman, UVSS representative

Steve Evans, VPAC's nominee

Kayleigh Francis, GSS representative

Matsuko Friedland, Student Senator

Andrea Giles, Executive Director, Coop Education and Career Services

Rob Hancock, Faculty of Social Sciences

Tim Haskett, Faculty of Humanities

Sabrina Jackson, Associate Registrar

Artem Kuklev, Student Senator

Devi Mucina, Faculty of Human and Social Development

Tania Muir, Division of Continuing Studies

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

Tim Pelton, Faculty of Education

Yang Shi, Faculty of Engineering and Computer Science

Danu Stinson, Faculty of Graduate Studies

Wendy Taylor, Acting Registrar

Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC and HUM)

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Final Examination Conflict and Hardship

This section applies only to synchronous final examinations. It does not apply to flexibly timed final examinations.

In this section:

“academic unit” means an academic department or school or, in non-departmentalized Faculties, the Faculty.

“conflict” means two final examinations scheduled at the same time.

“hardship” means three or more final examinations in a 24-hour period. A final examination that interferes with a student’s travel plans does not count as a conflict or a hardship.

“synchronous examination” means a final examination with a defined start and end time and an enforced time limit. All students write the final exam at the same time (except students with an academic accommodation that allows otherwise). For example, all students in a course write the exam starting at 7:00pm and ending at 10:00pm that same day.

Nothing in this regulation prevents instructors from making other exam arrangements for individual students by mutual agreement.

This regulation does not mitigate the requirement to implement academic accommodations. The Centre for Accessible Learning (CAL) will provide advice to instructors when a final exam must be rescheduled for a student who is registered with the centre.

Questions about how to interpret and apply the final examination conflict and hardship rules may be directed to the Office of the Registrar.

Final Examination Conflict

The Office of the Registrar creates a conflict-free final examination schedule after the last day for adding courses has passed, and students’ course schedules are finalized. Therefore, academic units are not permitted to schedule synchronous final examinations during the final examination schedule outside of the Office of the Registrar process, as this may result in a final examination conflict. Likewise, if an instructor reschedules a final examination or approves a student to be added to a course after the deadline for adding courses has passed, this may result in final examination conflicts.

The instructor whose final examination causes a conflict is responsible for making alternate arrangements to resolve the conflict, including but not limited to an alternate date and time for the final exam, an alternate final exam format and/or location, or an alternate form of assessment. A student with a final examination conflict must contact their instructor as soon as possible to arrange an alternate time to take the final examination. If an instructor cannot resolve the conflict, then the Chair/Director or Associate Dean of the academic unit is responsible for resolving the conflict for the student. Students registered with CAL may require a different process for changing the time of a final exam as part of an accommodation plan. CAL will provide advice in these cases.

Final Examination Hardship

Students who find themselves in a situation that qualifies as a final examination hardship may (a) take their final examinations as scheduled or (b) request alternate arrangements. Students requesting relief from final examination hardship must provide their final examination schedule and the reason for their request.

If a student requests alternate arrangements for three or more final examinations in a 24-hour period, then the second final exam will be rescheduled to an available timeslot within the final examination period.

If the hardship is caused by an instructor rescheduling a final examination or approving a student to be added to a course after the deadline for adding courses has passed, then the instructor is responsible for resolving the hardship. Otherwise, the Chair/Director or Associate Dean of the academic unit will resolve the hardship. A student must notify their instructor or academic department within two weeks of receiving notice of their scheduled final examinations. Failure to meet this deadline may cause the student's request to be denied.

Students registered with CAL may require a different process for changing the time of a final exam as part of an accommodation plan. CAL will provide advice in these cases.



Date: February 1, 2023
To: Senate
From: Senate Committee on Admission, Re-registration and Transfer Appeals
Re: **2021/2022 Annual Report**

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. Normally 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 Appeals met eleven (11) times during 2021 – 2022: July 6, 2021, August 24, 2021, September 9, 2021, October 13, 2021, November 24, 2021, December 8, 2021, March 16, 2022, April 6, 2022, May 11, 2022, June 8, 2022, and June 22, 2022. Three meetings were cancelled due to no appeals to review: July 20, 2021, January 19, 2022, and February 16, 2022. A total of thirty-four (34) student appeals were considered within this timeframe. Twenty (20) appeals were from Undergraduate Records and fourteen (14) appeals were from Undergraduate Admissions.

Undergraduate Appeals Considered

There were twenty (20) appeals from Undergraduate Records, of which thirteen (13) were accepted, five (5) were rejected, and two (2) were deferred. Of the Undergraduate Records appeals: the overwhelming category of appeal was “requesting permission to be reinstated following their first requirement to withdraw without having to complete the one-year withdrawal period or the 6.0 transfer credit units”, and two appeals were due to poor grades. Most of the grounds for these appeals were: Significant physical affliction or psychological distress documented by a physician or other health care provider, challenges studying/retaining information due to challenges learning online due to COVID-19, significant psychological distress from a traumatic incident, and/or unforeseen extenuating circumstances (often related to issues regarding COVID-19).

There were fourteen (14) appeals from Undergraduate Admissions, of which nine (9) were accepted and five (5) were rejected. Of the Undergraduate Admissions appeals, the overwhelming category of appeal was requesting to be reinstated following their offer being withdrawn due to poor grades or not meeting the minimum requirements for specific programs. Most grounds for these appeals included: significant physical affliction or psychological distress and included issues around learning and attendance during COVID-19.



To summarize, the committee reviewed thirty-four (34) appeals from July 2021 to June 2022. Of these, twenty-two (22) were accepted, ten (10) were rejected, and two (2) were deferred.

Report from the Faculty of Graduate Studies

Graduate student appeals are reviewed by the Faculty of Graduate Studies' Associate Deans. Each case is submitted on behalf of the student by the academic unit. The appeal must contain appropriate justification for consideration by one of the Associate Deans of Graduate Studies, who exercise this authority on behalf of the Dean of Graduate Studies. Admission appeals submitted directly by applicants are not considered, and these students are advised to approach the academic unit as a preliminary step. Between July 2021 and June 2022, the Faculty of Graduate Studies reviewed (31) appeals for admission, of which twenty-eight (28) were approved and three (3) were denied. Of these, 22 were from students who did not meet the English Language Requirement and 9 were from students whose admissions GPA did not meet the required 5.00 (B) average.

Respectfully submitted,

2022-2023 Senate Committee on Admission, Re-registration and Transfer Appeals

Stuart MacDonald, Chair, Faculty of Social Sciences (Psychology)
Erin Kelly, English, Vice-Chair
Deborah Berman, UVSS Representative
Tricia Best, Director, International Centre for Students
Ai-Lan Chia, Representative from Counselling Services
Ree Emery, Student Senator (EDUC)
Rana El-Sabaawi, Biology
Carmen Galang, Business
Shemine Gulamhusein, Child and Youth Care
Navinder Hundal, Student Senator (SCIE)
LillAnne Jackson, Representative to the BC Council on ATAC
Graham McDonough, Curriculum and Instruction
Viviana Pitton, President's Nominee (LTS)
Wendy Taylor, Acting Registrar
Diana Varela, Associate Dean, Academic Advising (Faculties of SCIE, SOSC, HUM)
Paul Walde, Department of Visual Arts
Sabrina Jackson (Secretary), Associate Registrar
Tatiana Percival (Recording Secretary), Office of the Registrar

2021-2022 Senate Committee on Admission, Re-registration and Transfer Appeals

Stuart MacDonald, Chair, Faculty of Social Sciences (Psychology)
Deborah Berman, UVSS Representative
Tricia Best, International Student Services
Ai-Lan Chia, Representative from Counselling Services
Carmen Galang, Peter B. Gustavson School of Business

Nicole Greengoe, Registrar
Fraser Hof, Faculty of Science
LillAnne Jackson, Representative to the BC Council on Transfer Credit
Erin Kelly, Faculty of Humanities
Alex Li, Student Senator (ENGR)
Phalguni Mukhopadhyaya, Faculty of Engineering
Kathy Sanford, Faculty of Education, Curriculum and Instruction
Kimberly Speers, Public Administration
Shauna Underwood, Faculty of Human & Social Development, Advising Centre
Diana Varela, Associate Dean, Academic Advising, Faculties of Science, Social Sciences, and Humanities
Victoria Wyatt, Faculty of Fine Arts
Jaxxen Wylie, Student Senator (Law)
Sabrina Jackson (Secretary), Associate Registrar
Tatiana Percival (Recording Secretary), Office of the Registrar



Date: February 15, 2023
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on February 8, 2023, and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

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:

- Clearihue Bursary* (Revised)
- Laura Carberry Scholarship in Fine Arts* (New)
- Laura Carberry Scholarship in Business* (New)
- Hargrove Award for Science and Service (Revised)
- Hoelscher Family Award (New)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- RPIA ACE Finance Award for BIPOC Students (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- Marilynne Convey Scholarship* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Undergraduate Award in Indigenous Language Revitalization (Revised)
- Kim and Welch Theatre Student Scholarship* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)
- Skeena Award in Creative Writing (Revised)
- Sarah D. Bakony Memorial Scholarship (Revised)
- Dr. Leo Bakony Memorial Scholarship (Revised)
- Kathy Bakony Scholarship in Art History and Visual Studies (New)
- UVic International Women's Achievement Scholarship (New)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Dave Barrett Scholarship (New)
- L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)
- L. E. Frances Druce Collaborative Piano Graduate Prize* (Revised)

* Administered by the University of Victoria Foundation

Respectfully submitted,



2022/2023 Senate Committee on Awards

Maureen Ryan (Chair), Human and Social Development

Justin Bonnieux, Student Senator

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Graduate Studies

Rishi Gupta, Faculty of Engineering and Computer Science

Lalita Kines, President's Nominee, Vice-President Indigenous Office

Alyssa Manankil-Lakusta, Alumni Association Representative

Sudhir Nair, Peter B. Gustavson School of Business

Lori Nolt, Student Awards and Financial Aid

Donja Roberts, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Wendy Taylor, Registrar

Linda Welling, Faculty of Social Sciences

Alexis Ramsdale (Recording Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, fellowships, awards, medals and prizes

Financial aid awarded as scholarships, fellowships, awards, medals and prizes are made available to students primarily on the basis of academic merit. These forms of financial aid have an academic threshold requirement but recipients may also be selected on the basis of additional criteria as specified in the terms of reference. The list of additional criteria includes, but is not limited to, financial need, community service, demonstrated leadership, region, athletic participation, entrepreneurship, ethnicity or gender.

In some cases the academic threshold may be lower than what is generally required for a scholarship. For example, unless otherwise specified, an admission average of 85% or higher is the minimum academic requirement for undergraduate entrance scholarships. The standard for athletic awards is set by U SPORTS, a regulatory organization external to UVic, and varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%.

Bursaries

Financial aid in the form of non-repayable bursaries is made available to students on the basis of demonstrated financial need. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Athletic Awards

Selection of athletic award recipients is made by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director of Varsity Performance Sport. Recipients must meet the eligibility requirements of the governing body for their sport, U SPORTS or the *National Association of Intercollegiate Athletics* (NAIA), who also set the regulations regarding the total amount of financial aid a varsity student athlete can receive per academic year. Varsity student athletes receiving an athletic award in their entering year must have an admission average of at least 80%. In-course recipients must maintain a minimum GPA of 3.0 to receive an athletic award.

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Clearihue Bursary* (Revised)

One or more bursaries are ~~A bursary~~ is awarded ~~annually~~ to undergraduate ~~a promising and deserving students~~ in the Faculty of Education, ~~who shows promise and who has at least a good second class average.~~

Laura Carberry Scholarship in Fine Arts* (New)

One or more scholarships are awarded to academically outstanding mature women graduate students in the Faculty of Fine Arts. Part-time students (minimum 1.5 units per term) are eligible.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Fine Arts.

Laura Carberry Scholarship in Business* (New)

One or more scholarships are awarded to academically outstanding mature women students in a Masters program at the Sardul S. Gill Graduate School within the Peter B. Gustavson School of Business. Part-time students (minimum 1.5 units per term) are eligible.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

Hargrove Award for Science and Service (Revised)

One or more ~~two~~ awards of ~~\$1,000~~ each are given to undergraduate women students entering, ~~or transferring or~~ continuing into ~~second year~~ the Faculty of Science who have volunteered ~~done volunteer work~~ with marginalized populations including, but not limited to, low income, street involved, people experiencing mental health-related issues or LGBTQ+. Applicants must submit a letter of reference from a supervisor at the volunteer agency (who is not related to the applicant) that demonstrates leadership skills, teamwork and compassion. Preference is for students entering second year.

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

Hoelscher Family Award (New)

An award is given to an entering or continuing undergraduate student in the Peter B. Gustavson School of Business who demonstrates financial need.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Gregory and Victoria Spievak Graduate Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding Masters or PhD students in the Faculty of Business, Social Sciences, Law, Engineering and Computer Science, Humanities or Human and Social Development whose research area focuses on the social,

policy and/or ethical implications of digital technologies. Preference will be given to those students working on issues of privacy and security. Further preference will be given to:

- 1) Indigenous persons and
- 2) women.

Recipients must have completed all required courses for their degree and have had their research proposal approved by their supervisor. ~~Applications are available on the Faculty of Graduate Studies website and the deadline to apply is July 31.~~

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon recommendations from the School of Business and the Faculty of Social Sciences, Law, Engineering and Computer Science, Humanities and Human and Social Development.

Examples of digital technologies include, but are not limited to, the Internet of Things, artificial intelligence, video/audio surveillance, blockchain technology, online digital advertising, identification/authentication technologies, or electronic health records.

RPIA ACE Finance Award for BIPOC Students (New)

One award of \$5,000 is given to an undergraduate student in third or fourth year who self-identifies as Black, Indigenous or a Person of Colour (BIPOC), and has an interest in pursuing a career in the financial industry. Preference is for students with demonstrated financial need. Students with a GPA of 3.0 or above are eligible.

ÁTOL,ÁNW: A Season of Just and Fair Treatment Award Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding awards are given to Canadian-born Indigenous undergraduate or graduate students in either the School of Social Work or the Faculty of Social Sciences whose program relates to social justice or racism. Students must submit a one-page summary of how their program of study relates to social justice or racism. Preference will be given to students with community or leadership involvement. The scholarship will rotate between the School of Social Work and the Faculty of Social Sciences, starting with the School of Social Work.

Graduate students ~~must~~ may apply via the online graduate scholarship application between July 1st and submit an application to the Faculty of Graduate Studies by September 15th. ~~Undergraduate students apply via the online application by May 31. Selection Approval of the recipients will be made by the Faculty of Graduate Studies Senate Committee on Awards for undergraduate students and the Graduate Awards Committee for graduate students upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).~~

Marilynne Convey Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the field of gerontology or students conducting clinical or applied research designed to improve care for the elderly and who are affiliated with the Institute of Aging and Lifelong Health (IALH). Preference will be given to students with financial need and who have demonstrated volunteerism in the community. Students must submit a letter (maximum 350 words) from a volunteer organization outlining their contributions. The scholarship will alternate between graduate and undergraduate students.

Undergraduate students apply via the online application by May 31st and graduate students apply by June 1st to the Office of the Institute of Aging and Lifelong Health.

Approval of the recipient(s) will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute of Aging and Lifelong Health.

Saanich Employees Benefit Association Award* (Revised)

One or more awards of \$1,000 each are given to full or part-time entering or continuing undergraduate or graduate students who are members or dependants of members of the Saanich Employees Benefit Association (SEBA) and have demonstrated financial need. Undergraduate students apply via the online application. Graduate students can apply via Online Tools, online graduate scholarship application between July 1st and September 15th.

In the case of an undergraduate nominee, approval of the recipient(s) will be made by the Senate Committee on Awards; in the case of a graduate nominee, approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee.

Undergraduate Award in Indigenous Language Revitalization (Revised)

One or more awards are given to Indigenous undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR), or the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

~~Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made. Part-time students (minimum 3.0 units per term) are eligible for this award.~~

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

Kim and Welch Theatre Student Scholarship* (New)

One or more scholarships are awarded to academically outstanding undergraduate students continuing or transferring into the Department of Theatre who are Canadian citizens and have demonstrated financial need. Preference is for students who are first in their immediate family to attend a post-secondary institution. For the purpose of this scholarship, immediate family is defined as parent(s) and grandparent(s).

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

Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)

One or more awards are given to Canadian-born Indigenous undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR), or the Bachelor of Education in Indigenous Language Revitalization (BEEd ILR) who are developing their own language

proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

~~Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made. Part-time students (minimum 6.0 3.0 units per term) are eligible for this award.~~

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

Skeena Award Scholarship in Creative Writing (Revised)

~~One or more awards A scholarship are is awarded given to an academically outstanding transferring or continuing undergraduate students entering their 3rd or 4th year in a BFA in Writing with a focus on major in creative nonfiction or poetry and who have has submitted a writing sample (maximum 2 pages). one page summary of how they fit this criteria.~~

Preference will be given to applicants ~~a student~~ in ~~descending~~ the following order of priority:

- 1) A woman student who grew up in, or has spent a majority of their life in, rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N).
- 2) An Indigenous student who grew up or has spent the majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N).

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

Sarah D. Bakony Memorial Scholarship (Revised)

One or more scholarships of at least \$1,000 each are awarded to academically outstanding undergraduate students entering third or fourth year in the Department of Sociology.

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

Dr. Leo Bakony Memorial Scholarship (Revised)

One or more scholarships of at least \$1,000 each are awarded to a students entering year four of a Major or Honours B.Sc. in Economics. Selection is based on academic performance in courses that fulfill the statistics requirements for the degree, with preference being given to the completion of third year requirements.

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

Kathy Bakony Scholarship in Art History and Visual Studies (New)

One or more scholarships of at least \$1,000 each are awarded to academically outstanding undergraduate students transferring into or continuing in the Department of Art History and Visual Studies.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Art History and Visual Studies.

UVic International Women's Achievement Scholarship (New)

Up to twenty scholarships of \$5,000 each are awarded to academically outstanding international students entering the University of Victoria from St. Margaret's School in Saanich, B.C.

If all twenty scholarships cannot be awarded to international students entering UVic from St. Margaret's School, the balance can be given to:

- domestic students from St. Margaret's School in Saanich, B.C. entering an undergraduate program or
- international women students entering an undergraduate program in the Faculty of Science or the Faculty of Engineering & Computer Science.

Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization (Revised)

One or more scholarships are awarded to Indigenous graduate students in the Faculty of Education enrolled in a PhD program or the Masters in Indigenous Language Revitalization, who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

~~Applications must be accompanied by a letter of recommendation (max 300 words) from a community group/member providing evidence of the contributions the applicant has made.~~
Part-time students (minimum 1.5 ~~3-0~~ units per term) are eligible for this scholarship. Applications must be submitted to the Faculty of Education by October 31.

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.

Graduate Scholarship in Indigenous Language Revitalization (Revised)

One or more scholarships are awarded to Indigenous graduate students in the Faculty of Education enrolled in either the Masters in Indigenous Language Revitalization or a PhD program, who are developing their own language proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

~~Applications must be accompanied by a letter of recommendation (max 300 words) from a community group/member providing evidence of the contributions the applicant has made.~~

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.

Dave Barrett Scholarship (New)

A scholarship is awarded to an academically outstanding graduate student in the Department of Political Science whose research is about future of social democracy, with preference for research that focusses on the Canadian political system. Preference is given to a student with financial need.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Political Science.

L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)

One or more prizes are awarded to academically outstanding full-time undergraduate ~~or graduate~~ students in the School of Music. The prize is intended to enhance student learning by providing the financial support to work with a professional collaborative pianist. Preference will be given to women students.

~~The~~ Approval of the recipient(s) of the recipients will be made by the Senate Committee on Student Awards and Financial Aid ~~or the Graduate Awards Committee~~ upon the recommendation of the School of Music.

L. E. Frances Druce Collaborative Piano Graduate Prize* (Revised)

One or more prizes are awarded to academically outstanding full-time ~~undergraduate or~~ graduate students in the School of Music. The prize is intended to enhance student learning by providing the financial support to work with a professional collaborative pianist. Preference will be given to women students.

~~The~~ Approval of the recipient(s) will be made by the Faculty of Graduate Studies Student Awards and Financial Aid ~~or the Graduate Awards Committee~~ upon the recommendation of the School of Music.



Date: February 15, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposal to establish a Minor in Applications of Psychology and Leadership**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Minor in Applications of Psychology and Leadership.

The proposed Minor in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria. The Minor focuses on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social services settings.

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 Minor in Applications of Psychology and Leadership, as described in the document "Minor in Applications of Psychology and Leadership", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

The proposal must be submitted to the Secretariat of the Ministry of Post-Secondary Education and Future Skills for approval after Board of Governors approval.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL –
UNDERGRADUATE
Application for:
Minor in Applications of Psychology and Leadership

| Submitted by: | Name and title | Email |
|----------------------|--|--|
| Contact person | Dr. Lucinda Brown, Assistant Teaching Professor and Graduate Advisor | llbrown@uvic.ca |
| Dean or designate | Dr. Catherine McGregor | cmcgreg@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|--|---------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | |
| EPLS undergraduate planning meeting with AVPAP Attendees: <ul style="list-style-type: none"> • Dr. Elizabeth Adjin-Tettey, AVPAP • Dr. Rose Vukovic, EPLS Chair • Dr. Lucinda Brown, Assistant Teaching Professor and Graduate Advisor • Li Mao, EPLS Program Coordinator and Undergraduate Academic Advisor | Oct. 3, 2022 |
| Departmental/School approval | Oct. 4, 2022 |
| Faculty Curriculum Committee approval | Nov. 28, 2022 |
| Departmental/School approval | Dec. 8, 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | Dec. 9, 2022 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) *supporting documentation required for all consultations | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|--|----------------------|--|
| Libraries – Pia Russell, Education Librarian - prussell@uvic.ca | November 16, 2022 | Yes (see Appendix A) |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca | N/A | |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | December 16, 2022 | Yes (see Appendix A) |
| Indigenous Academic and Community Engagement –Jacquie Green, Executive Director, iaceed@uvic.ca | December 8, 2022 | Yes (see Appendix A) |
| Non-standard Tuition | Yes* or N/A | Non-standard form attached (Y/N) |
| Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non-standard Tuition Template | N/A | |



STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Minor Program in Applications of Psychology and Leadership

SUMMARY of NEW PROGRAMS

| | |
|---|---|
| Name, Location, Academic units (Faculties, departments, or schools) | Minor in Applications of Psychology and Leadership Department of Educational Psychology and Leadership Studies Faculty of Education |
| Anticipated start date of proposed program *Note – the program <u>must not be advertised/offered until all approvals are finalized.</u> | September 2023 |
| Name, title, phone number and e-mail address of contact person | Dr. Lucinda Brown Assistant Teaching Professor and Graduate Advisor llbrown@uvic.ca ; 250-721-7857 |

A. Provide a summary of the proposed program and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

Our proposed 9-unit Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. EPLS has four specialized concentrations that contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title “Applications of Psychology and Leadership” reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applications of Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges. As the minor is designed to complement existing standalone majors, students will have the opportunity to establish relationships with peers across disciplinary majors, providing them with increased opportunities to engage in the cross-disciplinary thinking that is becoming necessary in today’s global economy.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competencies are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

- 1.5 required units of foundational knowledge
- 1.5 required units of Indigenous perspectives and decolonization
- 6.0 elective units spanning communication and human services; perspectives on diversity and inclusion; and special topics in applications of psychology and leadership.

The proposed **minor** is ideal for students completing degrees in physical, recreation and health education, psychology, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of

individuals with varying abilities across the lifespan. Students may gain skills and insight for work as public safety personnel/first responders, in hospitality and human resources, and in public service, public relations, tourism, finance, and health care,. The **minor** may be excellent choices for individuals wanting to complete graduate work in areas related to human services.

Our proposed programs also align with University of Victoria Institutional Plan and Priorities (2018-2023) from the following 3 perspectives:

- CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT: 1.2 Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.
- INTENSIFY DYNAMIC LEARNING: 3.2 Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes.
- FOSTER RESPECT AND RECONCILIATION 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

B. What are the current labour market indicators to support the proposed program?

Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the current labor market indicators support the proposed programs from the following three perspectives.

1. The proposed programs are supported by the data related to health and educational job openings (pp. 13- 15).
 - Health care and social assistance: Total opening 354, 500
 - Educational Services: Total openings 183, 400
2. Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the proposed programs are supported by the data related to high opportunity occupations in Health, Social and community support, and Education (pp. 21-27) (see examples below)

Health related occupations/Job openings

- 3012 (updated code 31301) Registered nurses and registered psychiatric nurses/ 20,140
- 0311 (updated code 30010) Managers in health care/ 3,240
- 0014 (updated code 30010) Senior managers — health, education, social and community services and membership organizations/ 2,810
- 3143 (updated code 30203) Occupational therapists/ 990

Social and community support/Job openings

- 4152 (updated code 41300) Social workers/ 3,000
- 0112 (updated code 10011) Human resources managers/ 2,890

Education related occupations/Job openings

- 4021 (updated code 41210) College and other vocational instructors/ 5,260

3. The proposed programs are in alignment with demand for skills and competencies related to Health, Education, and Management services (pp. 28-34)
 - Top skills: Active listening, speaking, critical thinking

Top competencies: Social perceptiveness, judgement and decision making, complex problem solving. Related skills and competences will be developed through courses offered by the proposed program on the following three topics:

Communication and Human Services, Perspectives on Culture, Diversity, and Inclusion, and Special Topics in Applications of Psychology and Leadership Studies. For more information, please check question F in this application.

C. How is the proposed program aligned with, or is distinct from other related undergraduate programs in other BC post-secondary institutions?

Our proposed Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Simon Fraser University offers a minor in Educational Psychology and separate minor in Counselling and Human Development; both are focused on educational settings. The University of British Columbia offers a minor program in Educational and Counselling Psychology and Special Education but only for undergraduate students in the School of Kinesiology. Several BC institutions offer minor programs in Psychology (i.e., University of Victoria, Douglas College, Capilano University, Kwantlen Polytechnic University, University of the Fraser Valley, and Vancouver Island University), with no emphasis on practical application. Several BC institutions offer post-degree certificate programs in applied programs such as special education (e.g., SFU, UBC, VIU) and mental health and wellbeing (e.g., UBC, VIU). Although there are some similarities between the above programs and the proposed program in Applications of Psychology and Leadership, most of the existing programs are either restricted in who can take the courses, require post-graduate status, or are narrowly focused within one specific discipline; all of the coursework in these programs focus primarily on educational settings. In addition, none of these programs offer courses in leadership, which enables the proposed program to offer more diverse learning topics and opportunities.

The proposed program in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria. It focuses on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social services settings.

D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program.

The proposed program involve all areas of specialization in the Department of Educational Psychology and Leadership Studies. This involves all faculty members in the department who currently teach most of the courses.

- Learning, Development, and Instructional Sciences
 - Lucinda (Cindy) Brown, Assistant Teaching Professor
 - Allyson Hadwin, Professor
 - Joan M. Martin, Assistant Professor
 - Mariel Miller, Assistant Professor
- Special and Inclusive Education
 - Gina Harrison, Associate Professor
 - Donna McGhie-Richmond, Associate Professor
 - Jillian Roberts, Associate Professor
 - Rose Vukovic, Professor
- Counselling Psychology
 - Tim Black, Associate Professor
 - Fred Chou, Assistant Professor
 - Sarah Nutter, Assistant Professor
 - Jon Woodend, Assistant Professor
- Leadership Studies
 - Darlene Clover, Professor
 - Claudia Diaz-Diaz, Assistant Professor
 - Tatiana Gounko, Associate Professor
 - Catherine McGregor, Associate Professor

E. What are the admission requirements for the proposed program?

The proposed program is open to all UVic students currently enrolled in any undergraduate program. Because some of the elective courses in the proposed program also serve teacher education students, undergraduate students who are considering the Post Degree Professional Program in Teacher Education will be encouraged to consult with academic advising in course selection.

F. Curriculum design (Include draft curriculum, if applicable, as Appendix).

Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.

Please see Appendix B for a full list of courses for the minor.

Minor Requirements

Students in the proposed minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and 6.0 units from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department. At least 7.5 units must be taken in the Department of Educational Psychology and Leadership Studies.

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

The proposed program will not directly engage in work terms, Co-op, or developing placement opportunities. However, students enrolled in the minor have the option of participating in two minor electives, ED-D 101 and ED-D 302, which offer experiential learning opportunities and perspectives.

- ED-D 101 teaches the theory and practice of self-regulated learning (SRL). Lab work is an important component of this course, during which the students investigate SRL theories in meaningful and practical ways.
- ED-D 302 Experiential Learning and Community Engagement is designed for students from all faculties planning to engage in experiential learning during their studies, work, or volunteer opportunities. It introduces the foundational elements of experiential learning, UVic's learning outcomes, goal setting and the competency development necessary to contribute effectively and respectfully in diverse contexts.

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

Some of the elective courses are offered exclusively online, including ED-D 405, ED-D 411, ED-D 418, ED-D 424, ED-D 425, ED-D 426, ED-D 427, and ED-D 428.

G. Describe the learning outcomes of the proposed program.

Students in the Applications of Psychology and Leadership minor will have the opportunity to achieve the following learning outcomes.

- **Intellectual, academic, and practical skills in**
 - Inquiry, analysis, and problem solving
 - Critical, innovative, and creative thinking
 - Collaboration and the ability to work in teams
- **Personal and social responsibility capacities**
 - Intercultural knowledge and sensitivity

These outcomes are achieved through:

- Practice and support of relevant skills through challenging problems, assignments, projects, and standards for performance.
- Active engagement with societal issues and meaningful intellectual challenges related to diverse communities and real-world conditions.

The proposed program is designed to provide students with the intellectual and practical skills to respond to the increasingly complex needs in health, public, and social services community settings.

- Courses in Learning, Development, and Instructional Sciences build knowledge about individual differences; developmental processes in applied contexts (e.g., physical, social, emotional, cognitive, moral); learning processes; behaviour management and motivation strategies.
- Courses in Special and Inclusive Education build knowledge about learning differences; human diversity and disability justice; effective communication and collaboration; universal design for learning; differentiated instruction.
- Courses in Counselling Psychology enhance knowledge about group processes, interpersonal communication, and counselling theories and applications.
- Courses in Leadership Studies investigate the roles of leaders in formal and non-formal contexts and the ways in which individuals can lead for change in our contemporary world.

H. Does the proposed program provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

Yes, the proposed program will promote reconciliation by incorporating Indigenous perspectives through a requirement of 1.5 units selected from the following list (other courses across the University may be added to this list in consultation with the Department of Educational Psychology & Leadership Studies):

- [ED-D419 - Introduction to Indigenous Approaches to Helping and Healing](#)
- [IED 371 – The History of First Nations, Métis, and Inuit Education in Canada](#)
- [IED 372 – Indigenous Epistemologies](#)
- [IED 378 – Educators Working Towards Reconciliation as Allies and Activists](#)

This requirement is intended to address a number of the Truth and Reconciliation Commission's (TRC) calls to action, especially regarding post-secondary institutions working with Indigenous peoples to incorporate Indigenous knowledge and ways of knowing into curriculum, and emphasize cross-cultural learning and understanding which includes:

- Addressing the call for Indigenous healing centers that address the spiritual, mental, emotional, and physical harms related to colonization (TRC Recommendation #21) through engaging students in a service-learning project aimed at community-based program development and design that addresses the holistic wellness needs of local Indigenous peoples;
- Recognizing the value of Indigenous healing practices and implementing them in collaboration with Elders and healers (TRC Recommendation #22);
- Increasing Indigenous health professionals and providing cultural competency training for professionals working with Indigenous peoples (TRC Recommendation #23); and
- Providing an Indigenous health course in a post-secondary health program (TRC Recommendation #24).

I. Does the proposed program design provide opportunities for global engagement or perspectives? If yes, please provide details.

The proposed program will not directly engage in global engagement activities, such as educational abroad programs and international field schools. However, given changing demographics and multiculturalism in Canada, many of our courses do address global perspectives through classroom activities, the voices of our international students and communities on campus, course book selection that includes international perspectives, and curriculum design that focuses on global engagement components.

For example, in Adolescent Psychology (ED-D 406) we examine the differences and similarities of teens across different societies. We recognize that while similar in some ways, adolescents from different cultures or those living in various parts of the world, vary widely in many of their attitudes, beliefs, and behaviours. We discuss how teens acquire the norms and attitudes of their culture and we gain an understanding of how teens who belong to an ethnocultural minority might function within a culture.

In Learning Support (ED-D 420) we discuss how the prevalence rates of learning exceptionalities and mental health conditions vary internationally and the different ways that these conditions are identified, diagnosed, and treated.

J. Does the proposed program promote justice, equity, diversity and inclusion? If yes, please provide details.

Diversity and Inclusion is one of the organizing themes for the elective courses (see related courses below). This theme is meant to enhance students' development of a comprehensive skillset for supporting equity and diversity goals in applied settings. As a specific example, the Special and Inclusive Education courses are grounded in the Canadian Charter of Rights and Freedoms to promote the integration of individuals with exceptionalities and mental health concerns in schools and community settings.

- ED-D 405 - Advanced Educational Exceptionality
- ED-D 411 - Teaching Students with Behavioral and Emotional Difficulties
- ED-D 420 - Learning Support: Context and Key Issues
- ED-D 422 - Management and Adaptation of the Classroom Environment
- ED-D 424 - Teaching Students with Developmental Difficulties
- ED-D 426 - Differentiating Instruction in the Inclusive Classroom
- ED-D 428 - Teaching Students with Specific Learning Disorder

K. Does the proposed program involve places for integration of teaching and research? If yes, please provide details.

The proposed program involve places for the integration of teaching and research in the following two ways.

- One of our required course options, ED-D 101, offers EPLS graduate students the opportunity to work as teaching assistants and research assistants for the lab work session. In addition, the course instructors use this course as an important component for their research projects on self-regulated learning, which they share with their undergraduate students.
- Some courses include research-involved activities and assignments (see example below from ED-D 302).

Example from ED-D 302 course outline: At the end of the course, students will complete an action plan in which they complete an analysis of their interests, education, experience, skills, and contacts and create an action plan to (a) pursue experiential learning opportunities at UVic and (b) reach their long-term career goals. Each student will create a 3-5 year action plan using the SMART model (Specific, Measurable, Attainable, Realistic and within a specific Timeframe). In addition, as part of this assignment, students will choose to (a) create an e-portfolio that supports their action plan; or (b) conduct, describe, and analyze 5 informational interviews relating to their action plan with students, employers or others in their professional network

L. Describe the enrolment plan for the length of the degree and student financial support plan.

We will work with advising offices across campus as well as our Faculty of Education Digital Media Officer to promote our program and recruit students. Prospective students will be informed of the minor through the UVic calendar, the Faculty of Education website as well as the Department of Educational Psychology and Leadership Studies website, and through social media. We will provide signage and information sessions across campus as well as through the UVic recruitment office.

Many of the courses within the proposed program are currently open for students from other disciplines and are offered at least once per year within the existing budget (e.g., ED-D 101, ED-D 300, ED-D 301, ED-D 406, ED-D 414, ED-D 417, ED-D 418, ED-D 419). We will recruit and market the proposed program to the students registered in these courses through class visits and through the course instructors.

Students enrolled in the proposed program will likely be full-time students enrolled in a UVic bachelor's program and will require six courses to fulfill their requirements. These courses would count towards their regular undergraduate program elective requirements and they would be eligible for the same funding as any other full-time students.

M. Resource requirements (include a table of program revenue and expenditures). Indicate resources required for new faculty and staff appointments, space and library.

No new teaching resources are required to support the minor. EPLS is actively working to develop responsive programming at the undergraduate level. As such, we have taken care to create a minor that would allow us to offer classes, most of which have already been developed (only 1 new course, ED-D 201), and work within our current faculty, sessional, and staff funding. Mel Castillo, Advising Education, Teacher Education Program, confirmed that Advising will work with EPLS program assistants and the program Lead to support the Minor. (See Appendix C)

N. Provide evidence of consultation with related programs and UVic departments/faculties participating in or affected by the new program (emails/letters of support in an appendix)

Please see Appendix D for documentation from Graduate Studies, Faculty of Science, Faculty of Engineering and Computer Science, Faculty of Social Sciences, Faculty of Human and Social Development Faculty of Humanities, Faculty of Business, Faculty of Law, Indigenous Education (Faculty of Education), and the Department of Psychology.

O. Provide external letters of support from other BC post-secondary institutions and/or community partners.

We requested consultation with the following BC post-secondary institutions

Simon Fraser University
University of British Columbia
University of Northern BC
University of the Fraser Valley
Vancouver Island University

We received responses from Vancouver Island University, Simon Fraser University, and the University of the Fraser Valley. (See Appendix D for documentation)

Over the past year, EPLS has engaged in broader community consultation which confirmed our understanding that it would be beneficial to adapt our existing programs and courses to better meet the needs of students entering the work force. Furthermore, we have received letters of support from the following external community stakeholders. (See Appendix E for documentation)

- Cool Aid Society, Victoria
- Executive Operations for BC Wildfire Service
- Driver Services, Town of Sidney
- ICBC, Senior Claims Specialist (retired)
- Chief Constable (retired) Central Saanich Police Service

Order of Appendices

| | |
|--|-----------|
| Appendix A: University of Victoria Consultations | 9 |
| • Library | 10 |
| • Office of the Registrar | 11 |
| • Indigenous Academic and Community Engagement | 14 |
| Appendix B: Courses Offered in the Minor in Applications of Psychology and Leadership | 16 |
| Appendix C: Expenditures - Advising Education, Teacher Education Program..... | 17 |
| Appendix D: Evidence of Consultation with UVic Departments | 18 |
| • Consultation with Graduate Studies..... | 18 |
| • Consultation with Faculty of Science..... | 19 |
| • Consultation with Faculty of Engineering and Computer Science | 20 |
| • Consultation with Faculty of Social Science | 21 |
| • Consultation with Psychology Department..... | 22 |
| • Consultation with Faculty of Human and Social Development | 23 |
| • Consultation with Faculty of Humanities | 24 |
| • Consultation with Faculty of Business..... | 26 |
| • Consultation with Faculty of Law | 27 |
| • Consultation with Department of Indigenous Education..... | 28 |
| • Consultation with Faculty of Fine Arts..... | 30 |
| Appendix E: Support from BC Universities and Community Agencies..... | 31 |
| • Vancouver Island University..... | 31 |
| • University of the Fraser Valley..... | 33 |
| • Simon Fraser University..... | 35 |
| • Cool Aid Society | 37 |
| • Executive Operations for BC Wildfire Service..... | 38 |
| • Driver Services, Town of Sidney | 39 |
| • ICBC Senior Claims Specialist (Ret.) | 40 |
| • Chief Constable (Ret.) Central Saanich Police Service | 42 |

Appendix A: University of Victoria Consultations

Consultation with Library



**University
of Victoria**
Libraries

Pia Russell, BA MIST MEd MA
Education Librarian
McPherson Library

Tel: 1-250-721-8259
Email: prussell@uvic.ca

To: Lucinda Brown, Teaching Professor
Cc: Lisa Petrachenko, Associate University Librarian for Collections
Date: November 16, 2022
From: Pia Russell, Education Librarian
RE: Library consultation for Proposal for the Minor in Applied Psychology and Leadership

Thank you for the information regarding the development of the Department of Educational Leadership and Psychology Studies' program proposal for a Minor in Applied Psychology and Leadership.

After reviewing the details provided for library consultation, I determine that the library's current collections are well resourced to support this new program. In particular, our collection development efforts in recent years have emphasized print and electronic titles related to equity, diversity, and inclusion topics, so the courses you propose in this area will be particularly well resourced.

Please let me know if you have further questions, I would be pleased to chat any time. Best,
Pia

Office of the Registrar

Sabrina Jackson, Associate Registrar
Fri 1/27, 12:51 PM Lucinda Brown
Hello Lucinda,

Thank you for your patience and I apologize for the delayed reply. Here are a few points to consider in relation to the proposal.

The overall structure looks good, it might be worthwhile to keep in mind that most Minors are 12 units, although we do have a Minor in Applied Ethics that is 9.0 units. It is something of an exception but does exist in Humanities.

A general question about breadth requirement – do students satisfy the 7.5 units of non-foundational concept courses (e.g. 1.5 units from the Communication & Human Services course list, 1.5 units from the Perspectives on Culture, Diversity and Inclusion course list, and then 4.5 units from any of the three groups)? Otherwise, it will be possible for students to satisfy the 7.5 units by only repeating three of the courses in the ‘Special Topics in Applied Psychology and Leadership’ section (all courses except ED-D 406 are repeatable).

Undergraduate Records has a few specific items of interest in relation to the curriculum which I will include here for you to consider:

Permit students to declare programs in both Applied Psychology and Psychology?

General program – unless not permitted by tri-fac, there will be General students whose two areas of focus are: Applied Psychology and Psychology

Minor program – unless not permitted by Social Sciences/Psychology, there will be Psychology Major students who wish to declare a Minor in Applied Psychology & Leadership

ED-D Courses & Psychology Requirements

Anecdotally, we observe many UG Psychology graduates register in ED-D 414/417/418 as electives (i.e. these courses are never accepted as substitutes for any PSYC-program requirements)

This could be a non-issue, but curious if the Department of Psychology receives many requests from current PSYC majors to use an ED-D course to satisfy an upper-level PSYC requirement. Only thinking that with all the ED-D courses in the new minor/general now being open to all undergraduate students, Psychology may be deluged with substitution requests and may wish to edit the “[Notes of course requirements](#)” to explicitly state ED-D courses will not used towards upper-level PSYC major requirements?

I hope that this information is helpful. Please let me know if you have any questions or would like to discuss.

Sincerely,
Sabrina

From: Lucinda Brown
Sent: Friday, December 16, 2022 1:08 PM
To: OREG SCP Consultation
Subject: Re: Minor and General degree proposal in Applied Psychology and Leadership

Thank you so much Sabrina. I look forward to your feedback.

Take care,

Cindy (Lucinda)

Dr. Lucinda Brown
Assistant Teaching Professor

Educational Psychology and Leadership
University of Victoria
250-721-7857

From: OREG SCP Consultation
Sent: Thursday, December 8, 2022 11:53:38 AM
To: Lucinda Brown
Subject: RE: Minor and General degree proposal in Applied Psychology and Leadership

Hi Lucinda,

Thank you for contacting OREG about this. We will take a look and get back to you shortly.

Sincerely,

Sabrina

Sabrina Jackson, B.A. (Hons), M.A.
Associate Registrar
Office of the Registrar
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
T 250-472-5328
oregar@uvic.ca
[uvic.ca/registrar](https://www.uvic.ca/registrar)
Together, we transform students' lives.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Lucinda Brown <llbrown@uvic.ca>
Sent: December 1, 2022 12:35 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Minor and General degree proposal in Applied Psychology and Leadership

To Whom it May Concern,

I hope you are having a good day. I am writing to consult with you about a minor and General degree proposal created by the department of Educational Psychology and Leadership Studies. The minor and General degree, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor and General degree are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses provide students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the minor and General degree. Alternatively, if you have no questions about the proposed minor and General degree, it would be greatly appreciated to receive your feedback and support through an email/letter.

Thank you for your time and consideration.

Sincerely,

Lucinda Brown

*Dr. Lucinda Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857*

Jacquie Green - Executive Director, Office of Indigenous Academic & Community Engagement (IACE)

From: Lucinda Brown
Sent: Friday, December 16, 2022 11:04 PM
To: Jacquie Green
Subject: Re: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Hi Dr. Green,

That would be fantastic. I will be submitting the documents when we return from the holiday (around January 10th). I really appreciate your help.

Have a good time wherever you will be for the next 10 days. I hope it is somewhere relaxing.

Take care,

Cindy (Lucinda)

Dr. Lucinda Brown
Assistant Teaching Professor
Educational Psychology and Leadership
University of Victoria
250-721-7857

From: Jacquie Green **Sent:** Friday, December 16, 2022 10:44:09 PM
To: Lucinda Brown
Subject: Re: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Hi there, yes I can review - I am away for 10 days, can I give you feedback early January?

Kundoqk -IACE

From: Lucinda Brown
Sent: Friday, December 16, 2022 2:08 PM
To: Jacquie Green
Subject: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Dear Dr. Green,

I hope you are having a good day. I am writing to consult with you about the proposed minor and General degree program created by the department of Educational Psychology and Leadership Studies. The minor and General degree program, titled "Applied Psychology and Leadership" were designed to help students with their academic studies and career planning. (Please see the attached document).

The minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses provide students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback regarding our proposal. I see that you are on study leave, but if it is possible, I would greatly appreciate your comments, questions, and/or support through an email.

Thank you for your time and consideration.

Sincerely,

Lucinda (Cindy) Brown

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor
Educational Psychology and Leadership
University of Victoria
250-721-7857

<Proposal for the Minor in Applications of Psychology and Leadership 2022.docx>

Appendix B: Courses Offered in the Minor in Applications of Psychology and Leadership

Minor Requirements

Students in the minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and four courses (6.0 units) from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department; at least 7.5 units must be taken in the Department of Educational Psychology and Leadership Studies.

Students choose 1.5 units (1 course) from the following courses:

FOUNDATIONAL CONCEPTS (REQUIRED)

ED-D 101 - Learning Strategies for University Success

ED-D 300 - Introduction to Educational Psychology (Kuali change submitted to change the course title to "Introduction to Applied Psychology")

ED-D 301 - Learners and Learning Environments

Students choose 1.5 units (1 course) from the following courses:

INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)

ED-D419 - Introduction to Indigenous Approaches to Helping and Healing

IED 371 – The History of First Nations, Métis, and Inuit Education in Canada

IED 372 – Indigenous Epistemologies

IED 378 – Educators Working Towards Reconciliation as Allies and Activists

Students choose 6 units (4 courses) from the following areas:

COMMUNICATION AND HUMAN SERVICES

ED-D 302 - Experiential Learning and Community Engagement

ED-D 414 - Group Processes

ED-D 417 - Skills for Effective Interpersonal Communication

ED-D 418 - Introduction to Theories of Counselling

ED-D 427 - Collaboration and Consultation in Special Education

ED-D 425 - Assistive Technology in the Inclusive Classroom

PERSPECTIVES ON DIVERSITY AND INCLUSION

ED-D 405 - Advanced Educational Exceptionality

ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties

ED-D 420 - Learning Support: Context and Key Issues

ED-D 422 - Management and Adaptation of the Classroom Environment

ED-D 424 - Teaching Students with Developmental Difficulties

ED-D 426 - Differentiating Instruction in the Inclusive Classroom

ED-D 428 - Teaching Students with Specific Learning Disorders

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

ED-D 201 - Selected Topics in Applied Psychology and Leadership

ED-D 406 - Psychology of Adolescence

ED-D 480 - Contemporary Topics in Education

ED-D 487 - Special Topics in Education

Appendix C: Expenditures - Advising Education, Teacher Education Program

EDUC Advising manager
Wed 1/18/2023 11:23 AM

Hello Cindy,

Nice to hear from you! Thank you for the update on this.

Education Advising is happy to support EPLS with this minor program. We look forward to working with EPLS on this new program. I'll connect with your team in the future to work-out the details (e.g. such as consulting with the Program Lead to develop program guidelines and processes for our teams).

Let me know if you need anything else from my end!

Thank you.
Mel

Mel Castillo (she/her)
Manager of Advising and Admissions
Education Advising
Faculty of Education
MAC A225
250-721-7877
[University of Victoria](#)

We acknowledge and respect the lək'wəjən 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.

From: Lucinda Brown <llbrown@uvic.ca>
Date: Tuesday, January 17, 2023 at 10:43 AM
To: EDUC manager <edamgr@uvic.ca>
Cc: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Subject: Advising for the Minor in EPLS

Hi Mel,

Happy Tuesday! Thank you again for sending the estimates for Advising for the Minor/General degree program proposed by EPLS. Clearly, it took a ton of time.

We have decided to **not** move forward with the General degree program at this time. As such, I am wondering if Advising has the resources and is able to support us with our proposed Minor? Our current program assistants in EPLS and our Faculty lead for the program will help with Advising, which should reduce the workload for EDUC Advising.

With your support, I will write in our proposal that "currently we are able to run the Minor program without additional resources." Thank you in advance for your time, Mel. I look forward to hearing from you.

Take care,
Cindy

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership University of Victoria 250-721-7857

Appendix D: Evidence of Consultation with UVic Departments

Consultation with the UVic Faculties on the proposed minor in Applied Psychology and Leadership Studies

Faculty of Graduate Studies

Hi Leslee,

Thanks for this. I don't think it's a matter for FGS, but I appreciate your reaching out just in case.

Best wishes,

Cedric

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>

Date: Tuesday, November 15, 2022 at 11:42 AM

To: "Cedric Littlewood - Associate Dean, Graduate Studies" <gsadean6@uvic.ca>

Subject: **Proposed** UG minor in Applied Psychology and Leadership

Studies Hi Cedric,

In my role as Acting Associate Dean Undergraduate Programs in the Faculty of Education, I am consulting with all the faculties for a new minor being proposed by the Department of Educational Psychology and Leadership Studies. I am not sure whether Graduate Studies needs to also be consulted, so to err on the side of caution, I am sending this information to you, as well. Please feel free to ignore it if the Faculty of Graduate Studies does not need to be consulted on new undergraduate programs at the university.

The attached document will provide details of the proposed minor, if you are interested. I am happy to receive any comments or answer any questions you may have about the proposed minor.

Sincerely,

Leslee


Faculty of Science

Hi, Leslee –

Thanks for passing along the proposal for the Minor in Applied Psychology and Leadership Studies. It looks good to me – I don't have any concerns. I am happy to support this proposal.

Cheers,

Adam.



Dr. Adam H. Monahan *he/him/his*
Science - Associate Dean Academic
Professor, School of Earth and Ocean
Sciences University of Victoria
PO Box 1700 STN CSC
Victoria, British
Columbia V8V 2Y2
Canada

+1-250-472-5030

web.uvic.ca/~monahana/monahan.html

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

From: James Nahachewsky <adup@uvic.ca>

Date: Tuesday, November 15, 2022 at 11:36 AM

To: Science - Associate Dean Academic <scieada@uvic.ca>

Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Adam,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,
Leslee

Faculty of Engineering and Computer Science

Hi Leslee,

That is a very interesting minor program. Since it requires 6 courses, one of which we already encourage student in our faculty to complete, it is possible that our students would consider the minor.

Do you think there are any concerns for students with extremely technical backgrounds (i.e., very little social science, human skills backgrounds) completing the 3rd and 4th year courses in the program? I think the question is aimed at the fact that many of the courses do not have stated pre-requisites, and I am wondering if it is possible that there are presumed skills which students working on STEM majors do not have.

LillAnne J.

LillAnne Jackson, PhD, P.L.Eng.,
Associate Dean Undergraduate
Programs
Faculty of Engineering and Computer Science
University of Victoria
Pronouns: she/her

[Engineering and Computer Science](#) | [UVic](#)

We acknowledge and respect the lək̓ʷəŋən 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.

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:29 AM
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Dear LillAnne,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Social Sciences

Hi Leslee,

I have reviewed your proposal for a minor in Applied Psychology and Leadership Studies as well as consulted with the Chair and Associate Chair of the Psychology Department. Overall, we find the proposal to have merit and are supportive of it moving forward. Our main suggestion would be renaming the program as a minor in “Educational Psychology and Leadership Studies” rather than using the term “applied psychology.” The reason for this, as my psychology colleagues have suggested, is that the term “applied psychology” includes a wide variety of domains such as ergonomics, user experience, consumer psychology, forensic/eyewitness psychology, etc., which do not seem to be a focus of the proposed minor. So, if you were to change the name of the program as indicated above then we would be supportive of it proceeding. If you’d like to discuss things further, just let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences Professor,
Department of Geography
University of Victoria

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited.

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:37 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership Studies

Dear Reuben,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely, Leslee

Psychology Department

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>

Sent: February 10, 2023 11:47 AM

To: Elizabeth Adjin-Tetty - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>; Psychology Chair <psychair@uvic.ca>; Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; PSYC Undergrad Advisor <psycadv@uvic.ca>; Lucinda Brown <llbrown@uvic.ca>; Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>

Subject: RE: EPPLS Minor Program Proposal

Hello to all,

Thank you again for a fruitful and collaborative meeting. We appreciate your leadership Elizabeth, and we appreciate Psychology Department's support in moving ahead with our proposal. We also thank both Elizabeth in your role as Acting AVP Planning and the Psychology Department for acknowledging that psychology happens in both Psychology Department and EPLS, and that both of our departments have responsibility to deliver psychology content to the university; it matters to us that our work in the practice of psychology is recognized by the Psychology Department and the University more broadly, so thank you.

I am happy to report that EPLS overwhelmingly supported a title change to: Applications of Psychology and Leadership. We have made the necessary changes in Quali, which will be voted on by the Faculty of Education this afternoon. In the Quali changes we also added Psychology Department as a unit to be consulted and added the note Psychology Department requested.

Finally, I confirm that EPLS is happy to work with the Psychology Department to help minimize potential problems that the minor might cause for the Psychology Undergraduate Advisor. I also confirm that EPLS remains committed to receiving feedback, revising our processes/materials as necessary (including the title and description of our courses), and working collaboratively with the Psychology Department (and across campus) to address challenges as they arise.

Thanks again to all for working through this in a good way.

Sincerely,
Rose

From: Psychology Chair <psychair@uvic.ca>

Sent: February 9, 2023 8:44 PM

To: Elizabeth Adjin-Tetty - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>; Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; PSYC Undergrad Advisor <psycadv@uvic.ca>; Rose Vukovic - EPLS Chair <eplschr@uvic.ca>; Lucinda Brown <llbrown@uvic.ca>; Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>

Subject: RE: EPPLS Minor Program Proposal

Dear Elizabeth and colleagues,

Thank you for organizing and facilitating our meeting this afternoon. I appreciate that all parties worked successfully to make it productive. Here is my understanding (after conferring with David and Reuben) on key plans:

1. Ed Psyc and Leadership will attempt to craft an alternative name for the minor, such as "Applications of Psychology and Leadership Studies."
2. Psychology will collaborate with Ed Psyc and Leadership to develop and implement ideas to promote awareness and understanding of the minor and to minimize problems that the program might otherwise cause for the Psychology

Undergraduate Advisor.

3. One such intervention is to add to the PSYC calendar entry "Courses required for the Applications of Psychology and Leadership Studies Minor cannot be used toward a Psychology degree." Maybe EPLS could also add that info in the Calendar entry for the minor.
4. Ed Psyc and Leadership will consider revising course titles and course descriptions for the courses required for the minor with the aim of more clearly communicating the breadth of coverage. This is likely to take considerable time and in any case is their business.
5. Psychology will be added as an academic unit for consultation for the minor proposal in Kual.

Please let me know if any the above differs from your understanding of what we agreed, and/or if I omitted any important points.

Thanks and regards,

Steve

Faculty of Human and Social Development

Hi Leslee,

I hope this email finds you well.

What an exciting initiative. I made one comment in the attached around aligning with HSD and opportunities to integrate learning.

I was wondering if you would like to come to speak to our leadership about that possibility at a meeting to see where alignment and support might occur such that student enrollment increases.

Maureen

Maureen M Ryan RN PhD (She, Her, Hers)
Associate Dean Academic Faculty of Human and Social
Development Teaching Professor, School of Nursing
E-mail: hsdasdn@uvic.ca

I acknowledge and respect the lakwʷan̓an 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. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:32 AM
To: Maureen Ryan <hsdasdn@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Maureen,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and

Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Humanities

Leslee, I would be very happy to meet to discuss this. we are deeply interested in credentials that permit our students to upskill their degrees.

My main question is how this content might/might not overlap with the PDPP which many of our students pursue.



Dr. Lisa SurrIDGE |
she/her Associate
Dean Academic
Faculty of Humanities
[University of Victoria](http://www.uvic.ca)
Office: Cle C309
T 250-721-7246

We acknowledge and respect the lək̓ʷəŋən 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.

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>

Date: Tuesday, November 15, 2022 at 11:33 AM

To: "Lisa SurrIDGE - Humanities Associate Dean, Academic" <humsada@uvic.ca>

Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Lisa,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help

students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Business

From: Graham Brown <grbrown@uvic.ca>

Date: Monday, November 28, 2022 at 8:39 AM

To: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>

Subject: RE: Proposed minor in Applied Psychology and Leadership

Hi Leslee – I support this initiative. Given the structure of our own undergraduate program this is not something that will affect our students or even be an option for them but in general I think the minor sounds interesting and useful. The only small change I suggest is that in the description you use the word “workspace” but I believe you may want be intending “workplace”?

Graham

From: Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>

Sent: November 15, 2022 11:28 AM

To: Graham Brown <grbrown@uvic.ca>

Subject: Proposed minor in Applied Psychology and

Leadership Dear Graham,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

--

Leslee Francis Pelton, Acting Associate Dean Undergraduate
Programs Faculty of Education

University of

Victoria PO Box

1700, STN C

Victoria, BC. V8W

2Y2 250-721-6570

Faculty of Law

Hello Leslee

Associate Dean Geoff Loomer, Administration and Research, and I have both reviewed the proposal and are pleased to provide the Faculty of Law's support. It looks like a great program for an area in which there is growing need.

Best regards

Andrew

Andrew Newcombe | he, him, his
Associate Dean, Academic and Student
Relations Faculty of Law, University of
Victoria
Room 105 – Murray and Anne Fraser
Building PO Box 1700, STN CSC
Victoria BC V8W 2Y2
Tel: 250-721-8152

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>

Date: Tuesday, November 15, 2022 at 11:34 AM

To: "Andrew Newcombe, Associate Dean of Law" <lawassoc@uvic.ca>

Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Andrew,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee
Leslee Francis Pelton, Acting Associate Dean Undergraduate
Programs Faculty of Education
University of
Victoria PO Box
1700, STN C
Victoria, BC.

Department of Indigenous Education

From: IED Chair <iedchair@uvic.ca>
Sent: January 4, 2023 3:55 PM
To: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Cc: IED Admin <ied@uvic.ca>; Nav Sohi - Edpsych <edpsych@uvic.ca>; Jean-Paul Restoule <jpr@uvic.ca>
Subject: Re: discussion about including some of your courses in a potential Ed Psych minor

Hi Rose,

Thanks for connecting and happy new year to you too. I think it's a great idea to have an IED course included as a requirement for the minor. There is also an Indigenous portion in the C&I minor, although it is located in the EDUC100 course where it sits as 25% of the course. Your approach of including an entire course would give students a much deeper understanding.

So consider this as the required consultation and that IED would be supportive of this going ahead. If it at some point down the road we find that access and capacity become an issue, we may have to revisit how students are admitted, but at this point I think we can just start it up, and then deal with capacity issues if and when they do become a problem.

Kind regards,

Ted Riecken
Professor and Acting Chair
Department of Indigenous Education
University of Victoria

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Sent: Wednesday, January 4, 2023, 2:11 PM
To: IED Chair <iedchair@uvic.ca>
Cc: IED Admin <ied@uvic.ca>; Nav Sohi - Edpsych <edpsych@uvic.ca>; Jean-Paul Restoule <jpr@uvic.ca>
Subject: RE: discussion about including some of your courses in a potential Ed Psych minor

Happy New Year, Ted!

I had met with JP a while ago (see below) to discuss options for IED courses to be included in our minor. EPLS went back and forth for a while on whether to include a required Indigenous perspective component and now based on consultation, we are including a required component (1.5 units).

These were the courses that JP and I had talked about. At the time, JP thought these were appropriate courses that could be available to students across disciplines, didn't interfere with the summer institutes, and could also work well for meeting EETs targets for IED. I know it has been a while since I talked to JP and this will definitely be news to you! We need confirmation in our application that we consulted with IED. Would you like me to reach out to JP directly or is this something you can handle? Happy to talk if it's easier!

[IED 371 – The History of First Nations, Métis, and Inuit Education in Canada](#)

[IED 372 – Indigenous Epistemologies](#)

[IED 378 – Educators Working Towards Reconciliation as Allies and Activists](#)

Kindly,

Rose

I acknowledge and respect the lək'wəḡən 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.

I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.

From: Jean-Paul Restoule <jpr@uvic.ca>

Sent: October 14, 2021 6:56 PM

To: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>

Cc: IED Admin <ied@uvic.ca>; Zoria Crilly – Edpsych <edpsych@uvic.ca>

Subject: Re: discussion about including some of your courses in a potential Ed Psych minor

Sounds good. Thanks, Rose.

It was Aliki and I who repped IED for the major program. As she's on leave, it looks like I'll have to be the sole one to chat about it.

Happy to chat about the feasibility of the course offerings for the minor as well.

Jean-Paul

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>

Date: Thursday, October 14, 2021 at 4:18 PM

To: Jean-Paul Restoule <jpr@uvic.ca>

Cc: IED Admin <ied@uvic.ca>, Zoria Crilly – Edpsych <edpsych@uvic.ca>

Subject: discussion about including some of your courses in a potential Ed Psych minor

Hi Jean-Paul (and Pam and Zoria),

I'm writing to request a meeting to discuss a minor I'm putting together in Educational Psychology. I would like to include some of your courses in our menu of options, so wanted to speak with you about whether that would be appropriate and/or feasible. In that meeting, it might also be a good time to discuss the major we are thinking about in EPLS. In particular, I'd like to get a better sense of your courses and structure as I think about how to organize the major.

I've copied Pam and Zoria to help us arrange a time to meet if that works for you?

Thank you,

Rose

Faculty of Fine Arts

From: Fine Associate Dean <fineassociatedean@uvic.ca>

Date: Thursday, January 12, 2023 at 5:07 PM

To: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>

Subject: RE: Proposed minor in Applied Psychology and Leadership Studies

Dear Leslee,

Please excuse the lateness in my response. As I mentioned to you a few weeks ago, I look forward to seeing this program go through the various approval phases. The proposed Minor seems to mirror the structure of your other Minor programs, so it looks like it is set for success and will support your students well.

With all best wishes,
Eva



Dr. Evanthia Baboula

Associate Dean, Faculty of Fine Arts

Faculty Consultant, LTSI (ltsiaed@uvic.ca)

University of Victoria, Canada

Ph: 250 721 7756

fineassociatedean@uvic.ca

From: Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>

Sent: November 15, 2022 11:31 AM

To: Fine Associate Dean <fineassociatedean@uvic.ca>

Subject: Proposed minor in Applied Psychology and Leadership Studies

Dear Eva,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs

Faculty of Education

University of Victoria

Appendix E: Support from BC Universities and Community Agencies

Vancouver Island University

Dr. David Paterson
Dean of Education

From: David Paterson <David.Paterson@viu.ca>
Sent: Monday, February 13, 2023 10:48:06 AM
To: Jillian Roberts
Subject: Requesting letter/email of support for proposed UVIC minor

Dear Jillian,

Thank you very much for providing me the opportunity to review the attached *Proposal for Minor in Applications of Psychology and Leadership*.

The attached outline looks very good. The proposed package will be of interest to students seeking more exposure to these important areas. Moreover, I think this package will be useful for students interested in graduate work in Counselling Psychology or Educational Leadership.

I was pleased to see the requirement for Indigenous Perspective in the Minor. All of the courses offered in this section look interesting and useful to students.

This is an impressive and useful addition to the UVic course offerings. We support this direction and wish you well with the application.

Sincerely,

David Paterson, Ph.D.
Dean of Education
Vancouver Island University
Nanaimo, British Columbia
Office: 250-740-6220
Cell: 250-619-1526

The VIU community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nations on whose traditional lands we teach, learn, research, live and share knowledge.



From: Jillian Roberts
Mon 2/13, 8:59 AM david.Paterson@viu.ca;Lucinda Brown

Dear Dr. Paterson,

Happy Monday! I am sending this message as a follow-up to an email I sent on January 6, 2023 about a minor created by Educational Psychology and Leadership at the University of Victoria (UVic). We designed the minor to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. The

minor provides students with strategies and skills to respond to the increasingly complex needs in workplaces, communities, and educational settings.

We received excellent feedback from several universities and made changes to our proposal to reflect some of their suggestions. I have attached the updated proposal. We are hoping that you will be able to review these changes and provide your support for our proposed Minor.

Thank you in advance for your time and expertise. We look forward to hearing from you.

Take care,
Jillian

Dr. Jillian Roberts
Associate Professor
Education
University of Victoria

Jillian Roberts
Fri 1/6, 4:18 PM david.Paterson@viu.ca; Lucinda Brown
Dear Dr. Paterson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document).

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

University of the Fraser Valley

Dr. Sheryl MacMath
Department Head of Teacher Education

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Sent: Sunday, January 8, 2023 4:35 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: RE: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

It is great to hear from you Jillian. I hope you and your family are doing well. I am happy to provide some comments in relation to your proposed minor and general degree in applied psychology. I am currently the head of the teacher education department at the University of the Fraser Valley (UFV). I work with post-degree elementary and secondary teacher candidates completing their BEd. I am also a part of the Faculty of Education, Community, and Human Development which includes areas such as social work, child and youth care, adult education, early childhood education, open access, and continuing studies. As a result, these two proposals would be excellent opportunities for a variety of areas I am familiar with.

In an age where people are becoming more aware of the superdiversities (Yee & Davidson, 2021) and intersectionalities of individuals, applied psychology is critical for anyone working with adults and children. More recognition is needed on how to maximize the strengths of students, clients, and learners with diverse needs. This focus on a strengths-based approach that values diversity is critical. In reviewing the courses included in your minor and general degree, I was pleased to see so many education-related opportunities (e.g., EDD301, IED372, IED378, EDD427, EDD425, EDD411, etc). These would be excellent courses for anyone interested in completing their BEd. While I appreciated the inclusion of at least one Indigenous course, I do think that the fact that Indigenous youth are the fastest growing population in Canada, I would have recommended at least two IED courses. I noticed that this could be done (two IED courses); my recommendation would be that this is required. The inclusion of EDD 425 (assistive technologies) is very progressive as this is becoming an area of greater interest in schools and community organizations.

I hope this is helpful. Please let me know if there is anything else you need in relation to this proposal.

Take care and Kw'as ho'y,
Sheryl

Sheryl MacMath
Department Head, Teacher Education Department
University of the Fraser Valley
Residing on Stó:lō Temexw
Preferred pronouns: she, her, they

From: Jillian Roberts <jjrobert@uvic.ca>
Sent: January 6, 2023 4:19 PM
To: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Cc: Lucinda Brown <llbrown@uvic.ca>
Subject: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

Dear Sheryl,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and

Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document}).

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

Simon Fraser University

Dr. Kris Magnusson
Dean of Education

From: Kris Magnusson <kris_magnusson@sfu.ca>
Sent: Tuesday, January 10, 2023 12:27 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: Re: Seeking email/letter of support for proposed UVIC minor

Hi Jillian,
I have had a look at the proposed minor and would like to share a few observations:

Overall, I am supportive of the direction and construction of the minor. In particular, I liked the flexibility provided for students to explore multiple pathways to support professional practice. What this proposed minor does is demonstrate how core principles come to life and find expression in a variety of professional pathways. Furthermore, the content for the optional routes seems, by virtue of the course titles, to be relevant and timely.

I have a couple of suggestions for you to ponder (which I am sure you have already given much thought to):

- In the framing of the rational, and especially when presented to students, consider using phrases that connote how the different pathways within the minor would support or enhance professional practice, without giving the impression that students would become “expert” in these areas.
- Will there be “pathway guidance” offered to students (that is, the provision of planning assistance or perhaps the provision of a few exemplars)? As it stands, it seems a bit like everything but the kitchen sink approach, and the variety of options may be confusing. For example, “students interested in pursuing graduate studies in counselling psychology may wish to include within their minor”. In other words, the technical requirements for a minor have been clearly specified, but are there recommended pathways, especially for students seeking access to one of the three major graduate areas you referenced?
- Have you given thought to something more than an assembly of courses (which is what the proposal currently is)? This may cause of howls of protest of infringement of academic freedom, but if students could link content from one course to the content in another through how they engage in course assignments, you would have something very powerful. Senior courses could allow for assignments for pathway students to apply learning from an earlier course explicitly to the more advanced course; for example, a student interested in an Indigenous Perspectives Pathway, after taking ED-D 419 might apply that learning to a critical assessment of strategies and technologies in ED-D 425

take care,
Kris

Kris Magnusson, Ph.D.
Professor, and Dean Pro Tem
Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby, B.C. V5A 1S6

krism@sfu.ca

At Simon Fraser University, we live and work on the unceded traditional territories of the Coast Salish peoples of the Səlilwətał (Tseil-Waututh), Skwxwú7mesh (Squamish), Kwikwitlem and xʷməθkwəyəm (Musqueam), Nations.

On Jan 6, 2023, at 4:17 PM, Jillian Roberts <jjrobert@uvic.ca> wrote:

Dear Dr. Magnusson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document).

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts

Associate Professor

Educational Psychology and Leadership

University of Victoria

<Proposal for Minor and General Degree Program in Applied Psychology 2023.pdf>

N. Borghese, HR Advisor, Cool Aid Society

From: Nyssa Borghese <nborghese@coolaid.org>
Sent: Friday, December 2, 2022 12:14
PM **To:** Lucinda Brown
<llbrown@uvic.ca> **Subject:** Nyssa
Cool Aid

Hi Cindy,

As a non-profit who works with some of Victoria's most vulnerable populations, it's vital for both our organization and the community we serve that our employees come in with a practical foundation of knowledge around supporting individuals with barriers to accessing services, the impacts of colonialism and racism on Indigenous clients, the effects of childhood trauma, and effective interpersonal communication skills.

Launching the Applied Psychology and Leadership program would be beneficial for Cool Aid, as it is another avenue for prospective and current employees to gain skills relevant to front-line work with clients and tenants. The courses around group processes, interpersonal communication, theories of counselling, and Indigenous approaches would be of particular interest.

Thank you,

*Nyssa Borghese
HR Advisor – Victoria Cool Aid Society*

From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 2:37 PM **To:** Nyssa Borghese <nborghese@coolaid.org> **Subject:** Cool Aid Consultation

Dear Nyssa,

Thank you so much for talking with me. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General programs in **Applied Psychology and Leadership** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below). The courses will help to equip individuals with the skills they need when they leave the university and enter the work force.

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in **Applied Psychology and Leadership**. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,
Dr. Lucinda (Cindy) Brown

C. Hiltner, former Manager of Executive Operations for BC Wildfire Service, current Director of Executive Operations, Ministry of Transportation and Infrastructure

Follow-up for Minor and General Degree in Applied Psychology and Leadership C Hiltner <celhiltner@gmail.com>
Mon 12/12, 12:16 PM Lucinda Brown

Hi Cindy,

Having worked at progressive positions within BC Ferries and BC Wildfire Service, I certainly see how individuals could benefit from the courses offered in the Minor and General Degree. It is always good for people who deal with the public to have adequate training and support.

This looks like it could help achieve that. Thank you so much for creating this!
Clementine

From: Lucinda Brown <llbrown@uvic.ca>

Sent: December 1, 2022 10:35 AM

To: Hiltner, Clementine TRAN:EX <Clementine.Hiltner@gov.bc.ca>

Subject: Follow-up for Minor and General Degree in Applied Psychology and Leadership

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Clementine,

I hope you are having a good day. Thank you so much for taking the time to talk with me last month. I am writing to follow up on our conversation. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social and public services, and community organizations. In response to these demands, the department of Educational Psychology and Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

L. Gill, supervisor Driver Services, Town of Sidney

Consultation Request for Applied Psychology and Leadership Leanne Gill <lgill@sidney.ca>
Wed 12/14, 11:31 AM Lucinda Brown
Dear Lucinda,

This looks like a great idea. Please let me know if this comes to fruition. A lot of work organizing it, but great job.

Take care Leanne

Leanne Gill DSC Supervisor
Town of Sidney

2440 Sidney Ave. Sidney, BC V8L 1Y7 250-655-5429 | lgill@sidney.ca www.sidney.ca



From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 3:35 PM **To:** Leanne Gill <lgill@sidney.ca>
Subject: Consultation Request for Applied Psychology and Leadership

Dear Leanne,

Thank you so much for talking with me today. As you know, over the past two years, there have been increased demands on individuals working in healthcare, public and social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in **Applied Psychology and Leadership** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in **Applied Psychology and Leadership**. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration. Sincerely,
Dr. Lucinda (Cindy) Brown

S. Heinz, ICBC Senior Claims Specialist (retired)

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Tuesday, January 10, 2023 12:49 PM
To: Lucinda Brown
Subject: Re: Consultation Request

Dear Dr. Brown,

I really enjoyed reading your department's minor and general degree program proposal. You have definitely covered areas that I believe are important for today's workforce, especially since COVID-19. I'm not sure what happened to people, but when I was still working, I noticed our clients were more easily frustrated, angered, impatient, and reactive. Without question several of your courses would benefit people in public service jobs by providing them with ways in which they can deal with challenging individuals, especially during stressful times.

Many clients I had were traumatized from their accidents and most adjusters have little training when it comes to working with individuals who are struggling. (This was one of the reasons I contacted you for some of my more challenging cases). In addition, the courses in Indigenous Perspectives are a fantastic idea and should benefit undergrad students by helping them build skills, knowledge, attitudes and values essential to fostering positive and productive relationships not only with Indigenous people, but also with individuals from all cultures and backgrounds.

Employers seem to be asking or expecting more of the people they hire. This minor/general degree would certainly help to deliver a better equipped employee. Further, many employers are requiring their staff to have some sort of degree. The degree may certainly give them skills in one area of specialization, but they may need additional skills to work in an environment where they have to share their knowledge and work collaboratively with others. I believe this is where the minor would help. It may be too late for those individuals who have completed degrees, but it would be so great for those students who are looking for electives that will help them when they hit the job market.

I would be happy to talk to anyone who is reviewing your proposal. Please forward my email (sueheinz@yahoo.ca) and phone number (604-230-2822). Best wishes with your programs.

Sincerely,
Susanne Heinz
ICBC Senior Claims Specialist [retired]

On Sunday, January 8, 2023 at 11:41:04 a.m. PST, Lucinda Brown <llbrown@uvic.ca> wrote:

Dear Susanne,

Happy New Year! It is great to hear from you. Congratulations on your retirement! Thank you so much for getting in touch with me. Thankfully, I am not contacting you for accident related information. However, I am contacting you for your expertise. I am still teaching at the University of Victoria and am working on a new minor and General degree program in Applied Psychology and Leadership. Part of the process of creating these programs is to obtain consultation from community resources. I thought that you would be an excellent person to provide some feedback.

I know that in the past few years when you had contacted me about various cases, we discussed the possibility of adjusters having some training or coursework in applied psychology. If you have time, I would appreciate your ideas about the proposal the department of Educational Psychology and Leadership Studies has created. The programs, titled "Applied Psychology and Leadership" were designed to help students with their academic studies, as well as their career planning. (Please see the attached document). The courses provide undergraduate students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages.

I value your feedback, Susanne. Thank you for your time and consideration and congratulations again on your retirement. I'm sure your retirement has been a big loss for ICBC.

Sincerely,
Lucinda (Cindy)

*Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857*

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Sunday, January 8, 2023 10:51 AM
To: Lucinda Brown
Subject:

Hi Dr. Brown,
Happy New Year and best wishes for 2023. An associate from ICBC contacted me to let me know that you have been trying to reach me. I apologize for not letting you know that I retired last year. I really enjoyed my 25 years with ICBC, but it was time for me to call it a day.

I assume that you want some information about insurance and I would be happy to help. I can be reached at sueheinz@yahoo.ca.

Best wishes,
Susanne

L. Sylven, Chief Constable (Retired), Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Wednesday, January 18, 2023 4:16 AM
To: Lucinda Brown
Subject: Re: Virtual introduction

Good morning Cindy,

Sorry about the delay getting back to you.

In my experience as a public safety professional, I believe there is an urgent need for Canadian justice institutions like policing, corrections, and the courts to evolve to meet the needs of all our communities. A critical first step in this evolution includes ensuring educational opportunities exist for individuals entering into the field that align with the changing societal expectations. The interdisciplinary courses in this proposed program do just that and would provide an excellent theoretical and practical foundation for any future public safety professional.

Les

Les Sylven, O.O.M.
Chief Constable (Ret.)
Central Saanich Police Service
PhD Candidate - Leadership Studies
University of Victoria

From: Les Sylven <ljsylven@uvic.ca>
Sent: Sunday, January 15, 2023 9:58:47 PM
To: Lucinda Brown
Subject: Re: Virtual introduction

Thank you Cindy!

I really enjoyed our chat too – small world isn't it!

I had a quick scan at the attachments but will have a closer look while travelling tomorrow.

This has great promise!

Les

From: Lucinda Brown <llbrown@uvic.ca>
Date: Saturday, January 14, 2023 at 4:41 PM
To: Les Sylven <ljsylven@uvic.ca>
Subject: Re: Virtual introduction

Hi Les,

It was wonderful talking with you. You have such incredible experiences working with the RCMP, Calgary Remand Centre, Central Saanich police department, and the list goes on. Thank you for your ongoing service to our communities and for taking the time to share some of your stories and experiences with me.

I am hoping that you will have the opportunity to review the programs we have developed in EPLS. Our proposed 9-unit minor (and General degree program) in Applied Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our four specialized concentrations in EPLS contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title “Applied Psychology and Leadership” reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applied Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

I believe the minor and General degree in Applied Psychology and Leadership may be ideal for individuals who are intending to become public safety personnel/first responders. However, you are an expert with a wealth of experience in these areas, so I am asking for your feedback about the programs' utility, potential benefits, and/or your suggestions. If you have some time, it would be wonderful to receive your feedback about the programs, which I have attached.

Thank you in advance, Les. Take care and have a wonderful day.

Sincerely,

Cindy Brown

*Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857*

Stage 1 Review for New Degree Proposals

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use “n/a” or “non-applicable” for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION: University of Victoria

PSIPS PROPOSAL #:

PROPOSED Minor in Applications of Psychology and Leadership (note - this proposal is not for a degree program)

Stage 1 Review for New Degree Proposals

Summary Description of Programs: (1 page maximum)

Our proposed 9-unit minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our department, Educational Psychology and Leadership (EPLS) has four specialized concentrations that contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title “Applications of Psychology and Leadership” reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Many of the education courses include concepts and strategies that apply to much broader settings. Leveraging existing courses, the Minor in Applications of Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges. As the minor is designed to complement existing standalone majors, students will have the opportunity to establish relationships with peers across disciplines, providing them with increased opportunities to engage in the cross-disciplinary thinking that is becoming necessary in today’s global economy.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competencies are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

MINOR IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP REQUIREMENTS

The Minor is designed for students enrolled in a Bachelor’s degree in other University of Victoria Departments or Faculties. Six courses are required:

- 1.5 required units of foundational knowledge
- 1.5 required units of Indigenous perspectives and decolonization
- 6.0 elective units spanning communication and human services; perspectives on diversity and inclusion; and special topics in applications of psychology and leadership.

(See Appendix A for a full list of courses).

The proposed **minor** is ideal for students completing degrees in physical, recreation and health education, psychology, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of individuals with varying abilities across the lifespan. Students may gain skills and insight for work as public safety personnel/first responders, in hospitality and human resources, in public service, public relations, tourism, finance, and health care. The **minor** may be an excellent choice for individuals wanting to complete graduate work in areas related to human services.

All of the required courses in our **minor** are delivered on campus. However, some elective courses are offered online, providing greater access to students. The online courses include ED-D 405, ED-D 411, ED-D 418, ED-D 424, ED-D 425, ED-D 426, ED-D 427, and ED-D 428. (See Appendix B for a description of all courses). Since the minor is not a standalone program, students will complete the minor concurrently with the Major programs in their bachelors’ degrees.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

| CRITERIA: | COMMENTS: |
|---|---|
| A. Mandate | |
| How does the proposed program fit within the mandate of the institution? | <ul style="list-style-type: none"> • The Minor in Applications of Psychology and Leadership program fit within: <ul style="list-style-type: none"> ○ UVic's Strategic Framework, 2018-2023 ○ Indigenous Plan, 2017-2022 ○ Strategic Enrolment Management Plan ○ The Faculty of Education's strategic priorities |
| How does the proposed program support the current academic and strategic plan of the institution? | <p>The design and delivery of the Minor in Applications of Psychology and Leadership aligns with <u>University of Victoria Institutional Plan and Priorities (2018-2023)</u> from the following 3 perspectives:</p> <p>CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT: 1.2 Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.</p> <p>INTENSIFY DYNAMIC LEARNING: 3.2 Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes.</p> <p>FOSTER RESPECT AND RECONCILIATION 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.</p> <ul style="list-style-type: none"> • Providing opportunity for undergraduate students to further their knowledge in applied psychology (with a strong Indigenous Education lens) will attract additional students to EPLS. Doing so will be in keeping with the need for professionals to have a stronger background in topics relating to mental health and wellness, which is particularly important to address the mental health pandemic post-COVID. |
| For applied degrees offered under the <i>College and Institute Act</i> : <ul style="list-style-type: none"> • Does the proposal lead to a specific occupation? | The Minor in Applications of Psychology and Leadership will not fall under the <i>College and Institute Act</i> because it is a university credit program. |

Stage 1 Review for New Degree Proposals

| | |
|---|--|
| <ul style="list-style-type: none"> Does the proposal provide a diploma exit, if appropriate? | <ul style="list-style-type: none"> The proposed program does not lead to a specific occupation or diploma. Students will be full-time UVic students who will be including in their academic program six courses in Applications of Psychology and Leadership. These courses provide education/training that will be useful in finding work upon graduation with their bachelor's degree. |
| B. Capacity | |
| <p>To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?</p> | <ul style="list-style-type: none"> The courses in the proposed program have already been developed and delivered by faculty and sessional instructors in Educational Psychology and Leadership who are experts in the field of learning, development, and instructional science; counselling; special and inclusive education, and leadership. The Department of EPLS is now in a position to offer a new minor program option, based on current offerings and consultation with stakeholders. |
| <p>To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?</p> | <ul style="list-style-type: none"> No new teaching resources are required to support this program. EPLS is actively working to develop responsive programming at the undergraduate level. As such, we have taken care to create the minor program that would allow us to offer our existing classes to new audiences and work within our current faculty, sessional, and staff budget. As a nascent program, Advising Education, and the EPLS Program Assistants and Faculty lead will be able to support the start-up without additional costs or resources. |

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

| CRITERIA: | COMMENTS: |
|--|---|
| A. Priority of Program Focus | |
| <p>Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?</p> | <ul style="list-style-type: none"> The primary social benefit of the Minor in Applications of Psychology and Leadership is to provide students with the intellectual and practical skills to respond to the increasingly complex needs, and especially mental health needs, in workplaces, communities, and educational settings. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. |
| B. Social Benefit | |

Stage 1 Review for New Degree Proposals

| | |
|--|---|
| <p>What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?</p> | <p>Social, cultural, regional, community benefits:</p> <p>Providing opportunity for undergraduate students to further their knowledge in applied psychology and leadership (with a strong Indigenous Education lens) will be in keeping with the need for professionals to have a stronger background in topics relating to mental health and wellness. The mental health of Canadians has deteriorated in the two years since the COVID-19 pandemic began, putting massive pressure on our mental health-care system. Therefore, it is particularly important to address mental health post-COVID restrictions.</p> <p>The proposed minor is ideal for students completing degrees in physical, recreation and health education, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of individuals with varying abilities across the lifespan. Graduates may gain skills and insight for work in public service, public relations, tourism, finance, health care, hospitality, and human resources. Students may gain skills and insight for work in public service, public relations, human resources, hospitality and tourism, finance, and health care. The minor may be an excellent choice for individuals wanting to complete graduate work in areas related to human services (e.g., counselling psychology, special education, and educational psychology). Further, the courses will have great utility for individuals who continue their education to become public safety personnel and/or first responders.</p> |
| <p>How would the proposed program advance social goods or government priorities?</p> | <p>Social goods:</p> <p>The courses offered in the Minor in Applications of Psychology and Leadership strive to provide undergraduate students the opportunity to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.</p> <p>Given the inclusion of required Indigenous coursework, the Minor is aligned with the following Government priorities:</p> <p>Ministry of Advanced Education and Skills Training Service Plan 2021/2022 – 2023/24</p> <ul style="list-style-type: none"> • Goal 3/Objective 3.1 Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission. |

Stage 1 Review for New Degree Proposals

C. Economic Benefit

| | |
|--|---|
| <p>What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?</p> | <p>Based upon <u>British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition)</u>, the current labor market indicators support the proposed minor program. The minor is in alignment with demand for skills and competencies related to Health, Management services, and Education (pp. 28-34).</p> <ul style="list-style-type: none"> ○ Top skills: Active listening, speaking, critical thinking ● Top competencies: Social perceptiveness, judgement and decision making, complex problem solving. Related skills and competences will be developed through courses offered by the proposed program on the following three topics: Communication and Human Services, Perspectives on Diversity and Inclusion, and Special Topics in Applications of Psychology and Leadership. |
| <p>How would the proposed program support economic growth and/or government economic priorities?</p> | <p>Based upon <u>British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition)</u>, the current labor market indicators support the proposed minor. The minor is supported by the data which sees a demand in the following projected health and educational jobs (pp. 13- 15).</p> <ul style="list-style-type: none"> ○ Health care and social assistance: Positions in 2021 = 354, 500; projected additional positions needed by 2031 = 142, 900 ○ Educational Services: Positions in 2021 = 183, 400; projected additional positions needed by 2031 = 62,000 |
| <p>What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)</p> | <p>The proposed program would benefit many TEER O managerial positions and TEER 1 positions. However, based upon <u>British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition)</u>, the proposed programs are supported by the data related to high opportunity occupations in Health, Social and community support, and Education (pp. 21-27).</p> <p>Health related occupations/Job openings (examples)</p> <ul style="list-style-type: none"> ● 3012 (updated code 31301) Registered nurses and registered psychiatric nurses/ 20,140 ● 0311 (updated code 30010) Managers in health care/ 3,240 <p>Social and community support/Job openings (examples)</p> <ul style="list-style-type: none"> ● 4152 (updated code 41300) Social workers/ 3,000 ● 0112 (updated code 10011) Human resources managers/ 2,890 <p>Education related occupations/Job openings (example)</p> <ul style="list-style-type: none"> ● 4021 (updated code 41210) College and other vocational instructors/ 5,260 |
| <p>Do potential employers require a degree for graduates to gain employment in the field?</p> | <ul style="list-style-type: none"> ● The proposed minor is not a standalone program. Depending on the chosen field, the minor will enhance the courses offered in the Major by providing additional information and strategies |

Stage 1 Review for New Degree Proposals

| | |
|---|---|
| | when dealing with people from a variety of backgrounds and with unique exceptionalities. |
| If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers? | <ul style="list-style-type: none"> Although we expect graduates with this minor to be attractive to prospective employees of government and public agencies, we do not anticipate that government will be the main employer. Rather, we expect that graduates of this program will be able to apply their skills across a wide range of professional areas of both private and public industries. |
| D. Consultation | |
| What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program? | <p>From 2021 to 2023, the University of Victoria's Department of EPLS conducted consultation with communities and professional organizations, as well as other institutions, employer groups, alumni, and departments across UVic. This process served to re-establish or build relationships with key contacts, share information, and invite feedback on program options.</p> <p>We applied the feedback we received by making the minor as flexible as possible, by including required coursework in Indigenous content, and by opening courses that had been restricted to Education programs.</p> <p>Preliminary consultation results provided substantial support for the proposed Minor in Applications of Psychology and Leadership.</p> <p>In addition, EPLS has been increasingly approached by students in non-teaching undergraduate programs, requesting admission to several of our courses (traditionally restricted to teacher education students) to gain strategies for building inclusive, equitable settings in their prospective workplaces.</p> |
| If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide? | <ul style="list-style-type: none"> N/A – does not involve a regulated profession or accreditation organization. |

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

| CRITERIA: | COMMENTS: |
|---|---|
| A. System Context | |
| What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs. | Our proposed Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Simon Fraser University offers a minor in Educational Psychology and separate minor in Counselling and Human Development; both are focused on educational settings. The University of British Columbia offers a |

Stage 1 Review for New Degree Proposals

| | |
|--|---|
| | <p>minor program in Educational and Counselling Psychology and Special Education but only for undergraduate students in the School of Kinesiology. Several BC institutions offer minor programs in Psychology (i.e., University of Victoria, Douglas College, Capilano University, Kwantlen Polytechnic University, University of the Fraser Valley, and Vancouver Island University), with no emphasis on practical application. Several BC institutions offer post-degree certificate programs in applied programs such as special education (e.g., SFU, UBC, VIU) and mental health and wellbeing (e.g., UBC, VIU). Although there are some similarities between the above programs and the proposed program in Applications of Psychology and Leadership, most of the existing programs are either restricted in who can take the courses, require post-graduate status, or are narrowly focused within one specific discipline; all of the coursework in these programs focus primarily on educational settings. In addition, none of these programs offer courses in leadership, which enables the proposed program to offer more diverse learning topics and opportunities.</p> <p>Our proposed program in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria focused on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social service community settings.</p> |
| <p>B. Consultation</p> | |
| <p>To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?</p> | <p>We elicited consultation with the following universities that offer related programs: Simon Fraser University University of British Columbia University of Northern BC University of the Fraser Valley Vancouver Island University We received letters from Vancouver Island University, Simon Fraser, and University of Fraser Valley (See Appendix C).</p> |
| <p>C. Rationale for Duplication</p> | |
| <p>If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?</p> | <p>There are no programs available that match our transdisciplinary program. Currently, it is a unique offering.</p> |
| <p>D. Collaboration</p> | |
| <p>To what extent has the institution explored appropriate ways to collaborate and/or share</p> | <p>We welcome collaboration and resource sharing as institutions begin to develop and offer similar minor programs. We believe the</p> |

Stage 1 Review for New Degree Proposals

| | |
|--|---|
| resources with other institutions offering related programs? | potential benefits of these programs are applicable to all areas of BC and across Canada. |
|--|---|

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

| CRITERIA: | COMMENTS: |
|---|--|
| A. Student Demand | |
| How robust is the demonstrated potential student demand to sustain the proposed program? | <p>Over the past two years, EPLS has engaged in broader community consultation which confirmed our understanding that it would be beneficial to adapt our existing programs and courses to better meet the needs of students entering the work force. Furthermore, we have received letters of support from the following external community stakeholders. (See Appendix D)</p> <ul style="list-style-type: none"> • Cool Aid Society, Victoria • Driver Services, Town of Sidney • Executive Operations for BC Wildfire Service • ICBC Senior Claims Specialist (Ret.) • Chief Constable (Ret.) Central Saanich Police Service <p>Given British Columbia's Labor Market Outlook: 2021-2031 Forecast (2021 Edition), there is great potential for the utility of the proposed minor. The programs will benefit students entering a demanding job market. The courses are designed to provide students with the intellectual and practical skills to respond to the increasingly complex needs in educational settings, workplaces, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.</p> <p>Taken together, these factors support a growing demand to sustain the minor.</p> |
| B. Benefit to Students | |
| To what extent will students be able to transfer to and from other post-secondary institutions in the province? | <p>The six courses in the EPLS minor will be credit offerings that will be counted within the requirements of a UVic bachelor's degree program.</p> <ul style="list-style-type: none"> • Other BC universities may accept these as transfer credit courses, depending on the transfer and program requirements in the receiving universities. |
| What opportunities are available to program graduates for further study in the field or in professional fields? | The minor is not a standalone program. Graduates who have completed the minor as a part of their UVic bachelor's degree may pursue further studies in areas related to their Major or they may |

Stage 1 Review for New Degree Proposals

| | |
|--|--|
| | use the minor as a prerequisite to graduate studies or training programs in human services and related areas. |
| What added value will the proposed program offer graduates in terms of employment opportunities? | The specific employment position of graduates of the minor will depend on the subject of Major study in students' bachelors' degrees, plus a combination of the learners' other professional and educational experience. The need for additional skills in areas of mental health are critical given the mental health crisis following the COVID onset. This minor is ideal for students requiring an understanding of development of individuals with varying abilities and exceptionalities across the lifespan, or those needing to build inclusive work environments. |

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
 - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

Stage 1 Review for New Degree Proposals

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

Stage 1 Review for New Degree Proposals

Appendix A: Courses Offered in the Minor in Applications of Psychology and Leadership

Minor Requirements

Students in the minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and four courses (6.0 units) from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department.

Students choose 1.5 units (1 course) from the following courses:

FOUNDATIONAL CONCEPTS (REQUIRED)

ED-D 101 - Learning Strategies for University Success

ED-D 300 - Introduction to Educational Psychology

ED-D 301 - Learners and Learning Environments

Students choose 1.5 units (1 course) from the following courses:

INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)

ED-D419 - Introduction to Indigenous Approaches to Helping and Healing

IED 371 – The History of First Nations, Métis, and Inuit Education in Canada

IED 372 – Indigenous Epistemologies

IED 378 – Educators Working Towards Reconciliation as Allies and Activists

Students choose 6 units (4 courses) from the following areas:

COMMUNICATION AND HUMAN SERVICES

ED-D 302 - Experiential Learning and Community Engagement

ED-D 414 - Group Processes

ED-D 417 - Skills for Effective Interpersonal Communication

ED-D 418 - Introduction to Theories of Counselling

ED-D 427 - Collaboration and Consultation in Special Education

ED-D 425 - Assistive Technology in the Inclusive Classroom

PERSPECTIVES ON DIVERSITY AND INCLUSION

ED-D 405 - Advanced Educational Exceptionality

ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties

ED-D 420 - Learning Support: Context and Key Issues

ED-D 422 - Management and Adaptation of the Classroom Environment

ED-D 424 - Teaching Students with Developmental Difficulties

ED-D 426 - Differentiating Instruction in the Inclusive Classroom

ED-D 428 - Teaching Students with Specific Learning Disorders

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

ED-D 201 - Selected Topics in Applied Psychology and Leadership

ED-D 406 - Psychology of Adolescence

ED-D 480 - Contemporary Topics in Education

ED-D 487 - Special Topics in Education

Stage 1 Review for New Degree Proposals

FOUNDATIONAL CONCEPTS (REQUIRED)

ED-D 101 - Learning Strategies for University Success

An examination of learning behaviours and motivations to improve academic success. Introduces educational psychology theories, principles and research with a focus on self-regulation - the science of strategic, reflective, and adaptive learning. Students are required to master knowledge and apply concepts related to learning, motivation, collaboration, academic performance, and procrastination. Taken as an elective course by students across almost all faculties on campus. Computers are used extensively for applied lab work and assignments.

ED-D 300 - Introduction to Applied Psychology (Kuali change submitted to change the course title to “Introduction to Applied Psychology”)

The scientific study of psychology as it applies to educational activities and contexts. Introduces students to theory, research, and research methodologies that inform our understandings of student development, individual differences and diversity, learning processes, motivation, instructional design, and learning assessment. An excellent foundation for students considering graduate work in education; educational, school or counselling psychology; or the learning sciences.

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 are addressed.

INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)

ED-D 419 - Introduction to Indigenous Approaches to Helping and Healing

Introduction to Indigenous worldviews and perspectives related to helping and healing practices. Awareness of the history and the impact of oppression in Canadian Indigenous contexts. Exploration of the relevance of both Western and Indigenous paradigms in the helping profession. Students reflect on their own beliefs and learn to enhance the cultural relevance and sensitivity of their own helping approaches.

IED 371 - The History of First Nations, Métis, and Inuit Education in Canada

A broad overview of the history of First Nations, Métis and Inuit education in Canada. Various eras in the history of K-12 Indigenous Education in Canada are examined. Pre-contact forms of Indigenous knowledge and pedagogy are emphasized. The purpose of education from both historical and contemporary Indigenous perspectives are explored as well as the current situation and future directions in both public schools and Indigenous-controlled schools in BC.

IED 372 - Indigenous Epistemologies

An exploration of Indigenous knowledge and practices of First Nations, Métis, and Inuit people. Discussion topics include: Indigenous worldviews, frameworks, methodologies, and protocols that validate Indigenous ways of being and living, and the appreciation of the mental, spiritual, physical and emotional aspects of Indigenous knowledge.

IED 378 - Educators Working Towards Reconciliation as Allies and Activists

An exploration of relational ways of working meaningfully and appropriately as Indigenous and settler peoples with an emphasis on how to become agents of positive educational and social change guided by the calls to action of the Truth and Reconciliation Commission of Canada.

COMMUNICATION AND HUMAN SERVICES

ED-D 302 - Experiential Learning and Community Engagement

Stage 1 Review for New Degree Proposals

Designed for students from all faculties planning to engage in experiential learning during their studies, work or volunteer opportunities. Introduces the foundational elements of experiential learning, UVic's learning outcomes, goal setting and the competency development necessary to contribute effectively and respectfully in diverse contexts.

ED-D 414 - Group Processes

Analysis, theory, and research related to group processes, decision-making, and leadership in a variety of settings. Awareness and understanding of self in group contexts. Includes skills practice and development related to group membership and facilitation.

ED-D 417 - Skills for Effective Interpersonal Communication

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

ED-D 418 - Introduction to Theories of Counselling (online)

Major theoretical approaches to counselling. Includes philosophical assumptions, key concepts, the process of change and interventions. Designed for those interested in counselling, psychotherapy, and helping relationships.

ED-D 427 - Collaboration and Consultation in Special Education (online)

A theoretical and practical framework for developing the knowledge and skill in school-based consultation and collaboration that is required to meet the diverse needs of students.

ED-D 425 - Assistive Technology in the Inclusive Classroom (online)

The application of a range of assistive technologies and instructional strategies to support active student participation in inclusive classrooms. Study and application of functional assessment processes, team principles and a range of technologies and resources.

PERSPECTIVES ON DIVERSITY AND INCLUSION

ED-D 405 - Advanced Educational Exceptionality (online)

Familiarizes teachers with the needs of children and adolescents with varying special learning needs. A major focus is on Universal Design for Learning (UDL). Topics include: the history of special education services; legal and ethical issues in the provision of services to students with special needs; special and inclusive education policies and procedures; learner characteristics; working with parents and families of children with a wide range of special needs.

ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties (online)

This is an introduction course in behavior, social, emotional, and related mental-health issues in childhood and adolescence. Causes, diagnosis, and identification will be examined along with contemporary approaches to program planning and intervention within inclusive schools and classrooms.

ED-D 420 - Learning Support: Context and Key Issues

An introductory overview of key issues in learning support. Topics 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.

ED-D 422 - Management and Adaptation of the Classroom Environment

Strategies for adapting the classroom environment to support children with a range of special needs. Topics include ADHD/FAS; abuse and neglect; medication/treatments; social competences and emotional adjustment; issues related to low/high incidence classifications; collaboration between professionals/paraprofessionals.

Stage 1 Review for New Degree Proposals

ED-D 424 - Teaching Students with Developmental Difficulties (online)

An introduction to designing, implementing and monitoring programs within inclusive settings for children and adolescents with developmental disabilities such as intellectual disabilities, autism, cerebral palsy and fetal alcohol spectrum disorder.

ED-D 426 - Differentiating Instruction in the Inclusive Classroom (online)

The theoretical foundations and practical applications of Differentiated Instruction (DI), an approach to meet the needs of all students in today's diverse classrooms. Students will learn strategies for determining what to teach (content), how to teach (process), and the evaluation of student learning (product).

ED-D 428 - Teaching Students with Specific Learning Disorders (online)

An introduction to the nature, scope and recognition of specific learning disorders in the inclusive classroom. Research-informed methods for skills-based assessment and instructional programming targeting reading, mathematics and written language are emphasized.

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

ED-D 201 - Selected Topics in Applied Psychology and Leadership

(Courses will be created based on current community, national, or global interests and problems).

ED-D 406 - Psychology of Adolescence

The physiological, psychological, social and educational aspects of adolescence.

ED-D 480 - Contemporary Topics in Education

Current topics and developments in education, with particular consideration of their relevance to the schools of British Columbia. Taught from an interdisciplinary approach.

ED-D 487 - Special Topics in Education

Topics of current interest or concern to groups of students.

Stage 1 Review for New Degree Proposals

Appendix C: Support from BC Universities

Vancouver Island University

Dr. David Paterson
Dean of Education

From: David Paterson <David.Paterson@viu.ca>

Sent: Monday, February 13, 2023 10:48:06 AM

To: Jillian Roberts

Subject: Requesting letter/email of support for proposed UVIC minor

Dear Jillian,

Thank you very much for providing me the opportunity to review the attached *Proposal for Minor in Applications of Psychology and Leadership*.

The attached outline looks very good. The proposed package will be of interest to students seeking more exposure to these important areas. Moreover, I think this package will be useful for students interested in graduate work in Counselling Psychology or Educational Leadership.

I was pleased to see the requirement for Indigenous Perspective in the Minor. All of the courses offered in this section look interesting and useful to students.

This is an impressive and useful addition to the UVic course offerings. We support this direction and wish you well with the application.

Sincerely,

David Paterson, Ph.D.
Dean of Education
Vancouver Island University
Nanaimo, British Columbia
Office: 250-740-6220
Cell: 250-619-1526

The VIU community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nations on whose traditional lands we teach, learn, research, live and share knowledge.



From: Jillian Roberts
Mon 2/13, 8:59 AM david.Paterson@viu.ca;Lucinda Brown

Dear Dr. Paterson,

Stage 1 Review for New Degree Proposals

Happy Monday! I am sending this message as a follow-up to an email I sent on January 6, 2023 about a minor created by Educational Psychology and Leadership at the University of Victoria (UVic). We designed the minor to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. The minor provides students with strategies and skills to respond to the increasingly complex needs in workplaces, communities, and educational settings.

We received excellent feedback from several universities and made changes to our proposal to reflect some of their suggestions. I have attached the updated proposal. We are hoping that you will be able to review these changes and provide your support for our proposed Minor.

Thank you in advance for your time and expertise. We look forward to hearing from you.

Take care,
Jillian

Dr. Jillian Roberts
Associate Professor
Education
University of Victoria

Jillian Roberts
Fri 1/6, 4:18 PM david.Paterson@viu.ca; Lucinda Brown
Dear Dr. Paterson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

Stage 1 Review for New Degree Proposals

University of the Fraser Valley

Dr. Sheryl MacMath

Department Head of Teacher Education

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>**Sent:** Sunday, January 8, 2023 4:35 PM**To:** Jillian Roberts**Cc:** Lucinda Brown**Subject:** RE: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

It is great to hear from you Jillian. I hope you and your family are doing well. I am happy to provide some comments in relation to your proposed minor and general degree in applied psychology. I am currently the head of the teacher education department at the University of the Fraser Valley (UFV). I work with post-degree elementary and secondary teacher candidates completing their BEd. I am also a part of the Faculty of Education, Community, and Human Development which includes areas such as social work, child and youth care, adult education, early childhood education, open access, and continuing studies. As a result, these two proposals would be excellent opportunities for a variety of areas I am familiar with.

In an age where people are becoming more aware of the superdiversities (Yee & Davidson, 2021) and intersectionalities of individuals, applied psychology is critical for anyone working with adults and children. More recognition is needed on how to maximize the strengths of students, clients, and learners with diverse needs. This focus on a strengths-based approach that values diversity is critical. In reviewing the courses included in your minor and general degree, I was pleased to see so many education-related opportunities (e.g., EDD301, IED372, IED378, EDD427, EDD425, EDD411, etc). These would be excellent courses for anyone interested in completing their BEd. While I appreciated the inclusion of at least one Indigenous course, I do think that the fact that Indigenous youth are the fastest growing population in Canada, I would have recommended at least two IED courses. I noticed that this could be done (two IED courses); my recommendation would be that this is required. The inclusion of EDD 425 (assistive technologies) is very progressive as this is becoming an area of greater interest in schools and community organizations.

I hope this is helpful. Please let me know if there is anything else you need in relation to this proposal.

Take care and Kw'as ho'y,
Sheryl

Sheryl MacMath

Department Head, Teacher Education Department

University of the Fraser Valley

Residing on Stó:lō Temexw

Preferred pronouns: she, her, they

From: Jillian Roberts <jjrobert@uvic.ca>**Sent:** January 6, 2023 4:19 PM**To:** Sheryl MacMath <Sheryl.MacMath@ufv.ca>**Cc:** Lucinda Brown <llbrown@uvic.ca>**Subject:** [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

Dear Sheryl,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied

Stage 1 Review for New Degree Proposals

Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

Stage 1 Review for New Degree Proposals

Simon Fraser University

Dr. Kris Magnusson
Dean of Education

From: Kris Magnusson <kris_magnusson@sfu.ca>
Sent: Tuesday, January 10, 2023 12:27 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: Re: Seeking email/letter of support for proposed UVIC minor

Hi Jillian,

I have had a look at the proposed minor and would like to share a few observations:

Overall, I am supportive of the direction and construction of the minor. In particular, I liked the flexibility provided for students to explore multiple pathways to support professional practice. What this proposed minor does is demonstrate how core principles come to life and find expression in a variety of professional pathways. Furthermore, the content for the optional routes seems, by virtue of the course titles, to be relevant and timely.

I have a couple of suggestions for you to ponder (which I am sure you have already given much thought to):

- In the framing of the rationale, and especially when presented to students, consider using phrases that connote how the different pathways within the minor would support or enhance professional practice, without giving the impression that students would become “expert” in these areas.
- Will there be “pathway guidance” offered to students (that is, the provision of planning assistance or perhaps the provision of a few exemplars)? As it stands, it seems a bit like everything but the kitchen sink approach, and the variety of options may be confusing. For example, “students interested in pursuing graduate studies in counselling psychology may wish to include within their minor”. In other words, the technical requirements for a minor have been clearly specified, but are there recommended pathways, especially for students seeking access to one of the three major graduate areas you referenced?
- Have you given thought to something more than an assembly of courses (which is what the proposal currently is)? This may cause a howl of protest of infringement of academic freedom, but if students could link content from one course to the content in another through how they engage in course assignments, you would have something very powerful. Senior courses could allow for assignments for pathway students to apply learning from an earlier course explicitly to the more advanced course; for example, a student interested in an Indigenous Perspectives Pathway, after taking ED-D 419 might apply that learning to a critical assessment of strategies and technologies in ED-D 425

take care,
Kris

Kris Magnusson, Ph.D.
Professor, and Dean Pro Tem
Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby, B.C. V5A 1S6

krism@sfu.ca

Stage 1 Review for New Degree Proposals

At Simon Fraser University, we live and work on the unceded traditional territories of the Coast Salish peoples of the Səlilwətał (Tsleil-Waututh), Skwxwú7mesh (Squamish), Kwikwitlem and xʷməθkwəyəm (Musqueam), Nations.

On Jan 6, 2023, at 4:17 PM, Jillian Roberts <jjrobert@uvic.ca> wrote:

Dear Dr. Magnusson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document).

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

<Proposal for Minor and General Degree Program in Applied Psychology 2023.pdf>

Stage 1 Review for New Degree Proposals

Appendix D: Support from Community Agencies and Partners

N. Borghese, HR Advisor, Cool Aid Society

From: Nyssa Borghese <nborghese@coolaid.org>

Sent: Friday, December 2, 2022 12:14PM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: Nyssa Cool Aid

Hi Cindy,

As a non-profit who works with some of Victoria's most vulnerable populations, it's vital for both our organization and the community we serve that our employees come in with a practical foundation of knowledge around supporting individuals with barriers to accessing services, the impacts of colonialism and racism on Indigenous clients, the effects of childhood trauma, and effective interpersonal communication skills.

Launching the Applied Psychology and Leadership program would be beneficial for Cool Aid, as it is another avenue for prospective and current employees to gain skills relevant to front-line work with clients and tenants. The courses around group processes, interpersonal communication, theories of counselling, and Indigenous approaches would be of particular interest.

Thank you,

Nyssa Borghese

HR Advisor – Victoria Cool Aid Society

From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 2:37 PM **To:** Nyssa Borghese <nborghese@coolaid.org> **Subject:** Cool Aid Consultation

Dear Nyssa,

Thank you so much for talking with me. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor program in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below). The courses will help to equip individuals with the skills they need when they leave the university and enter the work force.

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,

Dr. Lucinda (Cindy) Brown

Stage 1 Review for New Degree Proposals

C. Hiltner, Director of Executive Operations, Ministry of Transportation and Infrastructure, former Manager of Executive Operations for BC Wildfire Service

Follow-up for Minor and General Degree in Applied Psychology and Leadership C Hiltner <celhiltner@gmail.com>
Mon 12/12, 12:16 PMLucinda Brown

Hi Cindy,

Having worked at progressive positions within BC Ferries and BC Wildfire Service, I certainly see how individuals could benefit from the courses offered in the Minor and General Degree. It is always good for people who deal with the public to have adequate training and support.

This looks like it could help achieve that. Thank you so much for creating this!
Clementine

From: Lucinda Brown <lbrown@uvic.ca>

Sent: December 1, 2022 10:35 AM

To: Hiltner, Clementine TRAN:EX <Clementine.Hiltner@gov.bc.ca>

Subject: Follow-up for Minor and General Degree in Applied Psychology and Leadership

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Clementine,

I hope you are having a good day. Thank you so much for taking the time to talk with me last month. I am writing to follow up on our conversation. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social and public services, and community organizations. In response to these demands, the department of Educational Psychology and Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,
Dr. Lucinda (Cindy) Brown

Stage 1 Review for New Degree Proposals

L. Gill, supervisor Driver Services, Town of Sidney

Consultation Request for Applied Psychology and Leadership Leanne Gill <lgill@sidney.ca>

Wed 12/14, 11:31 AM Lucinda Brown

Dear Lucinda,

This looks like a great idea. Please let me know if this comes to fruition. A lot of work organizing it, but great job.

Take care Leanne

Leanne Gill DSC Supervisor

Town of Sidney

2440 Sidney Ave. Sidney, BC V8L 1Y7 250-655-5429 | lgill@sidney.ca www.sidney.ca



From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 3:35 PM **To:** Leanne Gill <lgill@sidney.ca>

Subject: Consultation Request for Applied Psychology and Leadership

Dear Leanne,

Thank you so much for talking with me today. As you know, over the past two years, there have been increased demands on individuals working in healthcare, public and social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in **Applied Psychology and Leadership** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in **Applied Psychology and Leadership**. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,

Dr. Lucinda (Cindy) Brown

Stage 1 Review for New Degree Proposals

S. Heinz, ICBC Senior Claims Specialist (retired)

From: Susanne Heinz <sueheinz@yahoo.ca>

Sent: Tuesday, January 10, 2023 12:49 PM

To: Lucinda Brown

Subject: Re: Consultation Request

Dear Dr. Brown,

I really enjoyed reading your department's minor and general degree program proposal. You have definitely covered areas that I believe are important for today's workforce, especially since COVID-19. I'm not sure what happened to people, but when I was still working, I noticed our clients were more easily frustrated, angered, impatient, and reactive. Without question several of your courses would benefit people in public service jobs by providing them with ways in which they can deal with challenging individuals, especially during stressful times.

Many clients I had were traumatized from their accidents and most adjusters have little training when it comes to working with individuals who are struggling. (This was one of the reasons I contacted you for some of my more challenging cases). In addition, the courses in Indigenous Perspectives are a fantastic idea and should benefit undergrad students by helping them build skills, knowledge, attitudes and values essential to fostering positive and productive relationships not only with Indigenous people, but also with individuals from all cultures and backgrounds.

Employers seem to be asking or expecting more of the people they hire. This minor/general degree would certainly help to deliver a better equipped employee. Further, many employers are requiring their staff to have some sort of degree. The degree may certainly give them skills in one area of specialization, but they may need additional skills to work in an environment where they have to share their knowledge and work collaboratively with others. I believe this is where the minor would help. It may be too late for those individuals who have completed degrees, but it would be so great for those students who are looking for electives that will help them when they hit the job market.

I would be happy to talk to anyone who is reviewing your proposal. Please forward my email (sueheinz@yahoo.ca) and phone number (604-230-2822). Best wishes with your programs.

Sincerely,

Susanne Heinz

ICBC Senior Claims Specialist [retired]

On Sunday, January 8, 2023 at 11:41:04 a.m. PST, Lucinda Brown <llbrown@uvic.ca> wrote:

Dear Susanne,

Happy New Year! It is great to hear from you. Congratulations on your retirement! Thank you so much for getting in touch with me. Thankfully, I am not contacting you for accident related information. However, I am contacting you for your expertise. I am still teaching at the University of Victoria and am working on a new minor and General degree program in Applied Psychology and Leadership. Part of the process of creating these programs is to obtain consultation from community resources. I thought that you would be an excellent person to provide some feedback.

I know that in the past few years when you had contacted me about various cases, we discussed the possibility of adjusters having some training or coursework in applied psychology. If you have time, I would appreciate your ideas about the proposal the department of Educational Psychology and Leadership Studies has created. The programs, titled "Applied Psychology and Leadership" were designed to help students with their academic studies, as well as their career planning. (Please see the attached document). The courses provide undergraduate students with

Stage 1 Review for New Degree Proposals

practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages.

I value your feedback, Susanne. Thank you for your time and consideration and congratulations again on your retirement. I'm sure your retirement has been a big loss for ICBC.

Sincerely,
Lucinda (Cindy)

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Sunday, January 8, 2023 10:51 AM
To: Lucinda Brown
Subject:

Hi Dr. Brown,
Happy New Year and best wishes for 2023. An associate from ICBC contacted me to let me know that you have been trying to reach me. I apologize for not letting you know that I retired last year. I really enjoyed my 25 years with ICBC, but it was time for me to call it a day.

I assume that you want some information about insurance and I would be happy to help. I can be reached at sueheinz@yahoo.ca.

Best wishes,
Susanne

Stage 1 Review for New Degree Proposals

L. Sylven, Chief Constable (Retired), Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Wednesday, January 18, 2023 4:16 AM
To: Lucinda Brown
Subject: Re: Virtual introduction

Good morning Cindy,

Sorry about the delay getting back to you.

In my experience as a public safety professional, I believe there is an urgent need for Canadian justice institutions like policing, corrections, and the courts to evolve to meet the needs of all our communities. A critical first step in this evolution includes ensuring educational opportunities exist for individuals entering into the field that align with the changing societal expectations. The interdisciplinary courses in this proposed program do just that and would provide an excellent theoretical and practical foundation for any future public safety professional.

Les

Les Sylven, O.O.M.
Chief Constable (Ret.)
Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Sunday, January 15, 2023 9:58:47 PM
To: Lucinda Brown
Subject: Re: Virtual introduction

Thank you Cindy!

I really enjoyed our chat too – small world isn't it!

I had a quick scan at the attachments but will have a closer look while travelling tomorrow.

This has great promise!

Les

From: Lucinda Brown <lbrown@uvic.ca>
Date: Saturday, January 14, 2023 at 4:41 PM
To: Les Sylven <ljsylven@uvic.ca>
Subject: Re: Virtual introduction

Hi Les,

Stage 1 Review for New Degree Proposals

It was wonderful talking with you. You have such incredible experiences working with the RCMP, Calgary Remand Centre, Central Saanich police department, and the list goes on. Thank you for your ongoing service to our communities and for taking the time to share some of your stories and experiences with me.

I am hoping that you will have the opportunity to review the programs we have developed in EPLS. Our proposed 9-unit minor (and General degree program) in Applied Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our four specialized concentrations in EPLS contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title “Applied Psychology and Leadership” reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applied Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

I believe the minor and General degree in Applied Psychology and Leadership may be ideal for individuals who are intending to become public safety personnel/first responders. However, you are an expert with a wealth of experience in these areas, so I am asking for your feedback about the programs' utility, potential benefits, and/or your suggestions. If you have some time, it would be wonderful to receive your feedback about the programs, which I have attached.

Thank you in advance, Les. Take care and have a wonderful day.

Sincerely,

Cindy Brown

*Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857*



Date: February 15, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options.

The proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options will be more equitable for students by creating an option to complete a thesis-based masters in the same time frame as a capstone-based masters program.

The following motion is recommended:

Motion: that Senate approve the proposed changes to the Master of Nursing in Advanced Practice Leadership and the Master of Nursing Nurse Educator options, as described in the document "Master of Nursing: APL and NUED thesis option" effective September 2023.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

[Master of Nursing: APL and NUED thesis option]

| Submitted by: | Name and title | Email |
|-------------------|-----------------------------------|-------------------------|
| Contact person | Nursing Director - Dr. Vera Caine | nursingdirector@uvic.ca |
| Dean or designate | Acting Dean Dr. Jennifer White | hdsdean@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|---|-------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | 2021-10-14 |
| Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca | Ongoing 2021-2023 |
| Departmental approval | 2021-11-03 |
| Faculty Council* approval <i>*or equivalent Faculty voting body</i> | 2022-12-08 |
| Graduate Executive Committee approval | 2023-01-09 |
| FGS Council approval | 2023-01-13 |
| Senate Committee on Planning approval | |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i> | Date (or N/A) |
|---|-----------------------------------|
| Libraries | N/A |
| Executive Director, Co-operative Education and Career Services | N/A |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | January 16, 2023 |
| Indigenous Academic and Community Engagement | In Progress – January 16, 2023 |

Other relevant information

| | (Yes* or N/A) |
|--|---------------|
| Proposed program change involves non-standard tuition | N/A |
| <i>*If you answered Yes, complete the UVic Non-Standard Tuition Template</i> | |



[Master of Nursing: APL and NUED thesis option]

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

| | |
|--|--|
| Name, Location, Academic units (Faculties, departments, or schools) | School of Nursing Faculty of Human and Social Development. |
| Anticipated implementation date of change | September 2023 |
| Name, title, phone number and e-mail address of contact person | Kristen Elder, Graduate Education Student Advisor, 250-721-7961, nurscoord@uvic.ca , School of Nursing, University of Victoria, PO Box 1700 STN CSC, Victoria BC, V8W 2Y2, Canada |

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 proposed revised thesis Master of Nursing aims to allow for a parity in the standard duration for thesis-based and capstone-based Masters in Nursing. At present, students who opt for a thesis-based master are expected to complete the degree in three years full time as compared to two years for the capstone-based master.

The proposed revision will be more equitable for students. Moreover, creating an option to complete a thesis-based master in the same time frame as a capstone based master is likely to increase the program attractiveness for students looking for a research-oriented degree. This aligns with UVic's effort to strengthen its attractiveness and foster a more dynamic research environment.

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

The Canadian Association of School of Nursing anticipates a serious shortage for faculty member in the discipline: (<https://www.casn.ca/2018/01/report-motion-adopted-casn-council-november-2016-related-faculty-shortage/>). This trend will undermine the effort to educate new graduates to fulfill social needs as well as threaten the sustainability of academic nursing programs. A more attractive and fair option to complete a thesis-based Master's is likely to increase the attractivity and accessibility of research-focused Master's leading to increased registrations to PhD programs in Nursing.

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

Save for two seminars, the course component of the revised thesis master option would be the same as the courses currently offered in the School.

As very few students currently choose to do a thesis there is available capacity in the School to supervise additional thesis based MN students.

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

No impacts are expected

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.

The revised thesis-based option would rest mostly on the existing course offerings. The first-year course requirement would be the same as for the capstone-based existing Advanced Practice Leadership (APL) and Nurse Educator (NUED) Master's programs. Students would be required to complete the following courses (all of which exist within the program/calendar currently): NURS 520, NURS 500, NURS 521, NURS 524, NURS 522, and NURS 525.

Two new thesis seminars, NURS 591 and NURS 592, would be created to support students in the second year of the program during the thesis data collection, analysis and writing.

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

Yes, and these opportunities already exist.

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.

The proposed revised thesis option would not require any further resources for practica, Co-op or work terms.

Opportunities for community engaged and research-enriched learning

The proposed revised thesis option would allow more master students to be integrated within the research programs of the School's faculty members. Community practice partners (and employers) are keen to create new learning opportunities for MN students within research-rich environments. While these efforts have been hampered by the on-going unprecedented demands of the COVID pandemic, the SON and local health authorities have continued to explore and collaborate on potential opportunities

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

The proposed revised thesis option for the MN APL and NUED program options would be delivered exclusively online, as the other master options in the School of Nursing. The stream design will include elements of distance education delivery and these elements currently exist. No new plans will be required. The proposed APL and NUED thesis option, like all MN programs, will be delivered online through a variety of distance learning formats, primarily web-based asynchronous learning tools. The APL and NUED programs are web-based with both synchronous and asynchronous delivery.

Identify the program learning outcomes.

The goal of the revised thesis-based program option for APL and NUED would be to prepare advanced practice nurse leaders interested in a research-focused education to fill roles in primary care, acute care, and/or community care. Learning outcomes will be identical to the existing APL and NUED options' courses learning outcomes as these are in accordance with legislation and governing bodies such as the BC College of Nurses and Midwives (BCCNM) and Canadian Association of Schools of Nursing (CASN).

Provide anticipated times to completion.

The main goal of the creation of this revised thesis MN APL and NUED option is to make it possible to complete a thesis-based master in two years full time as opposed to the present 3 year full time sequencing.

Describe any plans for international or indigenous opportunities or perspectives.

The proposed thesis revision is aimed at nurses who successfully passed the NCLEX Exam and are registered as nurses in a Canadian College such as the British Columbia College of Nurses and Midwives (BCCNM). As such the program isn't oriented towards international students.

The School of Nursing actively works toward reconciliation according to the principles put forward in the calls to action from the Truth and Reconciliation Commission. Seats are reserved for Indigenous students and the school is continuously aiming to improve the overall accessibility of its programs for indigenous students. The APL and NUED MN program options would continue to have seats reserved for Indigenous students.

Plans for integration of teaching and research.

Strengthening the integration of teaching and research is the core reason why this revised thesis option is proposed. The students will be included in the existing APL and NUED student cohorts. Thus, the plans for teaching and research will continue as before along with an evaluation of the revised thesis stream.

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

We do not anticipate that this will increase enrolment in the MN program; we do anticipate this will increase the percentage of students who choose the thesis option of the MN program.

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

We do not anticipate any additional resources required.

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

Examples of Master of Nursing thesis options:

University of Calgary - two years full time thesis program
max four years

McMaster University - 2 years full time thesis program, three years max

Queens University - Two years full-time thesis option

Ryerson University- two years full-time thesis option

University of Western Ontario - two years full-time thesis option

University of Alberta - two years full-time thesis option

UBC Vancouver - two years full-time thesis option

UBC O – two years full time thesis option

Thompson Rivers University – Thesis has 6.0 elective credits, project has 12.0 elective credits

Athabasca - thesis option available, two core courses, two curriculum courses, one elective, and three thesis-related courses are required (as opposed to project option which requires four core courses, five curriculum courses and two elective courses). Not available to BC residents at this time.

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).

See Appendix.



DRAFT PROPOSAL

Master of Nursing (Thesis Option) Full time schedule

Thesis-Based MN: 16.5 units

5 MN Foundation Courses = 7.5 units

2 Thesis Seminar Courses = 3.0 units

Thesis = 6.0 units

Part-time= 1 course/term, 4 years Full-time= 2 courses/term, 2 years

**Additional highly recommended elective coursework: NURS 500*

| FIRST YEAR | | |
|--|--|---|
| September - December | January - April | May - August |
| <p>MN Foundation NURS 520 Philosophy for Advanced Practice Nursing</p> <p>Recommended elective* NURS 500 Scholarly Writing for Advanced Practice Nursing</p> | <p>MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation NURS 524 Evidence for Advanced Practice Nursing</p> | <p>MN Foundation NURS 522 Nursing Ethics for Health System Transformation</p> <p>MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing</p> |
| SECOND YEAR | | |
| <p>Thesis NURS 599 6.0 units</p> <p>Thesis Seminar 1 NURS 591 Seminar supporting Thesis process</p> | <p>Thesis NURS 599 6.0 units</p> <p>Thesis Seminar 2 NURS 592 Seminar supporting Thesis process</p> | <p>Thesis NURS 599 6.0 units</p> |

Proposed NURS Seminar courses:

Subject Code: NURS

Number: 591

Course Title: Thesis Seminar I

Level: Graduate

Academic Unit: School of Nursing

Faculty: Faculty of Human and Social Development

Units: 1.5

Course is repeatable: N/A

Lecture Hours: 3

Lab Hours: 0

Grading: Non-standard

Grading Types: INP; COM; F; N

Course Description: Provides students with regular peer-led support during the redaction of their thesis. Focuses on thesis structure, data collection, processing and analysis.

Prerequisites

- Complete all of:
 - [NURS520](#) - Philosophy for Advanced Practice Nursing (1.5)
 - [NURS521](#) - Advanced Practice Nursing and Professional Identity (1.5)
 - [NURS522](#) - Nursing Ethics for Health System Transformation (1.5)
 - [NURS524](#) - Evidence for Advanced Practice Nursing (1.5)
 - [NURS525](#) - Disciplinary Research for Advanced Practice Nursing (1.5)

Subject Code: NURS
Number: 592

Course Title: Thesis Seminar II

Level: Graduate

Academic Unit: School of Nursing

Faculty: Faculty of Human and Social Development

Units: 1.5

Course is repeatable: N/A

Lecture Hours: 3

Lab Hours: 0

Grading: Non-standard

Grading Types: INP; COM; F; N

Course Description: Provides students with regular, peer-led support during the redaction of their thesis. Focuses on writing and dissemination of results.

Prerequisites

- Complete all of:
 - [NURS591](#) - Thesis Seminar I (1.5)

Master of Nursing – Advanced Practice Leadership

Program requirements (Thesis) – from Current Graduate Calendar

Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.

Minimum course requirements

- Complete all of the following

Foundational APN courses

- Complete all of:
 - [NURS520](#) - Philosophy for Advanced Practice Nursing (1.5)
 - [NURS521](#) - Advanced Practice Nursing and Professional Identity (1.5)
 - [NURS522](#) - Nursing Ethics for Health System Transformation (1.5)
 - [NURS524](#) - Evidence for Advanced Practice Nursing (1.5)
 - [NURS525](#) - Disciplinary Research for Advanced Practice Nursing (1.5)

APL courses

- Complete all of:
 - [NURA516](#) - Advancing Nursing Practice (1.5)
 - [NURA517](#) - Leading in Practice Settings (1.5)
 - [NURS596](#) - Nursing Scholarship Integration and Dissemination (1.5)

Electives

- Complete 4.5 units of:

elective courses (one of which may be a practice course). MN-APL students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.

Thesis

- Complete all of:
 - [NURS599](#) - Thesis (6.0)

Criteria for MN Thesis option

- Confirmation of Thesis Supervisor
- Student-MN Supervisor consultation
- Recommendation of MN Supervisor
- Completion of and/or registration in all required courses prior to enrollment in [NURS 599](#) (6.0 units)
- Completion of and/or enrollment in a minimum of one additional approved research course
- Normally, an A (85%) average in all required courses. Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.

Master of Nursing – Nurse Educator – **from Current Graduate Calendar**

Program requirements (Thesis)

Students must demonstrate an advanced ability to integrate theory related to advanced practice and nursing.

Minimum course requirements

- Complete all of the following

Foundational APN courses

- Complete all of:
 - [NURS520](#) - Philosophy for Advanced Practice Nursing (1.5)
 - [NURS521](#) - Advanced Practice Nursing and Professional Identity (1.5)
 - [NURS522](#) - Nursing Ethics for Health System Transformation (1.5)
 - [NURS524](#) - Evidence for Advanced Practice Nursing (1.5)
 - [NURS525](#) - Disciplinary Research for Advanced Practice Nursing (1.5)

NUED courses

- Complete all of:
 - [NUED570](#) - Engaging with Pedagogy in Nursing Education (1.5)
 - [NUED573](#) - Nurse Educator Practice I (1.5)
 - [NURS596](#) - Nursing Scholarship Integration and Dissemination (1.5)

Electives

- Complete 4.5 units of:

elective courses (one of which may be a practice course). MN-NUED students may take one 400 level course as an elective with the permission of the course instructor and the Graduate Adviser.

Thesis

- Complete all of:
 - [NURS599](#) - Thesis (6.0)

Criteria for MN Thesis option

- Confirmation of Thesis Supervisor
- Student-MN Supervisor consultation
- Recommendation of MN Supervisor
- Completion of and/or registration in all required courses prior to enrollment in [NURS 599](#) (6.0 units)
- Completion of and/or enrollment in a minimum of one additional approved research course
- Normally, an A (85%) average in all required courses

Students achieving less than this identified percentage would not be considered eligible to pursue a thesis option.

Microsoft Exchange Server;converted from html;

From: Kathy Kennedy <Kathryn_Kennedy@bcit.ca>

Sent on: Tuesday, June 1, 2021 4:02:14 PM

To: Paul Meier, Graduate Education Advisor <nurscoord@uvic.ca>

Subject: RE: seeking feedback for proposed thesis option for MN program at UVic

Good Morning Paul,

Apologies, as your email slipped past me! I have taken a look at your proposal and I can see that this would be a great improvement to the current thesis option. I do not have any issues with this change. I hope you manage to enjoy some sun today!

Cheers,
Kathy

Kathy Kennedy | Associate Dean Specialty Nursing | British Columbia Institute of Technology
T 604.456 8021 | C 778.928.2106 Email:Kathryn_Kennedy@bcit.ca | W bcit.ca

April Paynter, Administrative Assistant | E apaynter1@bcit.ca |



I respectfully acknowledge that the land on which BCIT's main campuses are located is the traditional and unceded territory of the Coast Salish peoples, specifically the shared territories of the Səlilwətaʔ/Selilwitulh (Tsleil-Waututh), Sḵwxwú7mesh Úxwumixw (Squamish), and xʷməθkʷəy̓əm (Musqueam) First Nations.

From: Paul Meier, Graduate Education Advisor

Sent: May 11, 2021 3:54 PM

To: Kathy Kennedy

Subject: seeking feedback for proposed thesis option for MN program at UVic

CAUTION: This email originated from outside of BCIT. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Kathryn,

I hope this email finds you well.

The UVic School of Nursing is presently proposing a change to two of our MN respective thesis program options (Advanced Practice Leadership [APL] and Nurse Educator[NUED]). As part of this proposed

change I have been asked to reach out to other Schools of Nursing to inquire if there is support for this proposed change or if there is any concern for the proposed change; hence me letter to you today. At present the thesis options are offered in a manner that is not all that appealing to students and hence very few students actually select this option. Students who select the present thesis option end up completing their degree (at a full time rate) in usually around 3 years and end up paying more in tuition than students who complete the same program (at a full time rate) with the project option in just two years.

The present course sequencing for the NUED program can be found [HYPERLINK](#)
["https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uvic.ca%2Fhsd%2Fnursing%2Fassets%2Fdocs%2Fgraduate%2Fcourses%2Fnued-sequencing.pdf&data=04%7C01%7CKathryn_Kennedy%40bcit.ca%7Cad72720fbfc7419ef70808d914cfa63e%7C8322cefd0a4c4e2cbde5b17933e7b00f%7C0%7C0%7C637563705943834592%7CUnknown%7CTWFpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0%3D%7C0&sdata=Vi%2BdulSOBV7%2B3vs1YxMcnxDV5Mm%2BiLn6PkhNPP5PjUw%3D&reserved=0" here.](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uvic.ca%2Fhsd%2Fnursing%2Fassets%2Fdocs%2Fgraduate%2Fcourses%2Fnued-sequencing.pdf&data=04%7C01%7CKathryn_Kennedy%40bcit.ca%7Cad72720fbfc7419ef70808d914cfa63e%7C8322cefd0a4c4e2cbde5b17933e7b00f%7C0%7C0%7C637563705943834592%7CUnknown%7CTWFpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0%3D%7C0&sdata=Vi%2BdulSOBV7%2B3vs1YxMcnxDV5Mm%2BiLn6PkhNPP5PjUw%3D&reserved=0)

The present course sequencing for the APL program can be found [HYPERLINK](#)
["https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uvic.ca%2Fhsd%2Fnursing%2Fassets%2Fdocs%2Fgraduate%2Fcourses%2Fapl-sequence.pdf&data=04%7C01%7CKathryn_Kennedy%40bcit.ca%7Cad72720fbfc7419ef70808d914cfa63e%7C8322cefd0a4c4e2cbde5b17933e7b00f%7C0%7C0%7C637563705943844543%7CUnknown%7CTWFpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0%3D%7C0&sdata=VStbP6kYuDLGgvdEcUbWu4w2q%2Fnyx61aOxyY78JngAI%3D&reserved=0" here.](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.uvic.ca%2Fhsd%2Fnursing%2Fassets%2Fdocs%2Fgraduate%2Fcourses%2Fapl-sequence.pdf&data=04%7C01%7CKathryn_Kennedy%40bcit.ca%7Cad72720fbfc7419ef70808d914cfa63e%7C8322cefd0a4c4e2cbde5b17933e7b00f%7C0%7C0%7C637563705943844543%7CUnknown%7CTWFpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCi6Mn0%3D%7C0&sdata=VStbP6kYuDLGgvdEcUbWu4w2q%2Fnyx61aOxyY78JngAI%3D&reserved=0) For the present thesis option for both of these programs students begin their thesis where it reads NURS 596 in the final semester of their second year found on the links to the course sequencing. The thesis would normally take at least a full year so students take about three years to complete the thesis option.

The proposed thesis option can be found as the attachment to this email. If approved, we anticipate more MN students completing a thesis option in the APL and NUED programs which will facilitate a smoother transition into PhD Nursing programs.

Do you have any concerns with the attached proposed thesis option? Are you in support of the attached proposed thesis option?

Please let me know if you require further information in order to respond. If it is easier to have a phone conversation I can be reached via cell at 250-XXXXXXXXXX.

Happy Nursing Week!

Thank you,

Paul Meier

Graduate Education Advisor
School of Nursing
University Of Victoria

From: HINF Graduate Advisor <hinfggradadvisor@uvic.ca> on behalf of HINF Graduate Advisor
Sent on: Tuesday, May 4, 2021 6:24:51 PM
To: Paul Meier, Graduate Education Advisor <nurscoord@uvic.ca>
Subject: Re: APL and NUED thesis proposal

Hi Paul -

Thank you for the update on the changes to your thesis process for the APL and NUED MN programs. I agree that the proposed changes do not affect the MN/MSc (NUHI double degree) program. Best wishes on your calendar updates!

Thanks,
Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfggradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the Lekwungen-speaking 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. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

From: Paul Meier, Graduate Education Advisor
Sent: Tuesday, May 4, 2021 11:20 AM
To: HINF Graduate Advisor
Subject: APL and NUED thesis proposal

Karen,
I hope this email finds you well.

I have a bit of a strange request for you. Nursing is in the midst of proposing a calendar change for the thesis option for the APL and NUED MN program options. Presently it is not a popular option so we are trying to change the requirements to make it more appealing to students. Essentially we are proposing a

new thesis option where we remove the elective requirements and shorten the length to two years (full time) to be in line with the far more popular project option of the APL and NUED programs.

Please see the attachment for the proposed sequencing for the new thesis option.

As part of this calendar change proposal it was recommended I contact your role for confirmation that it does not impact the NUHI program option and you are not concerned with this proposed calendar/program change.

Please let me know if you have any questions or concerns or if you require more information in order to respond.

Thank you,
Paul

Graduate Education Student Advisor

UVic School of Nursing

From: [OREG SCP Consultation](#)
To: [Graduate Education Student Advisor, NURS](#)
Subject: RE: Nursing Request for consultation
Date: January 16, 2023 11:51:57 AM

Hello Kristen,

Thank you for connecting regarding consultation for these items; Graduate Admissions and Records has had a chance to review these via the curriculum submission process and they have no questions. Unless you have anything specific you wanted to discuss, things look good to move forward.

Sincerely,
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.

Associate Registrar
Office of the Registrar
Division of Student Affairs

[University of Victoria](#)

T 250-472-5328

oregar@uvic.ca

uvic.ca/registrar

Together, we transform students' lives.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

We acknowledge and respect the ləkʷəŋən 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.

Please tell us how we did today. Provide your feedback [here](#).

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 14, 2023 5:25 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: Nursing Request for consultation

Dear OREG SCP Consultation,

Greetings. The UVic School of Nursing currently has three Graduate curriculum proposals currently underway for the Cycle 2 Calendar changes for September 2023, and we would like to consult with OREG as part of this process. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like

to please consult with your office in the coming days.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and which paperwork you would like us to provide.

Thank you kindly,
Kristen

Kristen Elder
Graduate Education Student Advisor
School of Nursing
University of Victoria

From: [Mary McCue - IACE Office Administrator](#)
To: [Graduate Education Student Advisor, NURS; "iaceceptionist@uvic.ca"](#)
Cc: [Vera Caine Director, School of Nursing; Sarah Pirani; Ingrid Handlovsky; Anastasia Mallidou](#)
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals
Date: January 16, 2023 2:10:57 PM

Hi Kristen,

I am planning to respond once I am able to speak with Dr. Green, but as her out of office message states, she is on study leave for the month of January. I will hopefully be able to have a discussion with her in the next day or so to see if there is someone else that she recommends.

Thank you for your patience, and I will update as soon as I can.

Take care,

Mary

Mary McCue, Office Administrator and Assistant to the Executive Director
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |

Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

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

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 16, 2023 2:02 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>; 'iaceceptionist@uvic.ca' <iaceceptionist@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Hello, Mary and Darlene,

We at the School of Nursing received an out-of-office message from Dr. Greene to our inquiry earlier today, and so are writing to you with our below request to see if we might consult with the IACE this week regarding these graduate proposals. We are very sorry for the delay in contacting your office as we learn the Calendar process.

Thank you kindly,
Kristen

From: Graduate Education Student Advisor, NURS
Sent: January 16, 2023 11:39 AM
To: Jacquie Green <jaceed@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <jaceadm@uvic.ca>
Subject: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Kundoqk Jacquie Greene,

cc. Mary McCue,

Greetings and happy new year. The UVic School of Nursing currently has three Graduate curriculum proposals underway for the Cycle 2 Calendar changes for September 2023, and we are reaching out to see if we might please consult with you and the Office of Indigenous Academic and Community Engagement (IACE) accordingly. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like to please consult with your office in the coming days if possible.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing Education
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and any paperwork you would like us to provide.

Thank you kindly,

Kristen

On behalf of the School of Nursing

Kristen Elder

Graduate Education Student Advisor

[School of Nursing](#) | University of Victoria

nurscoord@uvic.ca | 250-721-7961

HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the ləkʷəŋən 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.

gradnurs

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning
Sent: October 14, 2021 4:16 PM
To: Paul Meier, Graduate Education Advisor
Cc: Lorelei Newton; gradnurs
Subject: RE: APL and NUED MN Thesis option proposal

Dear Paul,

Thanks for consulting with me regarding the proposed changes to the APL and NUED programs. I approve the proposed changes to go to the Senate Committee on Curriculum.

Sincerely,

Elizabeth



Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8V 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the lək'wəŋən 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.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message

From: Paul Meier, Graduate Education Advisor
Sent: October 14, 2021 2:14 PM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning
Cc: Lorelei Newton ; gradnurs
Subject: APL and NUED MN Thesis option proposal

Elizabeth,

Thank you for meeting with us this afternoon to discuss the APL and NUED MN Thesis option proposal. Please see the attachment for the specifics of the proposal.

At that meeting you had requested that we email you after the meeting for confirmation of the consultation that occurred this afternoon.

Thank you,

Paul Meier
Graduate Education Advisor
School of Nursing
University Of Victoria



Date: February 15, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposed changes to the Master of Nursing Nurse Practitioner program**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposed changes to the Master of Nursing Nurse Practitioner program.

The School of Nursing recently initiated a course re-sequencing for the Master of Nursing Nurse Practitioner programs. To rectify the issue of an insufficient number of appropriate available practicum placements, as well as the shortage of preceptors, that resulted in students competing for placements within the same term, it is proposed to delete two practicum courses and combine the content into one placement, and to distribute the practice hours throughout the program. This course sequencing change results in an MN NP degree unit total of 22.5 units instead of the present total of 24 units, and an MN NP Post-Degree stream unit total of 18 units instead of the present total of 19.5 units.

The following motion is recommended:

Motion: that Senate approve the proposed changes to the Master of Nursing Nurse Practitioner program, as described in the document "MN/NP Program – Changes in course sequencing & combined two old courses into one new course" effective September 2023.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE

MN/NP Program—Changes in course sequencing & combining two old courses into one new course

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements (e.g. moving from a project-based to a course-based masters)
- Other, please specify –Change to program structure in terms of course sequencing and deletion of two practicum courses and creation of a new practicum course to replace them.

| Submitted by: | Name and title | Email |
|-------------------|--|--|
| Contact person | Kristen Elder – Graduate Education Student Advisor, School of Nursing, Faculty of Human and Social Development | nurscoord@uvic.ca |
| Dean or designate | Dr. Jennifer White, Acting Dean, HSD | hsddean@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|---|--|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | June 6, 2022 and September 21, 2022 and via email on December 13, 2022 |
| Departmental approval | November 2, 2022 & December 7, 2022 |
| Faculty Curriculum Committee approval | December 1, 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | December 8, 2022 |
| Faculty of Graduate Studies Council approval | January 13, 2023 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) *supporting documentation required for all consultations | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|---|------------------|---|
| Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca | n/a | |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca | n/a | |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | January 16, 2023 | Yes |

| | | |
|---|------------------------------------|---|
| Indigenous Academic and Community Engagement – Kundoqk Dr. Jacque Green, Executive Director IACE, iaced@uvic.ca | In progress January 16, 2023 | Yes |
| Non-standard Tuition | Yes* or N/A | Non-standard form attached (Y/N) |
| Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non- standard Tuition Template | n/a | |



Proposed Change to an Existing Graduate Program

SUMMARY of PROPOSED CHANGE

| | |
|--|--|
| SUMMARY of PROPOSED CHANGE | |
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree | School of Nursing Faculty of Human and Social Development University of Victoria Victoria, BC |
| Anticipated change start date <i>*Note – the program must not be advertised/offered until all approvals are finalized.</i> | September 2023 |
| Name, title, phone number and e-mail address of contact person | Dr. Sarah Pirani, Assistant Teaching Professor and Curriculum and Evaluation Coordinator, School of Nursing Office: HSD A442 sarahpirani@uvic.ca 250-721-6345 Kristen Elder – Graduate Education Student Advisor, School of Nursing nurscoord@uvic.ca 250-721-7961 |
| <p>A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to</p> | |
| <p>Type of change: <input checked="" type="checkbox"/> Other, please specify – Change to program structure for the UVic Master of Nursing – Nurse Practitioner program option and the Post-Degree Nurse Practitioner Program Option as follows:</p> <ul style="list-style-type: none"> - Deletion of two practicum courses (NUNP 544 & 546) with their content combined into the creation of one new practicum course NUNP 549, with redistribution of practicum placement hours across the program options resulting in the reduction of 1.5 units for each stream. - Change to course sequencing for the Master of Nursing (MN) – Nurse Practitioner (NP) and Post-Degree NP streams. - Minor changes to course descriptions for NUNP courses. - Deletion of the NUNP 593 Capstone Synthesis course for the NP and Post-Degree NP streams, replaced with the existing MN foundation course: NURS 596: Nursing Scholarship Integration and Dissemination final capstone course to align with the capstone course already required in the MN Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams. | |
| <p>B. Provide a summary of the proposed change, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)</p> | |

The School of Nursing recently initiated a course re-sequencing for the Master of Nursing - Nurse Practitioner (NP) Programs for the new incoming cohort of students who began September 2022. The re-sequencing was necessitated due to the insufficient number of appropriate available practicum placements and the severe, ongoing shortage of NP (and MD) preceptors which resulted in students not having equitable access to practicum placements. Unfortunately, due to these circumstances, students were placed in multiple different placement settings to acquire the necessary hours required for the course requirements.

We redistributed the clinical hours to the second year of the program, so that first-year and second-year NP students do not compete for practicum placements in the same term. In the previous course sequence, NUNP 544 was offered in a different term than NUNP 546. Now with the new course sequencing, NUNP 544 and 546 are scheduled to be offered in the same term, with a practicum placement for each course at the same time and location. Attending two practice courses at one practicum location at the same time would create a plethora of unnecessary administrative issues, teaching assignment challenges and potential confusion among NP students.

Our licensing body – BC College of Nurses and Midwives ([BCCNM](#)) is not concerned with the dispersal of practice hours in individual UVic NP courses. Our program has been accredited by BCCNM to provide 800 total hours for the NP program overall. Given the new sequencing and the flexibility given by BCCNM, we have proposed to delete the two practicum courses NUNP 544 and 546 and combine the content of the two courses into NUNP 549 as one placement and disperse the practice hours across the practice courses throughout the program. The practicum placement courses will be concentrated across the three terms of year 2, and the on-sites in year 1 ~ term 3, with NUNP 541 will provide clinical skills/OSCE hours as well (as part of the 800 total).

- This course sequencing change results in an MN NP degree unit total of 22.5 units instead of the present total of 24 units, and an MN NP Post-Degree stream unit total of 18 units instead of the present total of 19.5 units.

We have also proposed to delete **NUNP 593 Capstone Synthesis** and replace it in the NP and Post-degree NP course sequencing with the existing **NURS 596 Nursing Scholarship Integration and Dissemination**. Thus, within this program concentration change, we are updating the course list herein for Cycle 2 as well to ensure that it lists the NURS 596 course as the capstone, and we are removing the mention of NUNP 593, for the NP and Post-degree NP concentrations. This would align the MN programs and harmonize the capstone for all students in our programs (APL, NUED, NP & Post-degree NP concentrations).

We have updated the pre- and co-requisites for the NUNP courses as required to fit into the new course sequencing order, and have also updated the notes as needed, as well as the course descriptions to ensure alignment with the diversity of the clientele who are interacting with NP students during practicum placements and their future careers as NP's. Some of the titles have also been updated to refer to Primary Health Care. These course description and changes include: NUNP 531 Applied Pathophysiology; NUNP 532 Pharmacological Interventions in Health and Illness; NUNP 537 Family Nurse Practitioner Integration Internship; NUNP 540 Advanced Assessment and Diagnostic Reasoning Theory; NUNP 541 Advanced Assessment and Diagnostic Reasoning Practice; NUNP 543 Primary Health Care I (Adult Theory); NUNP 545 Primary Health Care II (Children and Families Theory); NUNP 547 Primary Health Care III (Older Adult Theory); NUNP 548 Primary Health Care III (Practicum); NURS 596 Nursing Scholarship Integration and Dissemination.

Deletion of NUNP 544 Primary Health Care I (Adult Practice) and NUNP 546 Primary Health Care II (Children and Families Practice). These two courses were both 1.5 units each.

New course to replace NUNP 544 & 546:

NUNP 549

Primary Health Care I & II (Practicum) - 1.5 units

Course Description: In this beginning-level practice course, students will apply the concepts and principles of assessment, diagnosis, management, and evaluation of patients in a supervised clinical practicum for advanced practice nursing, under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives from core courses in the program is expected.

C. What are the current labour market indicators to support the proposed change?

The current labour market indicators to support the proposed change include ongoing primary care access challenges in BC, which includes a shortage of Nurse Practitioners in primary care, which affects people's access to healthcare in BC. As well, there are well over 100 NP job postings at any one time in BC, mostly within rural and Indigenous communities. Finding ways to improve the training of NP's within the UVic MN NP and post-degree NP streams will help to ensure that trained NP's are ready to fill the available jobs in BC and improve primary care delivery to residents of our province. The improvement to our course sequencing and the way that the practicum hours are distributed across the program will help to ensure that students can take part in effective practicum placements to meet their learning goals and scope of practice, and not have to compete as heavily for placement and preceptor availabilities.

The [Work BC Labour Market Outlook](#) indicates that for Nurse Practitioners, which are part of the category *Allied Primary Health Practitioners*, there will be the following growth expected throughout BC:

Forecasted average employment growth rate:

2021 – 2026: 3%

2026 – 2031: 2.1 %

Job Openings:

10-year expected job openings (2021-2031): 710 jobs

According to the BC College of Family Physicians: “Almost one million British Columbians don't have, and can't get, a family doctor.” Training more NP's helps support primary care in BC.

The BC College of Nurses and Midwives ([BCCNM](#)) indicates:

“Nurse practitioners (NPs) are registered nurses who have successfully completed a master's level NP program and met BCCNM registration requirements. NPs are primary care providers who practice in many settings. NPs assess and treat diseases and disorders by prescribing, ordering diagnostic services and managing results, and consulting and referring with other health care providers. NPs practice in one of three “streams” which include family, adult, or pediatrics, and within the NP Scope of Practice. NPs often work within multidisciplinary teams that complement each other to improve patient care.”

Also of note:

On February 20, 2022, the BC Government announced the creation of 5 more seats for NP students at UVic School of Nursing - <https://news.gov.bc.ca/releases/2022HLTH0004-000250>

This was part of the StrongerBC's Economic Plan with its aim “to strengthening health care by investing in training more people for a high-care, low-carbon future that works for all British Columbians.” Adrian Dix, BC Minister of Health, said: “The past two years have shown us just how critical our health workforce is. By supporting post-secondary institutions like the University of Victoria, University of British Columbia, University of the Fraser Valley, Thompson Rivers University, Northern Lights College and Selkirk College, we're not only expanding the future nursing capacity in the province, but creating pathways to incredibly rewarding, long-term and family-supporting careers.”

“Nurses are integral to health care,” said Anne Kang, Minister of Advanced Education and Skills Training.

The government also highlighted the unique role of graduate education, addressing the overall nursing shortage, and meeting the healthcare needs of people in BC:

“Additionally, to help grow the next generation of nurse leaders who will teach, mentor and support these new nursing students, government is providing an initial \$475,000 to support graduate nurse education at UBC, UVic and UNBC. The funding will provide for the development of faculty and nurse leaders, with a plan for ongoing faculty and leadership support being developed in partnership with education and health-sector experts.”

“Training new nurses is only one way the Province is addressing the nursing shortage in British Columbia. A Provincial Health Human Resources Strategy is under development, which will set out actions to grow, recruit and retain the health-care workers needed to meet the health-care needs of British Columbians in the future.”

D. How is the proposed change aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?

The proposed changes are in alignment with the other universities in BC that offer the MN NP program (UBC and UNBC) as we all offer our programs according to the competencies, practice and professional standards, and learning goals of the BCCNM. The UVic MN NP program is regularly reviewed by the regulating college BCCNM. In the most recent review, completed in 2022, the NP program received a 7-year recognition. The next time it will be reviewed will be in 2029.

The BC government has increased the seats for MN NP programs across BC, thus UVic must work to ensure our program aligns with the availability of practicum placement locations during the same timeframes as other universities in BC. Having all of our practicum placement courses in the second year is in alignment with the way that UNBC offers their program and reduces the competition for placements and preceptors to ensure that all of our students will be matched with higher-quality placements to meet their learning needs. The new NP and post-degree NP course sequencing reduces the total locations of placements while maintaining the required hours for placements overall for the program in alignment with the BCCNM.

E. How are the admission requirements affected by the proposed change?

The admission requirements for the Master of Nursing – Nurse Practitioner and Post-degree NP streams are not affected by the proposed change. They remain the same as the current version of admission requirements.

F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an

The School of Nursing will continue to have the same number of faculty members teaching and advising in the MN NP and MN Post-degree NP streams. NP and post-degree NP students take NURS courses with School of Nursing faculty members and sessionals, and take NUNP courses with specifically-trained NP faculty and sessionals in the School of Nursing.

As the course component of the NP and post-degree program option will only change slightly in terms of units, but will effectively be the same program just in a revised order, then we don't anticipate any changes to the faculty complement at this time. Thus, no new faculty members are required.

Current List of NP-trained faculty members who teach in the NP program:

Don Versluis DNP, MScN, NP

Kathy Bertoni MN, NP

Sarah Pirani DNP, MScN, NP

Susan Prendergast PhD, NP (Resigning Summer 2023)

Becky Drake MN, NP

Brenda Mishak PhD, NP (Beginning Summer 2023)

The NURS foundational courses are taught by faculty members and sessionals in the School of Nursing. The Final capstone course, NURS 596, is taught by faculty members in the School of Nursing and will include NP-trained faculty members as well with this Cycle 2 Calendar change.

G. Curriculum design (Include draft curriculum program and course change forms in an appendix)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.

The updated course sequencing for the NP and post-degree NP streams would rest mostly on the current offerings, but in a different order, and with the new course NUNP 549 Primary Health Care I & II (Practicum) - 1.5 units to replace the two deleted courses: NUNP 544 Primary Health Care I (Adult Practice) and NUNP 546 Primary Health Care II (Children and Families Practice). These two courses were both 1.5 units each and were offered in the same term prior to these proposed changes.

There are no other changes to the Calendar in terms of program requirements, only the course sequencing changes and the overall units reduction by 1.5 units for each of NP and Post-degree NP streams.

NP stream: Updated course sequencing - Total of 22.5 units:

| <u>Year 1 – Term 1</u> | <u>Year 1 – Term 2</u> | <u>Year 3 – Term 3</u> |
|--|--|--|
| <p>NURS 520: Philosophy for Advanced Practice Nursing</p> <p>NURS 524: Evidence for Advanced Practice Nursing</p> <p>NUNP 531: Applied Pathophysiology</p> | <p>NURS 521: Advanced Practice Nursing & Professional Identity (NURS 520 is pre-requisite)</p> <p>NURS 525: Disciplinary Research for Advanced Practice Nursing</p> <p>NUNP 532: Pharmacological Interventions in Health and Illness</p> | <p>These 2 courses are co-requisites:</p> <p>NUNP 540: Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NUNP 541: Advanced Assessment and Diagnostic Reasoning Practice (On-sites / Simulated Practice)</p> <p>Pre-Requisites for both courses: NUNP 531 & 532</p> |
| <u>Year 2 – Term 4</u> | <u>Year 2 – Term 5</u> | <u>Year 2 – Term 6</u> |
| <p>These 3 courses are co-requisites:</p> <p>NUNP 543: Primary Health Care (Adult Theory)</p> <p>NUNP 545: Primary Health Care (Children and Families Theory)</p> <p>NUNP 549: Primary Health Care I & II (Practicum) NEW COURSE</p> <p>Pre-Requisites for all 3 courses: NUNP 531, 532, 540, 541</p> | <p>These 2 courses are co-requisites:</p> <p>NUNP 547: Primary Health Care III (Older Adult Theory)</p> <p>NUNP 548: Primary Healthcare III (Practicum)</p> <p>Pre-Requisites for both courses: NUNP 531, 532, 540, 541, 543, 545, & 549</p> | <p>NURS 596: Nursing Scholarship Integration and Dissemination</p> <p>NUNP 537: Family Nurse Practitioner Integration Internship (Pre-requisites are: NUNP 531, 532, 540, 541, 543, 545, 549, 547, & 548)</p> |

Nurse Practitioner - Program requirements (current Graduate Calendar)

The Master of Nursing degree in Advanced Practice Nursing, Nurse Practitioner (NP) option, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC.

Course requirements

This program requires completion of a total of 24 units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term.

NP Post-Degree stream: Updated course sequencing - Total of 18 units:

| <u>Year 1 – Term 1</u> | <u>Year 1 – Term 2</u> | <u>Year 3 – Term 3</u> |
|---|---|---|
| NUNP 531: Applied Pathophysiology | NURS 521: Advanced Practice Nursing & Professional Identity (NURS 520 is pre-requisite) NUNP 532: Pharmacological Interventions in Health and Illness | These 2 courses are co-requisites: NUNP 540: Advanced Assessment and Diagnostic Reasoning Theory NUNP 541: Advanced Assessment and Diagnostic Reasoning Practice (On-sites / Simulated Practice) Pre-Requisites for both courses: NUNP 531 & 532 |
| <u>Year 2 – Term 4</u> | <u>Year 2 – Term 5</u> | <u>Year 2 – Term 6</u> |
| These 3 courses are co-requisites: NUNP 543: Primary Health Care (Adult Theory) NUNP 545: Primary Health Care (Children and Families Theory) NUNP 549: Primary Health Care I & II (Practicum) NEW COURSE Pre-Requisites for all 3 courses: NUNP 531, 532, 540, 541 | These 2 courses are co-requisites: NUNP 547: Primary Health Care III (Older Adult Theory) NUNP 548: Primary Healthcare III (Practicum) Pre-Requisites for both courses: NUNP 531, 532, 540, 541, 543, 545, & 549 | NURS 596: Nursing Scholarship Integration and Dissemination NUNP 537: Family Nurse Practitioner Integration Internship (Pre-requisites are: NUNP 531, 532, 540, 541, 543, 545, 549, 547, & 548) |

Nurse Practitioner Post-Degree Stream - Program requirements (from **current Graduate Calendar)**

The Master of Nursing degree in Advanced Practice Nursing, MN Nurse Practitioner Post-Degree Stream, offered in an online/distributed learning format by the University of Victoria School of Nursing, is a practice oriented and theory-based professional degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. All practice experiences are completed within BC.

Course requirements

This program requires completion of a total of **19.5** units of study, including an onsite program orientation prior to program commencement in September (usually two to three days in length) and additional condensed on-site components as scheduled in every subsequent term.

Advanced Practice Nursing (Master of Nursing) (from current Graduate Calendar)

Program requirements

In addition to the requirements listed below, students should refer to the [School of Nursing Practice Requirements](#).

All students in the School of Nursing must adhere to the Faculty of Human and Social Development's Guidelines for Professional Conduct, and will be expected to function within the terms of the code of conduct of an appropriate professional association. All travel, accommodation, meals, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.

Please check the website for current technical specifications required to easily participate in this online/distributed program.

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Usually, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the Graduate Education Academic Review committee, repeat a failed nursing practice course and will be placed on academic probation for the remainder of the program. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also Professional Conduct and Student Progression under [Nursing: Practice Requirements](#).)

All students admitted to the MN online/distributed program are required to attend an onsite orientation in August, prior to program commencement in September. Failure to attend orientation could compromise admission to the MN program. Students unable to commit to the required onsite should consider applying at a later time. For Nurse Practitioner and MN Nurse Practitioner Post-Degree Stream students, this onsite orientation is in addition to the required onsite components that occur in terms three to six in the NP program and the MN-NP Post-Degree Stream program.

The full-time Nurse Practitioner and MN Nurse Practitioner Post-Degree Stream options offer courses in a set sequence. A leave of absence up to one year is permitted. Before re-enrolment is authorized, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program. NP and MN-NP Post-Degree Stream students withdrawn for more than one year must re-apply in competition with other applicants.

Program core course enrolment is guaranteed for students who follow the program course sequence as identified [online](#). Students who fall "out of sequence" for any reason should contact the Graduate Adviser to discuss course planning in further detail. Please be advised that MN core and option specific required courses are only offered once a year. Enrollment for out of sequence students is based upon course space, instructor, and practice placement availability.

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

Please see updated course sequencing charts and current Calendar program requirements Calendar entries above, as well as the attached Excel file with the old vs new course sequencing, the attached Word Document course sequencing overviews, for the NP and the Post-Degree NP streams.

- **Does the proposed 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.

Yes, combining the two practice courses (NUNP 544, NUNP 546) into one (NUNP 549) is directly related to the experiential learning and community engagement our practices courses offer. This change is critical for the program to be able to continue to offer the students this experience. NP students will spend clinical time with their preceptors at various clinical sites in BC, including clinics, hospitals, community health centers etc. to gain the knowledge and skills required to be able to meet the primary care needs of the population of British Columbia.

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

In addition to the above, replacing NUNP 593 with NURS 596 will allow NP students the opportunity to work with a broader pool of nursing faculty and students with various areas of research expertise, fostering the research-enriched learning environment for students.

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

The Current Master of Nursing program options are all offered by distance education. The NP and Post-Degree NP streams will continue to be offered via distance education with the new course sequencing, except for the on-site components and practicum placements which have always been held in person.

For more information, please see: <https://www.uvic.ca/hsd/nursing/graduate/program/index.php>

H. Provide the policies on student evaluation, candidacy exams, and oral examinations.

The MN NP and Post-Degree NP streams are course-based professional Master's degrees and as such, do not require a thesis, oral exam, or candidacy exam. The final NURS 596 course (Nursing Scholarship: Integration and Dissemination) offers students an opportunity to articulate professional identity formation as an Advanced Practice Nurse through a written scholarly paper, presentation of work to peers and faculty via videoconference and respond to questions. As the culminating course students have an opportunity to demonstrate a broad mastery of learning across the curriculum through synthesizing how the MN and NP coursework, knowledge, skills, and experiential learning have shaped their development as an Advanced Practice Nurse and Nurse Practitioner.

The evaluation methods will not change. Currently in our practice courses evaluation methods include students practice portfolio and learning plan, midterm and final evaluation with instructors and preceptors, Objective-Structured Clinical Examinations (OSCEs), virtual diagnostic reasonings. In theory courses, evaluation methods include quizzes, exams, presentations, and papers.

I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

Yes. Below are the current NP program learning outcomes. The proposed change will not affect the current program learning outcomes.

Graduates of the nurse practitioner and nurse practitioner post-degree programs will:

- have advanced knowledge, skill, and expertise to meet the primary health care (PHC) needs of individuals and families across the lifespan and within the context of community
- collaborate effectively with individuals, families, communities, and other health and social service professionals, to ensure high quality, comprehensive, holistic PHC
- demonstrate leadership through advocacy for optimal client care, optimizing the nurse practitioner role within the interprofessional team, and facilitating systems change
- identify and implement research based innovations that improve client care and the functioning of organizations and/or systems
- understand legislative and socio-political issues that influence health policy and build strategies to improve healthcare access and healthy public policy
- enact the [Entry-Level](#) Competencies for Nurse Practitioners in Canada (and endorsed by BCCNP) as applied to the family stream in a variety of primary health care contexts
- practice within the [Scope of Practice for Nurse Practitioners: Standards, Limits and Conditions](#)

Link:

https://www.uvic.ca/hsd/nursing/graduate/program/practitioner/index.php?utm_medium=redirect&utm_source=/index.php&utm_campaign=redirect-usage

J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

The School of Nursing actively works toward reconciliation according to the principles put forward in the calls to action from the Truth and Reconciliation Commission. Seats are reserved for Indigenous students and the school is continuously aiming to improve the overall accessibility of its programs for indigenous students. The MN NP program options would continue to have seats reserved for Indigenous students.

We will continue to require incoming students to complete the San'Yas Indigenous Cultural Safety Course before starting the program.

NP program is in the process of incorporating indigenous teaching pedagogy such as circle work into our practice courses.

K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.

The proposed change of combining the two practice courses into one was primarily made to improve equitable access of high-quality placement settings for the students and to avoid unnecessary hardship. The placement shortage necessitated students to travel significant distances around the province at their own expense. Without the proposed change, we will end up with situations in which some students in the same class have clinical placements, others do not, due to clinical site and preceptor shortage.

L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.

The proposed updated program is intended for nurses currently registered in British Columbia who have successfully passed the NCLEX Exam and are registered as nurses with the British Columbia College of Nurses and Midwives (BCCNM). As such the program isn't oriented towards international students.

M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.

Yes, we will continue to integrate teaching and research moving forward. For instance, the NP program applied for and was awarded a teaching grant from the Faculty of Human and Social Development (HSD). The goal of this grant is to develop and pilot a new model to guide nurse practitioner student assessment and learning in clinical settings, and incorporating circle works in our practice courses. We used to do in-person site visits---i.e., NP faculty visiting students at their clinical sites every term. However, it was time, labour-intensive, and costly to do in-person site visits for all students as clinical sites are all over British Columbia. Since the pandemic, we have transitioned to virtual visits and evaluations, only doing in-person visits in certain situations, for instance, when a student is at risk of failing, or a concern reported by the preceptor or student that warrants a site visit. The NP program has conducted a literature review on the effectiveness of in-person versus virtual site visits, and surveying instructors, preceptors, and students on their experience of in-person and virtual site visits. These data formed the basis for our evidence-informed decision-making pathway on when to make an in-person site visit. In the long term, the successful implementation of this project will help improve efficiency and save time and cost.

We are collaborating with the School of Social Work at HSD to incorporate Circle Work in Practice Education. The social work faculty have implemented Circle Work via Zoom throughout the semester. During the session, everyone in the Circle is an equal member regardless of their position and title. The purpose is to provide opportunities for students to connect/interact with their peers and instructors and increase students' comfort level to reach out to instructors for support when issues arise. As healthcare providers, it is essential for our NP students to develop the ability to connect and collaborate with others (e.g., patients, colleagues) as equal partners, so that they are better equipped to provide client-centered care.

N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).

These are not new streams.

O. How do you plan to evaluate graduate student supervision?

We will continue to evaluate grad student supervision as we have, with student self-reflection, practice course instructors, student preceptors and faculty advisors.

P. Resources requirements (include a table of program revenue and expenditures)

Indicate resources required for new and existing faculty and staff appointments, space and library.

There are no new extra resources required for faculty, staff, space, or library at this time.

Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)

Nursing continues to provide graduate scholarships using the FGS funding allocation, donor funded awards, and opportunities for graduate students to work as teaching or research assistants

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

Please see attached Email correspondence from BCCNM.



Proposed Updated Sequencing

Master of Nursing (NP)
Course-Based MN: 22.5 units
5 MN Foundation Courses = 7.5 units
10 NP Required Courses = 15 units

| FIRST YEAR | | |
|---|--|---|
| September - December | January - April | May - August |
| <p>MN Foundation NURS 520 Philosophy for Advanced Practice Nursing</p> <p>MN Foundation NURS 524 Evidence for Advanced Practice Nursing</p> <p>NP Required NUNP 531 Applied Pathophysiology</p> | <p>MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity</p> <p>MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing</p> <p>NP Required NUNP 532 Pharmacological Interventions in Health and Illness</p> | <p>NP Required NUNP 540 Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NP Required NUNP 541 Advanced Assessment and Diagnostic Reasoning Practice</p> |
| SECOND YEAR | | |
| <p>NP Required NUNP 543 Primary Health Care I (Adult Theory)</p> <p>NP Required NUNP 545 Primary Health Care II (Children and Families Theory)</p> <p>NP Required NUNP 549 (new course) Primary Health Care I & II (Practicum)</p> | <p>NP Required NUNP 547 Primary Health Care III (Older Adult Theory)</p> <p>NP Required NUNP 548 Primary Healthcare III (Practicum)</p> | <p>MN Foundation NURS 596 Nursing Scholarship Integration and Dissemination</p> <p>NP Required NUNP 537 Family Nurse Practitioner Integration Internship</p> |



Proposed Updated Sequencing

Master of Nursing (NP Post-degree)

Course-Based MN: 18 units

2 MN Foundation Courses = 3.0 units

10 NP Required Courses = 15 units

| FIRST YEAR | | |
|---|---|---|
| September - December | January - April | May - August |
| <p>NP Required NUNP 531 Applied Pathophysiology</p> | <p>MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity</p> <p>NP Required NUNP 532 Pharmacological Interventions in Health and Illness</p> | <p>NP Required NUNP 540 Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NP Required NUNP 541 Advanced Assessment and Diagnostic Reasoning Practice</p> |
| SECOND YEAR | | |
| <p>NP Required NUNP 543 Primary Health Care I (Adult Theory)</p> <p>NP Required NUNP 545 Primary Health Care II (Children and Families Theory)</p> <p>NP Required NUNP 549 (new course) Primary Health Care I & II (Practicum)</p> | <p>NP Required NUNP 547 Primary Health Care III (Older Adult Theory)</p> <p>NP Required NUNP 548 Primary Healthcare III (Practicum)</p> | <p>MN Foundation NURS 596 Nursing Scholarship Integration and Dissemination</p> <p>NP Required NUNP 537 Family Nurse Practitioner Integration Internship</p> |



Master of Nursing (NP)
Course-Based MN: 24.0 units
4 MN Foundation Courses = 6.0 units
12 NP Required Courses = 18.0 units

| FIRST YEAR | | |
|--|---|---|
| September - December | January - April | May - August |
| <p>MN Foundation <u>NURS 520</u> Philosophy for Advanced Practice Nursing</p> <p>NP Required <u>NUNP 531</u> Applied Pathophysiology</p> <p>NP Required <u>NUNP 532</u> Pharmacological Interventions in Health and Illness</p> | <p>MN Foundation <u>NURS 521</u> Advanced Practice Nursing & Professional Identity</p> <p>NP Required <u>NUNP 540</u> Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NP Required <u>NUNP 541</u> Advanced Assessment and Diagnostic Reasoning Practice</p> | <p>NP Required <u>NUNP 543</u> Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult 1)</p> <p>NP Required <u>NUNP 544</u> Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult 1)</p> |
| SECOND YEAR | | |
| <p>MN Foundation <u>NURS 524</u> Evidence for Advanced Practice Nursing</p> <p>NP Required <u>NUNP 545</u> Integrated Primary Health Care and Advanced Practice Nursing Theory II</p> <p>NP Required <u>NUNP 546</u> Integrated Primary Health Care and Advanced Practice Nursing Practica II</p> | <p>MN Foundation <u>NURS 525</u> Disciplinary Research for Advanced Practice Nursing</p> <p>NP Required <u>NUNP 547</u> Integrated primary Health Care and Advanced Practice Nursing Theory III</p> <p>NP Required <u>NUNP 548</u> Integrated primary Health Care and Advanced Practice Nursing Practica III</p> | <p>NP Required <u>NUNP 537</u> Family Nurse Practitioner Integration Internship</p> <p>NP Required <u>NUNP 593</u> Capstone Synthesis</p> |



Current Sequencing



Master of Nursing (NP Post-degree)

Course-Based MN: 19.5 units

1 MN Foundation Courses = 1.5 units

12 NP Required Courses = 18.0 units

| FIRST YEAR | | |
|---|--|---|
| September - December | January - April | May - August |
| <p>NP Required NUNP 531 Applied Pathophysiology</p> <p>NP Required NUNP 532 Pharmacological Interventions in Health and Illness</p> | <p>MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity</p> <p>NP Required NUNP 540 Advanced Assessment and Diagnostic Reasoning Theory</p> <p>NP Required NUNP 541 Advanced Assessment and Diagnostic Reasoning Practice</p> | <p>NP Required NUNP 543 Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult 1)</p> <p>NP Required NUNP 544 Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult 1)</p> |
| SECOND YEAR | | |
| <p>NP Required NUNP 545 Integrated Primary Health Care and Advanced Practice Nursing Theory II</p> <p>NP Required NUNP 546 Integrated Primary Health Care and Advanced Practice Nursing Practica II</p> | <p>NP Required NUNP 547 Integrated primary Health Care and Advanced Practice Nursing Theory III</p> <p>NP Required NUNP 548 Integrated primary Health Care and Advanced Practice Nursing Practica III</p> | <p>NP Required NUNP 537 Family Nurse Practitioner Integration Internship</p> <p>NP Required NUNP 593 Capstone Synthesis</p> |

Subject: Re: UVIC NP Program--Course Schedule Re-sequencing
Date: Monday, June 6, 2022 at 1:08:54 PM Pacific Daylight Time
From: Harjit Dhesi
To: Sarah Pirani
CC: Vera Caine Director, School of Nursing, Lenora Marcellus
Attachments: image001.png, image002.png, CNA 06_Education_Framework.pdf

Hi Sarah,

It was nice to meet with you over Zoom this morning.

Thank you for providing an overview of the re-sequencing of clinical hours that the UVIC NP program is making. I have reviewed the proposed re-sequence of hours within the context of our discussion this morning with the Education Program Review team, and the team have determined the re-sequencing of clinical hours from year 1 to year 2 does not constitute a substantial change. Nothing further is required for BCCNM.

As we discussed this morning, if the program makes further changes that may be considered major as per [BCCNM Education Program Review Policies](#) Section 7.0, please reach out and I can walk you through the process of next steps in notifying BCCNM and the Education Program Review Committee.

I have attached the CNA document that I referenced during our discussion earlier today. You can find the recommendations for hours of clinical practice in section 3.4.3. As mentioned during our meeting, BCCNM does not have a requirement for minimum clinical hours for programs/students, but rather the focus is on student achievement of competencies and Standards of Practice.

Should you have any further questions/concerns, please reach out to me and I would be glad to work through them with you.

Best regards,
Harj

Harjit Dhesi, RN, PhD

She | Her

Education Consultant | Education, Policy & Practice
T 604.742.6200 Ext.6445 | E Harjit.Dhesi@bccnm.ca

900 - 200 Granville St., Vancouver, BC V6C 1S4
TF 1.866.880.7101 | F 604.899.0794 | www.bccnm.ca

With great respect, we acknowledge that BCCNM's office is located on the unceded territories of the hən̓q̓əmiñəm speaking peoples – xʷməθkʷəy̓əm (Musqueam), and sel̓íl̓witulh (Tsleil-Waututh) Nations, and the Sk̓wx̓wú7mesh-ulh Sníchim speaking peoples - Sk̓wx̓wú7mesh Úxwumixw (Squamish Nation) whose historical relationships with the land continue to this day.

This e-mail and any attachment(s) may be confidential or privileged. If you are not the intended recipient please notify me immediately by return e-mail, delete this e-mail and do not copy, use or disclose it.

From: Harjit Dhesi <Harjit.Dhesi@bccnm.ca>

Date: Wednesday, June 1, 2022 at 2:44 PM
To: Sarah Pirani <sarahpirani@uvic.ca>
Cc: "Vera Caine Director, School of Nursing" <nursingdirector@uvic.ca>, Lenora Marcellus <lenoram@uvic.ca>
Subject: Re: UVIC NP Program--Course Schedule Re-sequencing

Hi Sarah,

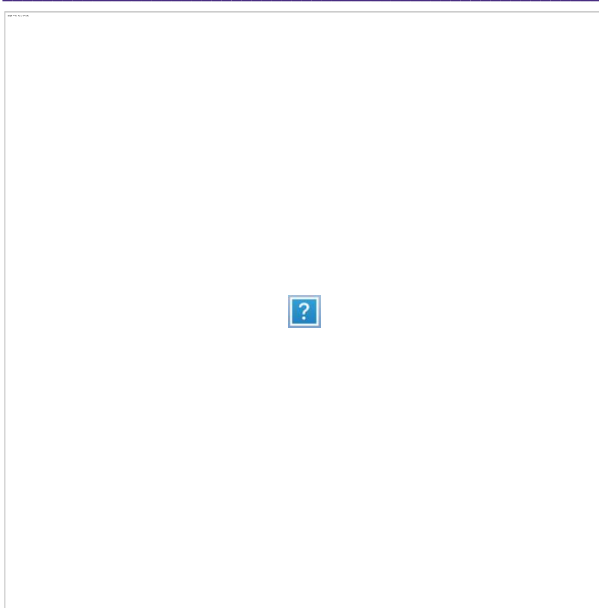
Excellent! Looking forward to hearing more about the changes on Monday.

Take care,
Harj

Harjit Dhesi, RN, PhD

She | Her

Education Consultant | Education, Policy & Practice
T [604.742.6200 Ext.6445](tel:604.742.6200) | E Harjit.Dhesi@bccnm.ca



900 - 200 Granville St., Vancouver, BC V6C 1S4
TF 1.866.880.7101 | F [604.899.0794](tel:604.899.0794) | www.bccnm.ca

With great respect, we acknowledge that BCCNM's office is located on the unceded territories of the hə́h̓q̓ami̓h̓ə́n̓ speaking peoples – x̓m̓əθk̓'ə́y̓əm (Musqueam), and sel̓ílwit̓ulh (Tseil-Waututh) Nations, and the Sk̓w̓x̓w̓ú7mesh-ulh Sníchim speaking peoples - Sk̓w̓x̓w̓ú7mesh Úxwumixw (Squamish Nation) whose historical relationships with the land continue to this day.

This e-mail and any attachment(s) may be confidential or privileged. If you are not the intended recipient please notify me immediately by return e-mail, delete this e-mail and do not copy, use or disclose it.

From: Sarah Pirani <sarahpirani@uvic.ca>
Date: Wednesday, June 1, 2022 at 2:11 PM
To: Harjit Dhesi <Harjit.Dhesi@bccnm.ca>
Cc: "Vera Caine Director, School of Nursing" <nursingdirector@uvic.ca>, Lenora Marcellus <lenoram@uvic.ca>
Subject: Re: UVIC NP Program--Course Schedule Re-sequencing

Hi Harjit,

I appreciate the opportunity to discuss those changes in a meeting. 11 am on Monday, June 6 works for me. Just sent a calendar invite with a Zoom link.

Looking forward to it!

Thank you so much

Topic: Harjit & Sarah Mtg re UVIC NP course sequence
Time: Jun 6, 2022 11:00 AM Vancouver

Join Zoom Meeting

<https://uvic.zoom.us/j/84127256198?pwd=N2oxTE9yd3kyRm02b1VuRGFwNDlnQT09>

Meeting ID: 841 2725 6198
Password: 055329

Best,

Sarah Pirani DNP, MSc, FNP
Assistant Teaching Professor
Curriculum & Evaluation Coordinator
Acting NP Program Coordinator
School of Nursing, University of Victoria
3800 Finnerty Road, Victoria, BC, V8P 5C2
Email: SarahPirani@uvic.ca



We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

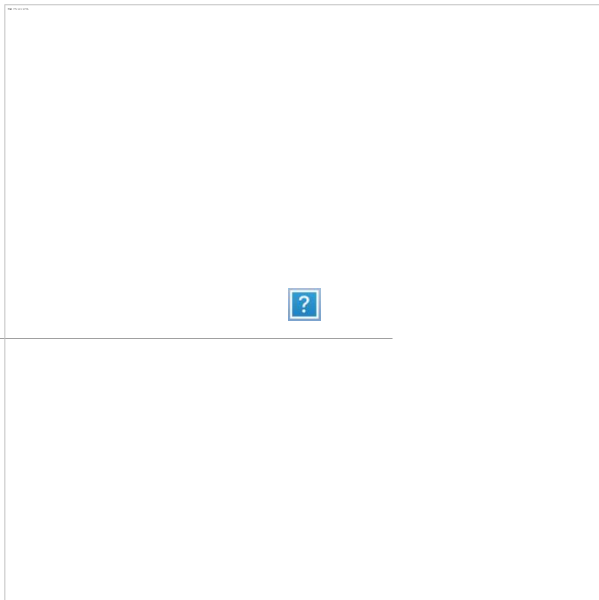
From: Harjit Dhesi <Harjit.Dhesi@bccnm.ca>
Date: Wednesday, June 1, 2022 at 9:12 AM
To: Sarah Pirani <sarahpirani@uvic.ca>
Cc: "Vera Caine Director, School of Nursing" <nursingdirector@uvic.ca>, Lenora Marcellus <lenoram@uvic.ca>
Subject: FW: UVIC NP Program--Course Schedule Re-sequencing

Hi Sarah,

Thank you for your email and the attachment. I wonder if you have some time (~30 minutes) to meet with me either this week or next to discuss the changes you are proposing as it may be easier for me to understand the changes if you can speak to them. I am available on Friday anytime, Monday between 11-2, and Tuesday between 0900-1200.

Thanks,
Harj

Policy & Practice
shesi@bccnm.ca



900 - 200 Granville St., Vancouver, BC V6C 1S4
TF 1.866.880.7101 | F 604.899.0794 | www.bccnm.ca

With great respect, we acknowledge that BCCNM's office is located on the unceded territories of the hə́nq̓əmíḥəm speaking peoples – x̣ʷməθkʷəy̓əm (Musqueam), and sel̓íl̓wítulh (Tseil-Waututh) Nations, and the Sk̓w̓x̓wú7mesh-ulh Sníchim speaking peoples - Sk̓w̓x̓wú7mesh Úxwumíxw (Squamish Nation) whose historical relationships with the land continue to this day.

This e-mail and any attachment(s) may be confidential or privileged. If you are not the intended recipient please notify me immediately by return e-mail, delete this e-mail and do not copy, use or disclose it.

From: Sarah Pirani <sarahpirani@uvic.ca>

Sent: May 30, 2022 8:42 AM

To: BCCNM Education Program Review <EducationProgramReview@bccnm.ca>

Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Lenora Marcellus <lenoram@uvic.ca>

Subject: UVIC NP Program--Course Schedule Re-sequencing

Hi Harjit,

Hope this email finds you well.

My name is Sarah Pirani and I am an assistant teaching professor in the NP program at the University of Victoria. Our program coordinator Laurie Barnhardt is on study leave this summer and I am covering for her. As you may already know, our NP program will continue to increase enrollment and cohort size, in response to the dire need of primary care providers in BC and requests from the BC government to increase seats for NP students. Due to the increase in cohort size, we are running into significant challenges with finding preceptors and clinical sites for every NP student. To mitigate this issue, we need to move all the clinical hours to the 2nd year, so that 1st year and 2nd yr students do not have clinical placements during the same term. Because those clinical hours are tied to individual courses, as a result, we needed to re-sequence our NP courses to make it happen.

Attached, please find a copy of our final draft new course schedule (Option 2022), which we hope to implement from Sep 2022. We also included a copy of our current course schedule for your reference. In the new course schedule, the number of courses and clinical hours stays the same. The only changes made are the sequence of courses.

Our school recently had leadership transitions/changes. I am copying our school of nursing's new director, Dr. Vera Caine, on this email, and Dr. Lenora Marcellus, who was our acting director for the past year.

Please let me know if you have any questions or concerns regarding the new course schedule. Perhaps we can schedule a phone call or Zoom meeting to discuss further.

Thank you so much!

Sarah Pirani DNP, MSc, FNP
Assistant Teaching Professor
Curriculum & Evaluation Coordinator
Acting NP Program Coordinator
School of Nursing, University of Victoria
3800 Finnerty Road, Victoria, BC, V8P 5C2
Email: SarahPirani@uvic.ca



We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: [OREG SCP Consultation](#)
To: [Graduate Education Student Advisor, NURS](#)
Subject: RE: Nursing Request for consultation
Date: January 16, 2023 11:51:57 AM

Hello Kristen,

Thank you for connecting regarding consultation for these items; Graduate Admissions and Records has had a chance to review these via the curriculum submission process and they have no questions. Unless you have anything specific you wanted to discuss, things look good to move forward.

Sincerely,
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.

Associate Registrar
Office of the Registrar
Division of Student Affairs

[University of Victoria](#)

T 250-472-5328

oregar@uvic.ca

uvic.ca/registrar

Together, we transform students' lives.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

We acknowledge and respect the ləkʷəŋən 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.

Please tell us how we did today. Provide your feedback [here](#).

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>

Sent: January 14, 2023 5:25 PM

To: OREG SCP Consultation <oregscpconsultation@uvic.ca>

Cc: Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Vera Caine
Director, School of Nursing <nursingdirector@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>

Subject: Nursing Request for consultation

Dear OREG SCP Consultation,

Greetings. The UVic School of Nursing currently has three Graduate curriculum proposals currently underway for the Cycle 2 Calendar changes for September 2023, and we would like to consult with OREG as part of this process. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like

to please consult with your office in the coming days.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and which paperwork you would like us to provide.

Thank you kindly,
Kristen

Kristen Elder
Graduate Education Student Advisor
School of Nursing
University of Victoria

From: [Mary McCue - IACE Office Administrator](#)
To: [Graduate Education Student Advisor, NURS; "iaceceptionist@uvic.ca"](#)
Cc: [Vera Caine Director, School of Nursing; Sarah Pirani; Ingrid Handlovsky; Anastasia Mallidou](#)
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals
Date: January 16, 2023 2:10:57 PM

Hi Kristen,

I am planning to respond once I am able to speak with Dr. Green, but as her out of office message states, she is on study leave for the month of January. I will hopefully be able to have a discussion with her in the next day or so to see if there is someone else that she recommends.

Thank you for your patience, and I will update as soon as I can.

Take care,

Mary

Mary McCue, Office Administrator and Assistant to the Executive Director
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2

T: 250-472-4913 | F: 250-472-4952 |

Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

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

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 16, 2023 2:02 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>; 'iaceceptionist@uvic.ca' <iaceceptionist@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Hello, Mary and Darlene,

We at the School of Nursing received an out-of-office message from Dr. Greene to our inquiry earlier today, and so are writing to you with our below request to see if we might consult with the IACE this week regarding these graduate proposals. We are very sorry for the delay in contacting your office as we learn the Calendar process.

Thank you kindly,
Kristen

From: Graduate Education Student Advisor, NURS
Sent: January 16, 2023 11:39 AM
To: Jacquie Green <jaceed@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <jaceadm@uvic.ca>
Subject: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Kundoqk Jacquie Greene,

cc. Mary McCue,

Greetings and happy new year. The UVic School of Nursing currently has three Graduate curriculum proposals underway for the Cycle 2 Calendar changes for September 2023, and we are reaching out to see if we might please consult with you and the Office of Indigenous Academic and Community Engagement (IACE) accordingly. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like to please consult with your office in the coming days if possible.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing Education
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and any paperwork you would like us to provide.

Thank you kindly,

Kristen

On behalf of the School of Nursing

Kristen Elder

Graduate Education Student Advisor

[School of Nursing](#) | University of Victoria

nurscoord@uvic.ca | 250-721-7961

HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the ləkʷəŋən 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.

Paul Meier, Graduate Education Advisor

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning
Sent: October 5, 2022 1:04 PM
To: Graduate Education Student Advisor, NURS
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning
Subject: RE: NP and Post-degree program change proposal

Hi Paul,

I can confirm that we met on Wednesday, September 21 to discuss your proposed changes to the NP and Post-degree program changes.

Sincerely,

Elizabeth



Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the lək'wəḡən 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.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: October 5, 2022 1:00 PM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>
Subject: RE: NP and Post-degree program change proposal

Elizabeth,
Can you confirm that the School of Nursing consulted with you about this proposal.

Thank you,
Paul

From: Paul Meier, Graduate Education Advisor
Sent: September 15, 2022 10:53 AM

To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>

Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>

Subject: NP and Post-degree program change proposal

Elizabeth,

The School of Nursing is beginning the process to propose a change to the degree requirements for our NP and Post-degree program. We intend to remove two required practice courses and replace them with a new practice course which covers the content of the to be deleted practice courses. This would mean both NP program options would have 1.5 fewer units of degree requirements. This has been necessitated due to limited placements.

We anticipate having the changes published in the September 2023 calendar.

We wish to consult with you about this proposed change. Do you have availability to meet with myself, Sarah Pirani (NP faculty member) and Kristen Elder?

Thank you,

Paul Meier

Graduate Education Advisor

School of Nursing

University of Victoria

From: [Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning](#)
To: [Graduate Education Student Advisor, NURS](#)
Cc: [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning](#); [Anastasia Mallidou](#)
Subject: RE: NP and Post-degree program change proposal
Date: December 13, 2022 8:25:12 PM
Attachments: [image001.jpg](#)

Dear Kristen,

Thank you for providing the updates regarding your proposed changes. I take it that you mean Cycle 2 September 2023 (and not 2022).

The additional proposed changes look good to me. No further consultation is required.

Best wishes for the holiday season!

Elizabeth



Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the ləkʷəŋən 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.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: December 13, 2022 12:35 PM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: RE: NP and Post-degree program change proposal

Dear Dr. Adjin-Tettey,
cc. Anastasia Mallidou,
cc. Sandra,

Thank you Elizabeth for this update regarding our Cycle 2 September 2022 Calendar changes for the Nurse Practitioner and post-degree NP program concentrations as discussed previously with Paul Meier, Sarah Pirani and myself.

This is an update that we used the following course code for the new NP practice course to replace the two NUNP 544 and 546 practice courses that are being deleted: NUNP 549.

Also, we recently added the following additional Cycle 2 September 2022 Calendar change to our NP changes for your review:

MN-NURS-NPP | Nurse Practitioner -

<https://uvic.kuali.co/cm/#/specializations/view/633de6f81c01d7380127123e>

MN-NPPS | Nurse Practitioner Post-Degree Stream -

<https://uvic.kuali.co/cm/#/specializations/view/633decc4be5f9e569e32067b>

Delete NUNP 593 Capstone Synthesis course from sequencing for above two NP concentrations, and replace it in the NP and Post-degree NP course sequencing with NURS 596 Nursing Scholarship Integration and Dissemination. Thus, within this program concentration change, we are updating the course list herein for Cycle 2 as well to ensure that it lists the NURS 596 course as the capstone, and we are removing the mention of NUNP 593, for the NP and Post-degree NP concentrations. The Leadership team would like to align the MN programs and harmonize the capstone for all students in our programs (APL, NUED, NP & Post-degree NP concentrations).

Update course description for NURS 596 | Nursing Scholarship Integration and Dissemination

Updated course description to the following as a result of the expansion to using this course as the capstone for NP and post-degree NP concentrations:

Exploration of creative ways to integrate and disseminate what knowledge students acquired have in learned from the Master of Nursing program. Students This produce course a serves scholarly as paper an evaluation instrument to assess students' evolution toward the goals of the MN program, present in which students demonstrate their work synthesis of coursework, knowledge, skills and respond experiential learning, through writing a scholarly paper and presentation, to questions reveal a mastery of learning and further career advancement.

As discussed previously to some extent: We also updated all of the NUNP course descriptions (minor changes) and some titles/notes/pre/co-req's due to the new sequencing and to include "gender" diverse in the patient populations among the course descriptions where applicable. Please let me know if you require an overall list of these changes.

Please let me know if you need more information or if you would like to meet with us again to consult on these additional NP changes.

Thank you kindly and happy holidays,
Kristen

From: [Elizabeth Adjin-Tetty - Acting Associate Vice-President Academic Planning](#)
To: [Graduate Education Student Advisor, NURS](#)
Cc: [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning](#)
Subject: RE: Approval requirement for MN-NURS-NPP
Date: January 5, 2023 4:49:39 PM

Hi Kirsten,

I was just flagging that the proposal requires SCP review and approval. Proposals will come to SCP after FGS review and approval. I wanted to be sure you are aware of the parallel SCP and SCC processes. You'll have to complete the SCP template, if you have not already done so.

Let us know if you other questions.

Thanks,

Elizabeth

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 5, 2023 2:56 PM
To: Elizabeth Adjin-Tetty - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>
Subject: FW: Approval requirement for MN-NURS-NPP

Dear Dr. Adjin-Tetty,
cc. Sandra,

Happy new year. I am writing to check in please about the School of Nursing Cycle 2 Calendar change for September 2023 for the Master of Nursing – Nurse Practitioner and post-degree NP program options. I last spoke to you via email about this proposal and some updates on December 13, 2022. We have some course changes outlined within Kuali and apparently there was an update you added to Kuali last month on December 8, 2022 as outlined below by Yvonne regarding SCP review and approval.

Nursing was under the understanding that the proposal would go through the Cycle 2 via Kuali and would be ready to go to SCC.

Do we instead need to now submit the program change template for review by SCP and in advance of Monday's Jan. 9 GEC meeting?

Thank you for your overview.

Best wishes,
Kristen

Kristen Elder

Graduate Education Student Advisor
[School of Nursing](#) | University of Victoria
nurscoord@uvic.ca | 250-721-7961
HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the ləkʷəŋən 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.

From: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>
Sent: January 5, 2023 2:17 PM
To: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Subject: Approval requirement for MN-NURS-NPP

Hi Kristen,

In reviewing Quali submissions I can see that Elizabeth Adjin-Tetty acknowledged the [MN-NURS-NPP](#) entry on Dec. 8 and has added a note, “subject to SCP review and approval”. In earlier email correspondence with Paul, we were advised SCP approval was not needed but I suspect at that point it was not clear that these changes would result in a change in the total units for the degree. Normally a change in total units requires SCP approval, which would require the submission of a program change template to be reviewed and approved through the FGS processes and then onto SCP.

To be certain this is what is now required would you please follow up with Elizabeth and/or her assistant Sandra to confirm. If a program change template is required, I can work with you to try and complete the changes in this curriculum cycle.

Let me know what you learn,

Cheers – Yvonne

Yvonne Rondeau, Administrative Manager
Faculty of Graduate Studies, UVic
Email: fgscirc@uvic.ca
Ph: 250-472-4939

From: [Graduate Education Student Advisor, NURS](#)
To: [Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning](#)
Subject: FW: Seeking consultation on Nursing Graduate Curriculum Proposals
Date: February 14, 2023 2:59:12 PM
Attachments: [Indigenous content and ways of knowing in MNNP Curriculum Feb 10 2023.docx](#)
[Working in Circle Workshop - Prereading Introduction.docx](#)

Hi Sandra,

Thanks for your email and here is an update below and attached of where Nursing is at right now with the IACE consultation. If there are any other updates today I will let you know.

Best wishes,
Kristen

From: Graduate Education Student Advisor, NURS
Sent: February 13, 2023 10:18 AM
To: Jacquie Green <iaceed@uvic.ca>; Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>; Rob Hancock, IACE Associate Director Academic <iaceadac@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>
Subject: FW: Seeking consultation on Nursing Graduate Curriculum Proposals

February 13, 2023

Hello Kundoqk, Jacquie and Robert,
cc. Mary & Nursing,

Thank you for this update. We appreciate your time with this consultation. We are sorry for your recent illness. I am not sure if we need to meet unless you would prefer that we do.

We were previously given a mid-February deadline (this week) by the Senate Committee on Planning chair Elizabeth Adjin-Tetty to provide an update in writing from your office that these consultations are complete. If you would like to discuss further, please let us know.

We have reviewed the valuable feedback you have provided and note the following below and in the attached documents:

- This has been updated in the attached document: "Students are required to complete the San'yas Anti-Racism Indigenous Cultural Safety Training program before starting the NP program." We will also check with the Calendar staff once they are updating this admissions requirement in May for all of our MN Programs, to ensure this is correctly updated.
- Regarding the Circle Work and the School of Social Work assisting Nursing for the MN NP program, in collaboration with the School of Social Work, we have planned a Circle workshop on March 1. The Social Work faculty will demonstrate/share with NP program faculty and staff how they conduct Circle work in their practice courses. Attached is the document overview of pre-reading and prep work required before the workshop.
- Regarding the Indigenous perspectives in theory courses, we have included some more detail in the updated attached document for you, as per the course descriptions and course blueprint-learning goals for students.

Thank you again for your consultation.

Best wishes,
Kristen

From: Jacquie Green <iaceed@uvic.ca>
Sent: February 8, 2023 11:40 AM
To: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>; Rob Hancock, IACE Associate Director Academic <iaceadac@uvic.ca>

Cc: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>

Subject: FW: Seeking consultation on Nursing Graduate Curriculum Proposals

Hi there, apologies for the late response as I have been on sick leave for almost 4 weeks. My colleague Dr. Hancock and normally share these requests and he has some questions or recommendations identified below, which I also agree with. In the original email, you were wanting to meet? My assistant Mary is on this email and can find time for us if needed?

Thank you and have a good day !

Kundoqk, Jacquie Green, PhD
IACE, Executive Director
First Peoples House
University of Victoria



We acknowledge and respect the lək'wəŋən 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.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Rob Hancock <iaceadac@uvic.ca>

Date: Wednesday, February 1, 2023 at 4:27 PM

To: Mary McCue <iaceadm@uvic.ca>, Jacquie Green <iaceed@uvic.ca>

Subject: Re: Seeking consultation on Nursing Graduate Curriculum Proposals

Hi Jacquie, I've had a chance to take a quick look at the Nursing proposals for the revisions to their graduate degrees. I see they were hoping to hear from us by the 1st, but I wasn't able to get to it sooner.

The only comment I have is that in the document attached outlining the inclusion of Indigenous content in the MN/NP curriculum, the first paragraph needs to clarify that it's the San'yas program they will be requiring and ensure that they're using the proper title for it.

It would also be helpful to see what precisely they will be doing in terms of circle work (and how Social Work will be helping them) and in terms of specific Indigenous perspectives in their theory courses, but that feedback might not be as helpful.

I hope you're starting to feel better.

RH

--

Robert L. A. Hancock, Ph.D. (Cree-Metis) (he/him/his)
Associate Director Academic, Office of Indigenous Academic and Community Engagement
University of Victoria

CONFIDENTIALITY NOTICE: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

On Jan 31, 2023, at 11:11, Mary McCue - IACE Office Administrator <iaceadm@uvic.ca> wrote:

From: Graduate Education Student Advisor, NURS <nurscooord@uvic.ca>

Sent: January 20, 2023 4:09 PM

To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>

Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Jacquie Green <iaceed@uvic.ca>

Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Thank you, Mary, for the phone discussion this afternoon.

The School of Nursing currently has three Calendar change proposals for Cycle 2 September 2023 Graduate Calendar going forward through the Curriculum change process. We were asked by the AVPAP Elizabeth Adjin-Tetty to ensure that we initiated consultation for our proposals with the IACE, before the February 1 meeting of the Senate Committee on Planning (SCP), which Elizabeth chairs. As most of us are quite new to this process, we find ourselves asking for your input about these proposals later than we could have, and for that we are sorry in creating this work for your office.

The three graduate Nursing proposals underway via Kuali and the Senate, which were recently passed at the Faculty of Graduate Studies Council and now go to the SCP are summarized as follows:

Graduate Certificate in Nursing Education

Currently, there is a dire nursing shortage, an issue that affects not only front-line nurses, but also nurse educators working in a variety of settings including academic, clinical and community environments. In particular, the shortage of nurse educators is expected to reach critical levels over the next few years, prompting the need for explicit learning opportunities for nurses to further develop teaching proficiencies in these diverse settings. The certificate in nursing education offers opportunities – via two theory and two practicum courses - to engage with and further develop pedagogical knowledge and practical skills to teach effectively in academic, clinical and community settings.

This certificate will be open to Registered Nurses with BSN's or MN's and draw upon four existing courses:

1. [NUED570](#) - Engaging with Pedagogy in Nursing Education (1.5)
2. [NUED573](#) - Nurse Educator Practice I (1.5)
3. [NUED572](#) - Intersectoral Course and Curriculum Design in Nursing Education (1.5)
4. [NUED574](#) - Nursing Education Practice and Curriculum Design (1.5)

The School of Nursing is committed to enacting understanding related to the Calls to Action from the Truth and Reconciliation Commission, and to the ongoing work of reconciliation and Indigenization. This includes the inclusion of Indigenous ways of knowing and being in our academic programs, curriculum, and services as well as building cultural acumen among staff and faculty so they can better respond to the unique situations of Indigenous graduate students and support their success.

Master of Nursing – Nurse Practitioner and Post-Degree NP Streams – updated course sequencing and NUNP courses:

The School of Nursing recently initiated a course re-sequencing for the Master of Nursing - Nurse Practitioner (NP) Programs for the new incoming cohort of students who began September 2022. The re-sequencing was necessitated due to the limitation of the number of available practicum placement locations and the severe, ongoing shortage of NP (and MD) preceptors. We redistributed the clinical hours to the second year of the program, so that first-year and second-year NP students do not compete for practicum placements in the same term. Our licensing body - BCCNM - is not concerned with the dispersal of practice hours in individual UVic NP courses. Our program has been accredited by BCCNM to provide 800 total practicum hours. We have deleted the two courses NUNP 544 and NUNP 546 and combined the content of the two courses into new course NUNP 549: Primary Health Care I & II (Practicum) as one placement, and dispersed the practice hours across the practice courses throughout the program. This will mean that the unit total for the MN NP degree will now be 22.5 instead of the present total of 24 units. We also plan to delete NUNP 593 Capstone Synthesis, and replace it in the NP and Post-degree NP course sequencing with NURS 596 Nursing Scholarship Integration and Dissemination, the same as the capstone requirement for our APL and NUED streams.

There is an attached document herein that provides an outline of the Indigenous content in our current NP and post-degree NP streams, as well as some highlighted Foundational Nursing courses.

Updated Concentration – Thesis Proposal – for Master of Nursing – Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams:

The proposed change aims to allow for a parity in the standard duration for thesis-based and capstone-based masters in nursing in the APL and NUED program options. At present, students who opt for a thesis-based master's degree in Nursing are expected to complete the degree in three years full time as compared to two years for the capstone-based master's. The proposed change will be more equitable for students. Moreover, creating an option to complete a thesis-based master in the same time frame as a capstone-based master's is likely to increase the program attractiveness for students

looking for a research-oriented degree. This aligns with UVic's effort to strengthen its attractiveness and foster a more dynamic research environment. The new thesis-based option would rest mostly on the existing course offerings of the MN. The first-year course requirement would be the same as for the capstone-based existing APL and NUED master's program including the foundational Nursing courses. Two new thesis seminars would be created to support students in the second year of the program during the thesis data collection, analysis and writing:

NURS 591: Thesis Seminar I (1.5 units)

NURS 592: Thesis Seminar II (1.5 units)

Related to all of these proposals, we have also concurrently submitted a proposal via Kuali to update our admissions requirement for all of our Master of Nursing streams: The School of Nursing has determined that the San'Yas Indigenous Cultural Safety Training pre-requisite requirement should be applicable to all Master of Nursing program applicants, not just the Nurse Practitioner applicants. This will ensure that students in all School of Nursing graduate program options at the Master's level (APL, NUED, NUHI double-degree, NP, and post-degree NP stream) will be prepared for their studies and practicum placement(s). The San'Yas Core Health online training includes the following content for Nurses:

1. Colonization in Canada
2. Racism, discrimination, and stereotyping, and their impacts on Indigenous peoples in health care contexts
3. Social and structural determinants of health in relation to Indigenous people
4. Gaps in health equity for Indigenous people
5. Taking action: Enhancing Indigenous Cultural Safety in health care

In future we will be sure to initiate a consultation with the IACE in a timely manner, well prior to the curriculum proposals going forward. We apologize for the late notice that we have given regarding these current proposals, and thank you kindly for your time.

Please let us know if you have any questions or clarifications. If you would like to meet us in-person or online, please let us know. If email correspondence is sufficient, we are open to whatever works best for the IACE in this situation.

Best wishes,
Kristen

Kristen Elder

Graduate Education Student Advisor

[School of Nursing](#) | University of Victoria

nurscoord@uvic.ca | 250-721-7961

HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the lək'wəḡən 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.

From: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>

Sent: January 20, 2023 3:05 PM

To: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>; Jacquie Green <iaceed@uvic.ca>

Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>

Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Good afternoon Kristen,

I was hoping that you would return my call, so that I could ask a few questions before we set this meeting up. That said, it would be great if you could provide some written documentation in advance, so that Dr. Green can review it, and let you know how IACE might be involved.

Thank you, and I'll watch for the documentation.

Take care,
Mary

Mary McCue, Office Administrator and Assistant to the Executive Director
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |
Email: jaceadm@uvic.ca Website: www.uvic.ca/iace

*I acknowledge and respect the **ləkʷəŋən** 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.*

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 20, 2023 3:01 PM
To: Jacquie Green <jaceed@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <jaceadm@uvic.ca>
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Green,

Thank you kindly for your update. We would be pleased to consult on our Graduate Nursing proposals and could provide written documentation, or meet in-person or online. Whatever your office needs in the coming days.

Best wishes,
Kristen

From: Jacquie Green <jaceed@uvic.ca>
Sent: January 18, 2023 2:11 PM
To: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <jaceadm@uvic.ca>
Subject: Re: Seeking consultation on Nursing Graduate Curriculum Proposals

Hi there, thank you for your email, and that Marry has been in touch to coordinate this consultation – thank you

Kundoqk, Jacquie Green, PhD
IACE, Executive Director
First Peoples House
University of Victoria

*We acknowledge and respect the **ləkʷəŋən** 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.*

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: "Graduate Education Student Advisor, NURS" <nurscoord@uvic.ca>

Date: Monday, January 16, 2023 at 11:38 AM

To: Jacquie Green <iaceed@uvic.ca>

Cc: "Vera Caine Director, School of Nursing" <nursingdirector@uvic.ca>, Sarah Pirani <sarahpirani@uvic.ca>, Ingrid Handlovsky <ihandlovsky@uvic.ca>, Anastasia Mallidou <mallidou@uvic.ca>, Mary McCue <iaceadm@uvic.ca>

Subject: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Kundoqk Jacquie Greene,

cc. Mary McCue,

Greetings and happy new year. The UVic School of Nursing currently has three Graduate curriculum proposals underway for the Cycle 2 Calendar changes for September 2023, and we are reaching out to see if we might please consult with you and the Office of Indigenous Academic and Community Engagement (IACE) accordingly. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like to please consult with your office in the coming days if possible.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing Education
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and any paperwork you would like us to provide.

Thank you kindly,

Kristen

On behalf of the School of Nursing

Kristen Elder

Graduate Education Student Advisor

[School of Nursing](#) | University of Victoria

nursCOORD@uvic.ca | 250-721-7961

HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Indigenous Content and Ways of Knowing in the MN/NP Curriculum School of Nursing, UVIC

Students are required to complete the *San'yas* Anti-Racism Indigenous Cultural Safety Training program before starting the NP program.

During the new students' orientation in June, we provide students with a list of resources to review before starting the NP program. We updated our list in Dec 2022, including the British Columbia College of Nurses and Midwives (BCCNM) standards on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism, and movies such as *Indian Horse*.

In our MN/NP curriculum, we have incorporated Indigenous content and perspectives in theory courses (see examples below) and practice courses. For instance, in practice courses, students engage in a learning activity called "Courageous Conversations." Faculty designed these activities to provide students with opportunities to discuss challenging topics in a simulated environment. One of the Courageous Conversations scenarios is an Indigenous person receiving a new diagnosis. Furthermore, we have diversified our objective-structured clinical examination (OSCE) cases to include patients from various ethnic, religious and cultural backgrounds, including Indigenous patient cases. We have consulted Indigenous nurse practitioners and faculty when creating those cases, and will hire Indigenous actors to be our standardized patients for those cases.

In addition, we are in the process of incorporating circle work---an Indigenous teaching pedagogy into our practice courses. We collaborate with the School of Social Work on this project, as they have used circle works in their practice education. The goal is to help enhance the connection between faculty and students, providing a safe space for peer-to-peer and instructor-students connection, support, and knowledge sharing. In collaboration with the School of Social Work, we have planned a circle workshop on March 1. The social work faculty will demonstrate/share with NP program faculty and staff how they conduct circle work in their practice courses.

We have designated seats for Indigenous students and have hired Indigenous faculty to join our team.

Below are examples of MN courses that include Indigenous content and perspectives, which all of the MN students, including NP, take as part of their program requirements:

In NURS 520, Philosophy for Advanced Practice Nursing, students explore philosophical discourses in nursing. They are introduced to a philosophical framework that includes ontological, epistemological, and ethical approaches to critique, including Indigenous perspectives. This course provides a forum where students consider how to apply nursing theory and advanced nursing knowledge to their practice within a holistic model of care, participating in the continuing development of nursing as an academic discipline and practice profession.

NURS 520 Includes course learning goal: To critically engage with a range of philosophical perspectives (e.g., Western, Indigenous, Wisdom, and Ecological traditions, as well of new paradigms of belief) relevant to the discipline of nursing and advanced practice nursing.

Link to the Course Description:

https://www.uvic.ca/calendar/future/grad/#/courses/Sy_FTUT74?q=nurs520&&limit=20&skip=0&bc=true&bcCurrent=&bcCurrent=Philosophy%20for%20Advanced%20Practice%20Nursing&bcItemTy pe=courses

In NURS 521 Advanced Practice Nursing and Professional Identity, students explore nursing as an academic field of study with an emphasis on theories, including Indigenous perspectives that inform and shape the discipline of nursing, professional identity, and advanced practice nursing. They explore the critique, expansion and limits of theory within a philosophical framework of ontological, epistemological, and ethical congruence.

NURS 521 includes the course learning goal: Explore Indigenous perspectives in light of nursing theory and Advanced Practice Nursing (APN).

NURS 524: Evidence for Advanced Practice Nursing, the course goals include: Analyze the epistemological and theoretical perspectives underpinning knowledge production with specific attention to Indigenous and postcolonial perspectives.

NURS 525, Disciplinary Research for Advanced Practice Nursing, students develop an understanding of research processes comprising critical analysis of existing knowledge, including Indigenous perspectives, creating relevant research questions, discerning appropriate methodologies, and critiquing research within interpretive approaches and statistical literacy. Critique, expansion, and limits of research are examined within a researcher pathway, philosophical framework, and the integral role of research in advanced practice nursing.

NURS 525 includes the course goal: Demonstrate knowledge of principles and practices that are consistent with ethical guidelines for research with variety of populations including Indigenous and underserved communities.

Note: For the current MN students, and with the new updated thesis proposal underway with the Senate committees for the Master of Nursing (MN) – Advanced Practice Leadership (APL) and Nurse Educator (NUED) concentrations, the students also take the following foundational theory course as part of their program requirements:

NURS 522: Nursing Ethics for Health System Transformation, the course description states:

Explores various theories, including decolonizing practices and Indigenous perspectives that inform ethics for advanced practice nursing, collaboration, decision-making, and change in light of health care system trends, issues and roles for nurses. Critique, expansion, and limits of

ethics are examined within a philosophical framework of ontological, epistemological, and ethical congruence.

NURS 522 course goals include:

Throughout this course, you will critically and respectfully engage with peers, instructors and practice colleagues to create a safe environment for critical dialogue and collegial and reciprocal learning to:

1) Critically assess and use a range of ethical theories, frameworks and principles within the context of nursing and health care.

a. Analyze ethical situations taking into consideration cross cultural, decolonizing and Indigenous perspectives.

b. Develop strategies for ethical decision-making and resolution of ethical concerns.

Working in Circle and Online

Workshop Introduction and Preparatory Content

Pre-Viewing

- Sanchez, N. (2019, March 12). TedxTalks. [Video]. <https://youtu.be/QP9x1NnCWNY>

Pre-Reading

Atkins, H., & Lake, J. (2021). Facilitating Online Learning with the 5R's: Embedding Indigenous Pedagogy into the Online Space. *University of Victoria (unlicensed)*. pp. 12-14; pp. 39-42.
<http://hdl.handle.net/1828/12915>

Hanson, A., & Danyluk, P. (2022). Talking circles as Indigenous pedagogy in online learning. *Teaching and Teacher Education*, 115, 103715. <https://doi.org/10.1016/j.tate.2022.103715>

Tessaro, D., & Restoule, J. P. (2022). Indigenous pedagogies and online learning environments: a massive open online course case study. *AlterNative: An International Journal of Indigenous Peoples*, 18(1), pp.182-191. <https://doi.org/10.1177/11771801221089685>

Introduction: Finding a starting place to act on the Truth and Reconciliations Calls to Action (62-2) may carry with it feelings of uncertainty, anxiety, or apprehension about how to begin to do this “in a good way”. Recent literature supports the use of online talking circles, finding that it can offer a more relational and experiential learning environment which is often absent in the virtual world and has been made more evident since the pandemic. The fears of appropriation of Indigenous pedagogy are founded and necessary to forefront- as a way *into* the work, rather than a reason to ignore it. Seeking deeper understanding of colonization’s impact on Indigenous lands and people, including the effects on ourselves as individuals is required to begin this journey “in a good way”. So we begin, always, with the land. With more knowledge about the histories embedded in our physical location, we become more apt and capable of putting ourselves in relationship and acknowledging our responsibilities to the land we occupy. This is the gateway through which we can move into authentic relationships with others by upholding these collective responsibilities and values. These deeper experiences of learning and connection, rooted now to the land, can then be shared with openness and vulnerability with one another, facilitating growth and change. This process of beginning with the land is critical to ensure we have the grounding in the ongoing realities of colonialism, and to uphold these pedagogies- especially as non-Indigenous people, with a humble learner’s stance. In brief, we begin with the land and the stories it holds; We locate and share openly of ourselves; We connect to others in dynamic and creative ways to experience learning; and we reflect back on how this changes us.



Date: February 15, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposal to establish a Certificate in Nursing Education**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Certificate in Nursing Education.

The proposal to establish a Certificate in Nursing Education is in response to the shortage of nurse educators who provide education about various procedures and processes to patients and families, prompting the need for Master of Nursing programs to incorporate education-specific components into their design.

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 Certificate in Nursing Education, as described in the document "Certificate in Nursing Education" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA
NEW GRADUATE CERTIFICATE OR DIPLOMA TEMPLATE

[Certificate in Nursing Education]

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements (e.g. moving from a project-based to a course-based masters)
- Other, New Certificate Program

| Submitted by: | Name and title | Email |
|-------------------|-------------------|---------------------|
| Contact person | Ingrid Handlovsky | ihandlovsky@uvic.ca |
| Dean or designate | | |

Please provide dates of all approvals

| Required approvals | Date |
|---|------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | June 21, 2022 |
| Departmental approval | November 3, 2022 |
| Faculty Curriculum Committee approval | December 1, 2022 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | December 8, 2022 |
| Faculty of Graduate Studies Council approval | January 13, 2023 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i> | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|---|------------------------------------|---|
| Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca | N/A | |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca | N/A | |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | Jan 16/23 | Y |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca | In progress/pending: Jan. 16, 2023 | Y |
| Non-standard Tuition | Yes* or N/A | Non-standard form attached (Y/N) |
| Proposed program change involves non-standard tuition <i>*If you answered Yes, complete the UVic Non-standard Tuition Template</i> | N/A | |



Proposal for a New Graduate Certificate or Diploma

SUMMARY of NEW GRADUATE CERTIFICATE OR DIPLOMA

| SUMMARY of NEW GRADUATE CERTIFICATE OR DIPLOMA | |
|--|--|
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Graduate Certificate or Diploma | Faculty of Human and Social Development School of Nursing |
| Anticipated stream start date <i>*Note – the program <u>must not be</u></i> <i>advertised/offered until all approves are</i> <i>finalized.</i> | September 2023 (contingent, however, upon adequate advertisement of the program once in the Course Calendar such that the anticipated start date may be delayed to September 2024 to ensure sufficient enrolment) |
| Name, title, phone number and e-mail address of contact person | Ingrid Handlovsky, Assistant Professor, School of Nursing ihandlovsky@uvic.ca |

A. Provide a summary of the proposed certificate or diploma, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

Currently, British Columbia is experiencing a dire nursing shortage, an issue that affects not only front-line nurses, but also nurse educators who work in academic settings (e.g. post-secondary institutions) and clinical settings – (e.g. Clinical Nurse Educators ‘CNE’s who provide education about various procedures and processes to patients and families). In particular, the shortage of nurse educators is expected to reach critical levels over the next few years, prompting the need for Master in Nursing programs to incorporate education-specific components within the program designs. At present, the University of Victoria School of Nursing offers a Nurse Educator option as one of four ‘streams’ of the Master in Nursing Program. The MN program is designed such that all ‘streams’ are comprised of foundational courses are mandatory for all MN students in addition to their stream-specific courses. As such, in addition to the compulsory MN courses, the Master in Nursing - Nurse Educator degree includes four courses specific to teaching and learning– two of which are compulsory (one theory and one practicum-based) and two of which are ‘recommended electives’ (one theory, one practicum-based). The two compulsory courses (one theory and one practicum) and two elective courses (one theory and one practicum) effectively comprise the ‘NUED’ stream specific content. The compulsory theory courses are offered in the fall term and focus on the philosophical underpinnings of various pedagogical (e.g. teaching) approaches, content integral to facilitated meaningful approaches and experiences for learners, whereas the concurrent practicum course offers opportunities to operationalize the theoretical content within a variety of settings (academic and clinical). The elective courses, offered in the winter term, constitute a theory course concurrent to a practicum-based course. The theory course centers on curriculum design and implementation, and the concurrent practicum-based course provides opportunities to apply this information. As such, the Nurse Educator stream offers comprehensive training in education specific to academic and clinical settings, addressing the need for education-specific content within Nursing Masters programs. Given courses that provide direction as to ‘how to teach’ are not typically a component of graduate nursing training, these courses are incredibly valuable for nurses seeking a career in nurse education.

Currently the Nurse Educator option is a Master degree. Given the demand for nurse educators is a substantiated issue that will only intensify, The University of Victoria School of Nursing proposes to create a certificate option for nurses who seek additional training and support in education. As such, the certificate program will target a different group of people: nurses who may or may not have additional graduate training (e.g. some nurses who already possess a Masters or PhD may seek additional guidance and support with educational approaches and processes that are not readily integrated into nursing graduate training as indicated above). Such a certificate would not impose unrealistic constraints on the School while offering a timely and valuable option for nurses seeking educational training. The four education-specific courses are already developed and running within the MN-Nurse Educator stream. As such, development of the four course based certificate would incur minimal time and resources. Further, given two of the four courses are ‘recommended electives’ enrolment is not as high in these courses, providing an additional buffer to absorb the increase in students for these courses that the certificate program would introduce. The only change would be the potential - pending on demand due to enrolment - addition of a section of one or more of the certificate courses– an amendment that can be easily accommodated by the School. The certificate program would run as per the extant MN Nurse Educator stream: the pedagogical theory course and subsequent practicum run in the fall term (Sept-Dec) and the curriculum theory course and subsequent curriculum practicum course (recommended electives) run in the winter term (Jan-April). If done full-time, the certificate would be completed within one calendar year, or if done part-time, completion would take two calendar years. The projected cost of the certificate program is \$4889.16 for domestic students and \$6, 182.10 for International students based on the Graduate Certificate and Diploma per Fee Unit which is \$814. 86 for domestic students and \$1, 030.35 for International students. Four courses at 1.5 units per course amounts to 6.0 units in total.

B. What are the current labour market indicators to support the proposed certificate or diploma?

As stated above, there is currently a dire nursing shortage provincially and nationwide, and in particular, the dearth of nurse educators is expected to grow dramatically over the coming years. The School of Nursing at the University of Victoria presently has the support, resources and opportunity to offer a certificate program specific to Nursing Education for nurses who are seeking additional training in education/teaching and learning such that they may take on a position in nursing education. Enrolment in the NUED stream of the MN program is approximately 20 students per year-we anticipate the certificate program to attract approximately 10 students per year, with enrolment growing over time with advertisement of the program and word-of-mouth dissemination.

D. How is the proposed certificate or diploma aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?

No other BC post-secondary institution is offering a Nurse Educator certificate.

At UVic:

Health and Information Science offers a [Graduate Certificate in Health Terminology Standards](#):

The Graduate Certificate in Health Terminology Standards is a 1-year, part-time program with four graduate level courses done through weekly online evening classes and a 2.5-day virtual workshop.

Social Studies offers a Certificate in Indigenous Nationhood:

The [Graduate Certificate in Indigenous Nationhood](#) brings together UVic faculty from Indigenous Governance, Political Science, and Law.

This certificate requires 7.5 units of study.

Nationally:

The Canadian Nurse Educator Institute offers a [Nurse Educator Certification Program](#).

This certificate includes 3 modules and a CNNE Exam. The CCNE certification exam entitles the successful exam writers to the right to use the Canadian Certified Nurse Educator (CCNE) professional designation for five years.

The University of Toronto offers a [Certificate for Nursing Education in the Practice Setting](#).

Nurses and health professionals with an interest in nursing education in the practice setting.

Participants must successfully complete all 3 courses, normally over a 2-year period, to earn the Certificate in Nursing Education for the Practice Setting.

Canadian Federation of Mental Health Nurses offers the [Canadian Nurse Educator Certification Program](#) which fosters excellence in the academic nurse educator role and provides recognition and merit for the specialized knowledge, expertise, and competencies of this role in Canada.

University of Alberta offers the [Graduate Embedded Certificate in Teaching and Learning in Nursing Education](#).

Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses ([NURS 546](#), [NURS 556](#), [NURS 586](#)) focused on teaching and learning in higher education for nursing.

E. What are the admission requirements for the proposed certificate or diploma?

Applicants must be Registered Nurses who have successfully completed a nursing program from an accredited institution. The Faculty of Graduate Studies sets the admission requirement for the GPA, and which is informed by the pool of applicants (and therefore subject to shift depending on the metrics of the applicants). Historically, a B average has been the minimum requirement. In addition, students must meet all the regular admission requirements of the Faculty of Graduate Studies.

F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an appendix)

Dr. Ingrid Handlovsky: Health equity, social environments/circumstances and health practices, experiences and outcomes, gender and sexual identity, individuals, groups and populations subject to disadvantage due to social circumstances (with a focus on discrimination) and nursing practice thereof, mental health, substance use, harm reduction, critical theory, grounded theory

Dr. Susan Duncan: Nursing education leadership; policy analysis and advocacy; participatory research; public health nursing; primary health care

Dr. Vera Caine: HIV, Refugees, Indigenous, narrative inquiry, community-based research, participatory action

G. Curriculum design (Include draft curriculum program and course change forms in an appendix)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed certificate or diploma.

The certificate requirement will be a Nursing degree from an accredited institution, and active RN license in the geographic location of the applicant. All courses are already in existence at UVic.

Full-time sequencing:

YEAR 1:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSES

NUED 570: Engaging with Pedagogy: Teaching and Learning in Nursing Education (theory-based)

NUED 573: Nurse Educator Practice I (practicum)

Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES

NUED 572: Intersectoral Course and Curriculum Design in Nursing Education (theory-based)

NUED 574: Nursing Education Practice and Curriculum Design (practicum)

Part-time sequencing:

YEAR 1:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSE

NUED 570: Engaging with Pedagogy: Teaching and Learning in Nursing Education (theory-based)

Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES

NUED 572: Intersectoral Course and Curriculum Design in Nursing Education (theory-based)

YEAR 2:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSE

NUED 573: Nurse Educator Practice I (practicum)

Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES

NUED 574: Nursing Education Practice and Curriculum Design (practicum)

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

The certificate will not involve any changes to the current curriculum design.

- **Does the proposed certificate or diploma 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.

As outlined previously, the certificate will encompass two practicum courses that are extant courses in the MN Nurse Educator stream. The theory and practicum courses are deeply integrated to enable applying the theory content within the practicum settings. The practicum courses are an essential component to the learning gained by completing the certificate: practicum courses allow for learners to accrue some lived experience of teaching processes – and to apply pedagogical and curriculum approaches - in real world educational settings (academic and clinical) with the guidance of expert field guides.

As the practicum courses will comprise half of the course complement of the certificate, the School remains dedicated to providing support for students in securing practicum placements. We currently have a running list of institutions and individuals that have provided host educator/field guide mentorship and with whom the School maintains close relationships. Further, each January an information session is held with representatives from the School (faculty, practicum coordinators) where support and suggestions are put forward to support students in thinking about the kind of practicum placement they are interested in, and to reach out and inquire about possibilities for placements.

- Opportunities for community engaged and research-enriched learning

The anticipated outcomes of practicum experiences (i.e. the practicum courses) is experiential learning where students have the opportunity to apply theoretical content and engage in actual teaching processes in real world settings. These practicums are diverse and require student consideration of the unique dynamics of these settings, and consequently how to approach teaching processes such that engagement with learners is most meaningful and effective. As stated previously, the learning outcomes for the practicum courses emphasize integration and application of teaching and learning theories, concepts and strategies to nursing education with consideration of how the context of health care and other educational settings (inclusive to social, political and historical factors) influences nursing education. As such, giving students the opportunity to work closely with host educators/field guides in actual educational settings allows for application of theory and consideration of unique setting dynamics and how these dynamics influence teaching and learning processes. Practicum courses are evaluated on a complete/incomplete basis and evaluation is largely informed by the field guide/host educator. Students must develop a learning plan for the practicum experience built on three of the six MN Nurse Educator competencies, with clear indication of goals and stated strategies to substantiate whether goals were met. The course facilitator and field guide work together to support student learning and success with meeting the goals identified in the learning plan.

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

The certificate, as with the Master in Nursing Nurse Educator option, will be offered online with the exception of the practicum courses, which are usually completed in-person, with the supervision/collaboration of a host educator/field guide. The practicum courses are typically undertaken in the geographical region within which the individual is currently residing, although if a particularly valuable learning opportunity is available such that students would engage with a field guide virtually, this is a possibility but generally not the case. Enrolment is contingent upon active, practicing nursing registration within the Province within which the individual resides – this is also a requirement of the Masters program. This, however, as outlined in section L is currently being addressed with deliberations to change this requirement to support International applicants and is thus an ongoing process.

H. Provide the policies on student evaluation, candidacy exams, and oral examinations.

Students will be evaluated as per extant course learning outcomes, and in the case of the two theory courses, assignments will be evaluated as per assignment criteria and the UVic grading scale. In the case of the two practicum courses, students will be evaluated on a complete/incomplete basis in collaboration with course field guides/host educators.

I. Does your program have learning outcomes? If yes, identify the certificate or diploma learning outcomes.

The learning outcomes for the program are identified within the course syllabi. The learning outcomes for the theory-based courses (NUED 570 and NUED 572) include exploring relationships between ontology, epistemology and ethics with nursing education and teaching theories and to critically examine the processes and structures that shape current approaches to teaching and learning as a means to facilitate identifying one's own philosophy and vision of nursing education. A substantial component of these courses is mandatory participation in online discussion forums to enable rich discourse such that students are facilitated in navigating and unpacking the content to meet the stated learning outcomes.

The learning outcomes for the practicum-based courses (NUED 573 and NUED 574) include integration and application of teaching and learning theories, concepts and strategies to nursing education with consideration of how the context of health care (inclusive to social, political and historical factors) influence nursing education. Further, students are expected to participate in a community of nurse educators and implement strategies that strengthen the place of nursing in educational and health settings. These courses are 75% practicum-based, with students working closely with expert host educators/field guides to apply theoretical content in a real world educational setting. In doing so, student interact with a host of educators and are exposed to a variety of teaching and curriculum approaches. The remaining 25% of the course is an online component in which students engage in online discussions with their peers and course professor.

J. Does the proposed certificate or diploma provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

The MN program is informed by a framework that integrates epistemological, ontological and ethical elements woven throughout each course (Appendix B). These elements highlight exploration of Indigenous philosophical perspectives, Indigenous ways of knowing, and how methodological approaches (via research) are attending to Indigenous communities to ensure meaningful and ethical work. As such, the four extant educational courses are founded upon this framework and subsequently include explicit engagement with Indigenous and decolonizing material that is expanded upon in online forum discussions, learning activities and assignments.

K. Does the proposed certificate or diploma promote justice, equity, diversity and inclusion? If yes, please provide details.

The cornerstone of the nursing profession is social justice, and a commitment to advocating for equity. As such, the MN framework (Appendix B) emphasizes critical perspectives to support students in evaluating and questioning contemporary approaches to education that are steeped in White privilege and may be directly and/or indirectly contributing to processes of harm for black, Indigenous and other people of colour. The pedagogy theory course also entails exploration of a variety of philosophical perspectives informing pedagogical theories and approaches including critical, emancipatory, feminist and anti-racist (including decolonizing) educational theories/approaches.

L. Does the proposed stream or change provide opportunities for global engagement or perspectives? If yes, please provide details.

The School of Nursing is currently in the process of deliberating about identifying processes to support International applicants to the Masters programs and this applies to this proposed certificate as well. We recognize the value and importance of bringing in International students and seek to support this end, however, the stipulation of nursing licensing needs to be addressed in such a way that it would be feasible for International students to complete the program from within the jurisdiction where they are currently licensed. At present, enrolment in the MN program is contingent upon active, practicing nursing registration within the Province within which the individual resides – and thus this stipulation is currently under deliberation.

M. Does the proposed stream or change involve places for integration of teaching and research? If yes, please provide details.

Students may take part in practicum placements within post-secondary settings with nurse educators within tenure-track research stream positions. As such, the potential for students to, as part of their identified learning goals within their learning plans may engage/take part in research work underway by the field guide/nurse educator, or, to engage in some preliminary research informed by the teaching-learning experiences identified by the student. For example, students may wish to, as one of their learning goals, apply a particular approach to teaching with a group of students and evaluate the outcome. Such activities represent nascent research opportunities with the potential to develop into larger projects. There exists a diversity of placements for practicums that potentially offer the opportunity to apply the teaching theory content and engage in research work as these sites often have projects underway that are focused on enhancing learning experiences (e.g. community organizations, Colleges, Universities and so forth).

N. Enrolment plan for the new stream (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state)

Currently, the MN program has 80 available seats:
-35 reserved for the NP stream
-5 for the double degree in nursing and health informatics “NUHI”
-the remaining seats are divided between the APL (‘advanced practice’) and NUED (‘nursing education’) streams. The NP stream is set to increase seating capacity over the next 3 years, but this will not affect the NUED courses (and subsequently the proposed certificate program) because the expansion of the NP stream will be met with an increase in NP faculty. Essentially, the capacity for the certificate program is separate and apart from the proposed NP expansion and will not propose any resource/space issues for the proposed certificate.

O. How do you plan to evaluate graduate student supervision?

N/A

P. Resources requirements (include a table of program revenue and expenditures)

No additional resources are anticipated as the courses are already developed and running.

Indicate resources required for new and existing faculty and staff appointments, space and library.

The theory courses are presently delivered online, so there are no imposed space constraints in this regard.

Additional space requirements imposed by the certificate program are in regards to practicum placements but not anticipated to create formidable obstacles. The plan is to continue to foster relationships with current institutions and field guides/host educators and offer student support in determining interest in placement site and facilitating reaching out and inquiring about the availability/interest of host educators/field guides.

Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)

The School of Nursing has approximately 250 graduate students, with approximately 65 of those being students in the NUED MN program. We have space to admit about 80 graduate students per year but often admit about 70 students. We anticipate the students admitted into the NUED certificate program will fill some of those available seats only register in courses already offered in the NUED MN program option.

Given the full-time registration eligibility criteria for UVic Graduate Entrance Awards, President Research Scholarships and donor awards we don't anticipate NUED certificate students receiving financial support of this nature.

R. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in Appendix) Appendix C

Appendix B
MN Framework

| | | | |
|-----------------|---|---|---|
| Ontology | <p>Philosophical</p> <ul style="list-style-type: none"> • What is philosophy? • What is nursing? • Who or what am I? What is being? What is a nurse? • Philosophical traditions (world views/paradigms of belief, e.g., rationalism, realism, anti-realism, Indigenous perspectives, materialism). • What distinguishes nursing philosophy from other philosophical perspectives? | <p>Theoretical</p> <ul style="list-style-type: none"> • What are theories, models and frameworks? • How does theorizing differ from theory development? • What is advanced practice nursing? • Knowledge traditions (e.g., science: natural, human, social; ways of knowing/ coming to know: oral traditions, gnosis). | <p>Methodological</p> <ul style="list-style-type: none"> • What can we claim as nursing knowledge? How do we generate nursing knowledge? • Research approaches (e.g., qualitative, quantitative) Research traditions (e.g., statistics, survey, evaluation, meaning structure) |
|-----------------|---|---|---|

| | | | |
|---------------------|---|---|--|
| Epistemology | <p>Philosophical</p> <ul style="list-style-type: none"> • What is knowledge? How do we know? What is truth? How might the framework of ontology, epistemology, ethics, help us to organize and critique knowledge? • How do history, context, material, social, spiritual, and discursive perspectives influence our ways of knowing? Are there differences between knowledge and knowing? How is distinctness determined? • What is the focus of study within the discipline of nursing? | <p>Theoretical</p> <ul style="list-style-type: none"> • How do theories of science inform and shape disciplinary structure and organization? • How do Indigenous theories inform knowledge development in nursing? • What qualifies as nursing theory/ knowledge of nursing or science? What is the relevance of nursing theory for practice, education, and research? • How do various and diverse theories for and about nursing inform advanced practice nursing, critique of nursing, and a nursing focus of study? For example, biomedical sciences, critical theory, feminist theory, post-colonial theory, etc. | <p>Methodological</p> <ul style="list-style-type: none"> • How are various research and practice methodologies taken up in nursing? • How are processes such as data collection, analysis, synthesis, organization, and presentation influenced by various research methodologies? • Examples of Research Methodologies (Parsesciencing, Rogerian Process of Inquiry, Unitary Field Pattern Portrait, Newman's HEC Research as Praxis, Gadamerian Hermeneutics, Statistics). |
|---------------------|---|---|--|

| | | | |
|---------------|--|---|---|
| Ethics | <p>Philosophical</p> <ul style="list-style-type: none"> • What is nursing ethics? • What is ethical practice? • What is morality? • What values do we hold? | <p>Theoretical</p> <ul style="list-style-type: none"> • On what bases do theories of nursing ethics, health ethics, and bio-ethics, differ? • What are their various contributions to nursing and health care? | <p>Methodological</p> <ul style="list-style-type: none"> • What ought we to be practicing and researching? • How are we attending to Indigenous communities, vulnerable and marginalized groups, etc? • How are nurse values lived in practice? What is right action? • How are we attending to research ethics? |
|---------------|--|---|---|

Appendix C: Letters of Support

Dr. Vera Caine
Director, School of Nursing
University of Victoria

August 8, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of Aurora College, I wish to offer my support of the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial for both clinical and educational settings. Currently there is a national shortage of nurse educators, a situation that is expected to grow over the coming years. Increasing BSN cohort sizes and support needs of new graduates in practice highlights the necessity for academic and clinical nurse educators. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees (which often do not include education-oriented knowledge and skills) would provide a flexible admission and program option for nurses who are seeking this career path. As Chair of the School of Health and Human Services at Aurora College, I believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, I fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Yours Truly,

Original signed by Jodi Brennan

Jodi Brennan MN RN

Chair, School of Health and Human Services, Aurora College

867-920-3120, jbrennan@auroracollege.nt.ca

Dr. Vera Caine
Director, School of Nursing
University of Victoria

July 28, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of Selkirk College, I wish to offer my support of the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial within both clinical and educational settings. Currently there is a dire national shortage of nurse educators, a situation that is expected to grow appreciably over the coming years. With current conditions of increasing BSN cohort sizes and the need to support increased numbers of new graduates in practice, both academic and clinical nurse educators will be in high demand. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees, which often do not include education-oriented knowledge and skills, would provide a flexible admission and program option for nurses who are seeking this career path. As the Chair of the School of Health and Human Services, I believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, I fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Sincerely,

Original signed by Tammie Clarke

Tammie Clarke, RN, BN, MA, CCNE
Chair, School of Health and Human Services
tclarke@selkirk.ca
250.365.7292 ext 21458



Dr. Vera Caine
Director, School of Nursing
University of Victoria

August 9, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of College of the Rockies, we wish to offer our support for the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial within both clinical and educational settings. Currently there is a dire national shortage of nurse educators, a situation that is expected to grow appreciably over the coming years. With current conditions of increasing BSN cohort sizes and the need to support increased numbers of new graduates in practice, both academic and clinical nurse educators will be in high demand. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees, which often do not include education-oriented knowledge and skills, would provide a flexible admission and program option for nurses who are seeking this career path. As the Dean and Department Head, we believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, we fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Sincerely,

Original signed by
Heather Hepworth

Heather Hepworth
Dean, Health and Human Services
College of the Rockies
hepworth@cotr.bc.ca

Original signed by
Sandi Hill

Sandi Hill
Department Head, Health and Human Services
College of the Rockies
shill@cotr.bcc.a

UVic Consultations

From: [OREG SCP Consultation](#)
To: [Graduate Education Student Advisor, NURS](#)
Subject: RE: Nursing Request for consultation
Date: January 16, 2023 11:51:57 AM

Hello Kristen,

Thank you for connecting regarding consultation for these items; Graduate Admissions and Records has had a chance to review these via the curriculum submission process and they have no questions. Unless you have anything specific you wanted to discuss, things look good to move forward.

Sincerely,
Sabrina



Sabrina Jackson, B.A. (Hons), M.A.
Associate Registrar
Office of the Registrar
Division of Student Affairs
[University of Victoria](#)
T 250-472-5328
oregar@uvic.ca
uvic.ca/registrar

Together, we transform students' lives.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

We acknowledge and respect the ləkʷəŋən 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.

Please tell us how we did today. Provide your feedback [here](#).

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 14, 2023 5:25 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: Nursing Request for consultation

Dear OREG SCP Consultation,

Greetings. The UVic School of Nursing currently has three Graduate curriculum proposals currently underway for the Cycle 2 Calendar changes for September 2023, and we would like to consult with OREG as part of this process. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like

to please consult with your office in the coming days.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and which paperwork you would like us to provide.

Thank you kindly,
Kristen

Kristen Elder
Graduate Education Student Advisor
School of Nursing
University of Victoria

From: [Mary McCue - IACE Office Administrator](#)
To: [Graduate Education Student Advisor, NURS; "iacreceptionist@uvic.ca"](#)
Cc: [Vera Caine Director, School of Nursing; Sarah Pirani; Ingrid Handlovsky; Anastasia Mallidou](#)
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals
Date: January 16, 2023 2:10:57 PM

Hi Kristen,

I am planning to respond once I am able to speak with Dr. Green, but as her out of office message states, she is on study leave for the month of January. I will hopefully be able to have a discussion with her in the next day or so to see if there is someone else that she recommends.

Thank you for your patience, and I will update as soon as I can.

Take care,

Mary

Mary McCue, Office Administrator and Assistant to the Executive Director
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 | F: 250-472-4952 |

Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

*I acknowledge and respect the lək*əḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 16, 2023 2:02 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>; 'iacreceptionist@uvic.ca' <iacreceptionist@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Hello, Mary and Darlene,

We at the School of Nursing received an out-of-office message from Dr. Greene to our inquiry earlier today, and so are writing to you with our below request to see if we might consult with the IACE this week regarding these graduate proposals. We are very sorry for the delay in contacting your office as we learn the Calendar process.

Thank you kindly,
Kristen

From: Graduate Education Student Advisor, NURS
Sent: January 16, 2023 11:39 AM
To: Jacquie Green <jaceed@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <jaceadm@uvic.ca>
Subject: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Kundoqk Jacquie Greene,

cc. Mary McCue,

Greetings and happy new year. The UVic School of Nursing currently has three Graduate curriculum proposals underway for the Cycle 2 Calendar changes for September 2023, and we are reaching out to see if we might please consult with you and the Office of Indigenous Academic and Community Engagement (IACE) accordingly. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like to please consult with your office in the coming days if possible.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing Education
- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams
- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and any paperwork you would like us to provide.

Thank you kindly,

Kristen

On behalf of the School of Nursing

Kristen Elder

Graduate Education Student Advisor

[School of Nursing](#) | University of Victoria

nurscoord@uvic.ca | 250-721-7961

HSD A406 | PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

We acknowledge and respect the ləkʷəŋən 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.

From: [Ingrid Handlovsky](#)
To: [Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning](#); [Paul Meier, Graduate Education Advisor](#); [Robin Hicks – Dean of Graduate Studies](#); [gradnurs](#)
Subject: RE: NUED Certificate
Date: June 23, 2022 10:15:40 AM
Attachments: [image001.jpg](#)

Thank you so much for this information, Elizabeth!

Sincerely,

Ingrid

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Sent: June 22, 2022 7:04 PM
To: Paul Meier, Graduate Education Advisor <nurscoord@uvic.ca>; Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; gradnurs <gradnurs@uvic.ca>
Subject: NUED Certificate

Hello All,

Thank you for the opportunity to learn about plans for a Certificate program in NUED. I can confirm that certificate programs do not require Ministry approval. Also, I would like to bring to your attention [AC1135](#) Policy for the Establishment of Certificate and Diploma Programs, section 4 on Graduate Certificates or Diplomas.

Please keep in mind the proposal will have to go through the FGS approval processes before submission to SCP in addition to the parallel SCC process through Kualii.

Don't hesitate to contact us if you have questions along the way.

Thanks,

Elizabeth



Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the ləkʷəŋən 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.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message



Date: February 15, 2023
To: Senate
From: Senate Committee on Planning
Re: **Proposed change to the Master of Arts in Cultural, Social and Political Thought program**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposed change to the Master of Arts in Cultural, Social and Political Thought program.

The proposed change to the Master of Arts in Cultural, Social and Political Thought program aligns with the desire for many departments to move to a 1-year Master's program, and gives students the option of a streamlined program that can be completed in 12-16 months.

The following motion is recommended:

Motion: that Senate approve the proposed change to the Master of Arts in Cultural, Social and Political Thought program, as described in the document "Cultural, Social and Political Thought (CSPT) MA Degree Change" effective September 2023.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA
PROGRAM CHANGE TO AN EXISTING GRADUATE PROGRAM TEMPLATE

Cultural, Social and Political Thought (CSPT) MA Degree Change

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements (e.g. moving from a project-based to a course-based masters)
- Other, please specify

| Submitted by: | Name and title | Email |
|-------------------|-------------------------|---------------------|
| Contact person | Sara Ramshaw | sararamshaw@uvic.ca |
| Dean or designate | Lois Harder (SOSC Dean) | soscd dean@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|---|------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | 26.09.22 |
| Departmental approval | N/A |
| Faculty Curriculum Committee approval | N/A |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | N/A |
| Faculty of Graduate Studies Council approval | Jan 13, 23 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) *supporting documentation required for all consultations | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|---|-------------------------|---|
| Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca | N/A | |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca | N/A | |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | N/A | |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca | Requested Jan 13, 23 | Response pending |
| Non-standard Tuition | N/A | Non-standard form attached (Y/N) |
| Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non-standard Tuition Template | | |



Proposed Change to an Existing Graduate Program

SUMMARY of PROPOSED CHANGE

| | |
|---|--|
| Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree | Cultural, Social and Political Thought (CSPT) |
| Anticipated change start date *Note – the program must not be advertised/offered until all approvals are finalized. | September 2023 |
| Name, title, phone number and e-mail address of contact person | Sara Ramshaw sararamshaw@uvic.ca or csptdi@uvic.ca 250.721.8165 |

A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters))

The Cultural, Social and Political Thought (CSPT) program is one of only two graduate interdisciplinary programs at the University of Victoria, and by far the longest-running, having been initiated in 1988. Notably, CSPT is a concentration and not a free-standing program. Thus, CSPT faculty hold their primary appointments in their home/traditional disciplines and are cross-appointed to CSPT for interdisciplinary purposes. Students are enrolled in a home department degree, either MA or PhD, and complete extra requirements to graduate with a MA/PhD degree with a CSPT Concentration.

Currently, CSPT has nine (9) participating units, including the Interdisciplinary (INTD) program: Anthropology, English, Environmental Studies, French, Germanic and Slavic Studies, History, Political Science, and Sociology. The Faculty of Law has plans to join once the required calendar changes are approved (the motion to join was passed at the September 2022 Faculty of Law Faculty Council meeting).

At present, CSPT MA students must meet the core graduating requirements of their own department, as well as the specific requirements of the CSPT program, which are: (a) 3 units of CSPT courses including CSPT 501 and one of either CSPT 500 or CSPT 590; and (b) an approved thesis which meets the requirements of both the CSPT program and the home department.

CSPT students are required to have a CSPT Faculty as (Co-)Supervisor and at least two CSPT Faculty in their Supervisory Committee and the topic of the student's thesis must be within the field of cultural, social, and political thought. The length of a CSPT MA program depends on the department, but it usually takes about 2-2.5 years (6-8 terms of registration).

The 2021 CSPT Program External Review Report recommended that CSPT add the option of a Major Research Paper/Project (MRP) in lieu of a thesis for those home departments moving toward a 12 – 16 month (3-4 terms of registration) MA degree. The CSPT Program Committee agrees on the benefits to recruitment, retention, and equity this option will bring (see below for more information). Five (5) of the nine (9) CSPT units are planning to offer a MRP option in their Fall 2023 calendar. The change is not mandatory for the participating CSPT units.

B. Provide a summary of the proposed change, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

The five (5) CSPT units choosing to offer the Major Research Paper/Project option from Fall 2023 are as follows: English, French, History, Political Science, and Sociology. All these departments are in the process of making calendar changes in relation to their program’s MA-CSPT requirements for Fall 2023. Four units – Anthropology, Environmental Studies, Germanic and Slavic studies and INTD – will not be offering this option to their MA students in Fall 2023 (although they may in the future).

At the moment, no general information page exists in the UVic Calendar for CSPT. James Wigginton has created such a page for January 2023, which will contain basic contact information and add a list with links to the programs that offer the concentration.

At a general level, the changes being proposed are as follows (underlined):

| CURRENT DESCRIPTION (on CSPT website) | PROPOSED DESCRIPTION |
|--|---|
| <p>Master’s program CSPT program requirements</p> <p>In general, CSPT students must meet the core graduating requirements of their own department, as well as the specific requirements of the CSPT program:</p> <p>(a) 3 units of CSPT courses including CSPT 501 and one of either CSPT 500 or CSPT 590</p> <p>Note: With permission of the CSPT director, CSPT credit may be granted for a graduate theory seminar taught by a CSPT faculty member in a department different from the student’s own.</p> <p>(b) An approved thesis which meets the requirements of both the CSPT program and the home department.</p> <p>Composition of Supervisory Committee</p> <p>CSPT students are required to have a CSPT Faculty as (Co-)Supervisor and at least two CSPT Faculty in their Supervisory Committee. At least one CSPT Faculty in the student’s Supervisory Committee must be from outside the student’s home department.</p> <p>Note: The topic of the student’s thesis must be within the field of cultural, social, and political thought.</p> <p>Length of MA program</p> <p>The length of a CSPT MA program depends on the department, but it usually takes about 2 – 2.5 years.</p> | <p>Master’s program CSPT program requirements</p> <p>In general, CSPT students must meet the core graduating requirements of their own department, <u>incorporating the specific requirements of the CSPT program:</u></p> <p>(a) <u>at least</u> 3 units of CSPT courses including CSPT 501 and <u>at least</u> one of either CSPT 500 or CSPT 590</p> <p>Note: With permission of the CSPT director, CSPT credit may be granted for a graduate theory seminar taught by a CSPT faculty member in a department different from the student’s own.</p> <p>(b) An approved thesis <u>or Major Research Paper/Project (MRP)</u> which meets the requirements of both the CSPT program and the home department.</p> <p>Composition of Supervisory Committee</p> <p>CSPT students are required to have a CSPT Faculty as (Co-)Supervisor and at least two CSPT Faculty in their Supervisory Committee. At least one CSPT Faculty in the student’s Supervisory Committee must be from outside the student’s home department.</p> <p>Note: The topic of the student’s thesis must be within the field of cultural, social, and political thought.</p> <p>Length of MA program</p> <p>The length of a CSPT MA program depends on the department, <u>and ranges between 1 – 2.25 years (3-7 terms of registration).</u></p> |

C. What are the current labour market indicators to support the proposed change?

This proposed change aligns with the desire for many departments to move to a 1-year MA program. Reasons offered by departments for this move are threefold: (1) the addition of a MRP option, in lieu of a thesis, has the potential to increase **recruitment**, both domestically and internationally, as the thesis component of the MA degree and concentration requires extra time and financial and resource commitments that often deter students from applying; (2) the extra time needed to complete a thesis in the MA-CSPT degree adds costs to students that, within the current climate of scarce student funding, can create enormous pressures on students who may ultimately have to drop out of the program for those reasons. Offering the flexibility of the MRP option may have a positive impact on student **retention**; and, finally, the thesis requirement for the MA-CSPT degree can also cause **inequity**, particularly for students coming from precarious socio-economic conditions who must balance their intellectual development against their ability to pay for an extra year of schooling and/or their readiness to write a thesis. The result is that many students begin in CSPT, complete the course requirements, and then switch out of the concentration so they can complete their program in a timelier manner. The proposed change gives students the option of a streamlined program that can be completed in 12- 16 months (3-4 terms of registration).

D. How is the proposed change aligned with, or is distinct from related undergraduate programs in other BC post-secondary institutions?

N/A

E. How are the admission requirements affected by the proposed change?

The proposed change will not affect admission requirements to the CSPT concentration.

F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service taking into account faculty leaves). (Include short faculty CVs in an appendix)

As mentioned above, CSPT is a concentration and not a free-standing program. Its current participating departments are: Anthropology, English, Environmental Studies, French, Germanic and Slavic Studies, History, INTD, Political Science, and Sociology. CSPT faculty hold their primary appointments in their traditional disciplines and are cross-appointed to CSPT for interdisciplinary purposes. Thus, supervision of the CSPT students is provided through the home department. CSPT faculty teach courses that are cross-listed with CSPT (CSPT 500 and CSPT 600) and offer Directed Reading courses, where possible and desired (CSPT 590 and CSPT 690). The CSPT Director teaches the CSPT core course: CSPT 501/601.

G. Curriculum design (Include draft curriculum program and course change forms in an appendix)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.

No new courses are required for the proposed change. Students currently submit their thesis using the dissertation code from their home department and will do the same if a MRP is submitted instead of a thesis.

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

Participating CSPT departments will have the choice as to whether they wish to offer a MRP option, or whether they plan to keep the thesis-only option. If they choose the former, the department will also have to submit a calendar change.

- **Does the proposed 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.

N/A

- Opportunities for community engaged and research-enriched learning

N/A

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

N/A

H. Are student evaluation, candidacy exams, and oral examinations affected by the proposed changes?

Student evaluations, candidacy exams, and oral examinations will not be affected by the proposed change. Any project submitted in fulfillment of the MRP must adhere to the graduate calendar description for [Project Based Masters](#).

I. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The proposed change will have no impact on current program learning outcomes.

J. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

As mentioned above, the proposed change is based in part on **equity** considerations and the interdisciplinary nature of the CSPT program more generally offer opportunities for Indigenous perspectives and decolonization of the program.

K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.

As above. See also Section C for more information.

L. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.

See Section C above for more information on how the proposed change may offer opportunities for **recruitment** of international applicants interested in interdisciplinary research, thereby providing further opportunities for global engagement and perspectives.

M. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.

The theoretical and interdisciplinary nature of the CSPT concentration is very much founded on the integration of teaching and research and the proposed change will allow for more of these opportunities with increased recruitment and retention of high caliber, theoretically-engaged, interdisciplinary CSPT students.

N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).

N/A

O. Do the proposed changes impact graduate student supervision?

Graduate student supervision is coordinated by the home academic department. The requirement that CSPT students have a CSPT faculty member as (co-)supervisor and at least two CSPT faculty in their Supervisory Committee will not change under the proposed change, nor will the fact that the topic of the student's MRP must be within the field of cultural, social, and political thought.

P. Resources requirements (include a table of program revenue and expenditures)

Indicate resources required for new and existing faculty and staff appointments, space and library.

No new resources will be required with the proposed change as CSPT courses (CSPT 500/600 courses, CSPT 501/601 and CSPT 590/690) are already being taught by faculty in participating CSPT departments.

Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in the certificate in a sample year at steady state)

CSPT students may receive funding from the FGS allocation to CSPT, or under the FGS allocation to the student's home department (or both). As such, amounts will vary.

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

N/A

Course Requirements – MA-POLI-PSPT - Project-Based Option

- **Complete all of the following:**
 - **Complete all of:**
 - [CSPT501](#) - Contemporary Cultural Social and Political Thought I (1.5)
 - **Complete 2 of:**
 - [CSPT500](#) - Topics in Cultural, Social and Political Thought (1.5)
 - [CSPT590](#) - Directed Readings (1.5 - 3)
 - **Complete all of:**
 - [POLI509](#) - Political Theory (1.5)
 - **Complete 1 of:**
 - [POLI508](#) - Comparative Politics (1.5)
 - [POLI516](#) - Canadian Politics (1.5)
 - [POLI540](#) - International Relations (1.5)
 - **Complete 2 course(s) from:**
 - graduate seminar in Political Science
 - **Complete all of:**
 - [POLI598](#) - Major Research Paper (6.0)
 - **The major research paper (POLI 598) is based on an independent research project, normally 40-50 pages in length and must be within the field of CSPT. The paper will be graded by the student's supervisory committee.**

Admission Requirements – Political Science CSPT concentration

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration must also be admitted to the MA program in Political Science; however, acceptance to the MA program does not guarantee admission to the CSPT concentration. Students should apply online, choosing the CSPT option for Political Science. For full information about the program, see the CSPT website.

Course Requirements – MA-SOCI-SSPT - Project-Based Option

- **Complete all of the following:**
 - **Complete all of:**
 - [CSPT501](#) - Contemporary Cultural Social and Political Thought I (1.5)
 - **Complete 2 of:**
 - [CSPT500](#) - Topics in Cultural, Social and Political Thought (1.5)
 - [CSPT590](#) - Directed Readings (1.5 - 3)
 - **Complete 1 of:**
 - [SOCI503](#) - Foundations of Sociological Explanations (1.5)
 - [SOCI504](#) - Current Issues in Social Theory (1.5)
 - **Complete all of:**
 - [SOCI507](#) - Intermediate Social Statistics (1.5)
 - [SOCI515](#) - Qualitative Research (1.5)
 - [SOCI598](#) - Major Research Paper (4.5)
 - **Complete 1 of:**
 - [SOCI520](#) - Issues in Contemporary Sociology (1.5)
 - [SOCI525](#) - Current Issues in Gender, Racialization and Ethnicity (1.5)
 - [SOCI535](#) - Current Issues in Ecology, Global Sociology and Social Movements (1.5)
 - [SOCI545](#) - Current Issues in Health, Aging and Society (1.5)
 - [SOCI551](#) - Current Issues in the Sociology of Crime, Deviance and Law (1.5)
 - [SOCI616](#) - Advanced Strategies in Qualitative Research (1.5)
 - **Typically, the CSPT Major Research Paper is between 40 and 60 pages long. It is a piece of independent research whose topic must be within the field of CSPT.**

Admission Requirements – Sociology CSPT concentration

This program is open to selected students in Anthropology, English, History, Political Science, Environmental Studies, French, Germanic and Slavic Studies, and Sociology. Students must meet the core graduating requirements of the individual departments as well as specific requirements of the CSPT program.

Students must apply for admission online, choosing the Concentration in Cultural, Social and Political Thought option for Sociology. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. Applicants must already have been accepted for graduate studies in Sociology. For full information about the program see the CSPT website.

The requirements for the program in the Departments of Anthropology, English, History, Political Science, Environmental Studies, French, and Germanic and Slavic Studies differ from those in Sociology.

Course Requirements – MA-HIST-HSPT - Project-Based Option

- **Complete all of the following:**
 - **Complete all of:**
 - [CSPT501](#) - Contemporary Cultural Social and Political Thought I (1.5)
 - [HSTR500](#) - Historiography (1.5)
 - **Complete 4.5 units from HSTR 501 - 591**
 - **Complete 1.5 units of:**
 - CSPT 500-level**
 - **Complete 7.5 units from:**
 - [HSTR550](#) - Research Methods for Masters Project (1.5)
 - [HSTR598](#) - MA Major Research Paper (6.0)

Admission Requirements – History CSPT concentration (MA-HIST-HSPT)

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration-an interdisciplinary graduate concentration open to selected MA students in Anthropology, English, Environmental Studies, History, Political Science, and Sociology-must meet the admission requirements for the MA program. Applicants must apply online, choosing the Concentration in Cultural, Social and Political Thought (CSPT) option for History. If approved by the department, the application will be reviewed by the CSPT Admissions Committee. For full information about the program see the CSPT website. Students must meet the core graduating requirements of History as well as specific requirements of the CSPT Program. The Graduate Adviser in History should be consulted for details. Only students who have already been accepted into the MA program may be admitted to CSPT; however, acceptance to the MA program does not guarantee admission to the CSPT program.

Course Requirements – MA-FLLC-FSPT - Project-Based Option

- **Complete all of the following**
 - **Complete all of:**
 - [FRAN500A](#) - Introduction to Research Methods (1.5)
 - [FRAN598](#) - Reading List/Oral (4.5)
 - [CSPT501](#) - Contemporary Cultural Social and Political Thought I (1.5)
 - **Complete 1.5 units from:**
 - [CSPT500](#) - Topics in Cultural, Social and Political Thought (1.5)
 - [CSPT590](#) - Directed Readings (1.5 - 3)
 - **Complete 6 units of:**
 - **additional FRAN courses at the graduate level.**

Admission Requirements – French CSPT concentration

Composition of Supervisory Committee:

CSPT students are required to have a CSPT faculty member as (co-)supervisor and at least two CSPT faculty members in their supervisory committee. At least one CSPT faculty member on the student's supervisory committee must be from outside the student's home department. The supervisor will be from the Department of French and Francophone Studies.

Note

The thesis or project topic must be within the field of cultural, social, and political thought and must be written in French.

Admission Requirements

Students must meet the core graduating requirements of the individual departments as well as specific requirements of the CSPT program.

Course Requirements – MA-ENG-ESPT - Project-Based Option

- **Complete all of the following**
 - **Complete all of:**
 - [CSPT501](#) - Contemporary Cultural Social and Political Thought I (1.5)
 - [ENSH500](#) - Research Methods and Professional Development (1.5)
 - **Complete 3 units of:**
 - 500-level CSPT courses (with permission of the CSPT Director, a student may substitute a graduate theory seminar taught by a CSPT faculty member in another department)
 - **Complete 3 units of:**
 - English Graduate courses
 - **Complete 6 units from:**
 - [ENSH598](#) - Master's Essay or Project (3 - 6)

Admission Requirements – English CSPT concentration

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration must also be admitted to the MA program in English; however, acceptance to the MA program does not guarantee admission to the CSPT concentration. Students should apply online, choosing the CSPT option for English. For full information about the program, see the CSPT website.

From: [Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning](#)
To: [csptdi](#)
Subject: RE: CSPT MA Major Research Project Consultation (again)
Date: October 27, 2022 7:35:48 PM

Dear Sara,

Thank you for letting me know. I see from the CSPT website that there is general CSPT MA requirements, followed by department specific program requirements. I think we'll have to signal that students in some departments may complete an approved essay/project and directing students to check their individual program requirements.

I'll look into how we can effect the revision after the approval of the proposed changes.

Cheers,

Elizabeth

From: csptdi <csptdi@uvic.ca>
Sent: October 27, 2022 1:24 PM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Subject: CSPT MA Major Research Project Consultation (again)

Dear Elizabeth,

As I mentioned this morning at the DWS meeting, after several frustrating weeks, trying to navigate Kuali to propose a change to the CSPT MA requirements, on which I consulted with all CSPT participating departments earlier on in the term, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

I am writing to let you know that I am once again consulting with all the participating CSPT units to ask whether they intend to offer this option for September 2023 and thus plan to make the changes to their calendar in Kuali before the Cycle 2 deadline.

Please let me know as soon as possible if you have any concerns or questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the lək'wəjən peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: [Alexandrine Boudreault-Fournier](#)
To: [csptdi](#)
Subject: Re: CSPT MA Major Research Project Consultation (again)
Date: November 1, 2022 12:49:37 PM

Hi Sara,

My apologies for not answering before. I had to take the time to think about it carefully and could not find a minute.

At this stage, the Department of Anthropology is not ready to introduce a non-thesis option for CSPT MA students. Therefore, we are not intending to add a Major Research Paper/Project (MRP) option to our CSPT concentration requirements.

Your email made me think that I can't recall any MA ANTH students registering to the CSPT since I'm at UVic. I think that there is a major problem in Anthropology that does not allow students to register to the CSPT at the MA level. I asked the grad secretary to double check this information, but on top of my head like this, I am not aware of any students who registered the CSPT program at the MA level. I would like to investigate further why is that. I need more time and can't bring the changes now.

I think that the proposition is great in principle but I suspect that we have deeper problems in ANTH which stops students to even think to register to this program at the MA level. I will look into this and keep you in touch.

Sorry again for taking so long to answer.

Best wishes,

Alex

From: csptdi <csptdi@uvic.ca>
Date: Tuesday, November 1, 2022 at 12:08 PM
To: Alexandrine Boudreault-Fournier <alexbf@uvic.ca>
Subject: Re: CSPT MA Major Research Project Consultation (again)

Dear Alex,

I am just following up on last week's e-mail to find out whether Anthropology is planning to offer the MRP option to its CSPT MA students. If I should be e-mailing someone else in the department, please let me know.

Thank you in advance for your assistance.

Best,
Sara

Dr Sara Ramshaw (she/her) | Director of Cultural, Social and Political Thought ([CSPT](#)) | [Professor of Law](#)

I acknowledge and respect the traditional territory and legal orders of the lək̓ʷəŋən peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: csptdi <csptdi@uvic.ca>

Date: Thursday, October 27, 2022 at 1:15 PM

To: Alexandrine Boudreault-Fournier <alexbf@uvic.ca>

Subject: CSPT MA Major Research Project Consultation (again)

Dear Alex,

After several frustrating weeks, trying to navigate Kuali to propose the change I consulted with you earlier on in the term to the CSPT MA requirements, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

At this time, I am consulting with you and all other participating units to ask whether you intend to offer this option for September 2023 and thus plan to make the changes to your calendar in Kuali before the Cycle 2 deadline? Please let me know as soon as possible so that I can meet the SOSC deadline for Cycle 2 changes on **Tuesday 8 November**.

Please let me know if you have any questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the lək̓ʷəŋən peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: [Trevor Lantz](#)
To: [csptdi](#)
Cc: [ES Graduate Program Asst](#)
Subject: RE: CSPT MA Major Research Project Consultation (again)
Date: October 27, 2022 2:57:05 PM

Hi Sara,

We support the change you are making, but SES will not be pursuing the MRP option.

Cheers

Trevor

From: csptdi <csptdi@uvic.ca>
Sent: October 27, 2022 1:08 PM
To: ENVI Graduate Advisor <esgrad@uvic.ca>
Subject: CSPT MA Major Research Project Consultation (again)

Dear Trevor,

After several frustrating weeks, trying to navigate Kualii to propose the change I consulted with you earlier on in the term to the CSPT MA requirements, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

At this time, I am consulting with you and all other participating units to ask whether you intend to offer this option for September 2023 and thus plan to make the changes to your calendar in Kualii before the Cycle 2 deadline? Please let me know as soon as possible so that I can meet the SOSOC deadline for Cycle 2 changes on **Tuesday 8 November**.

Please let me know if you have any questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the Ikw'ènan peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: [Robin Hicks – Dean of Graduate Studies](#)
To: [csptdi](#)
Subject: RE: CSPT MA Major Research Project Consultation (again)
Date: October 31, 2022 9:38:44 AM

Hi Sara,

This all sounds good. No concerns.

Sorry this has been such a confusing process. Clearly UVic still has some things to figure out regarding interdisciplinary programming.

Cheers,
Robin



Dr. Robin G. Hicks *he/him/his*
Dean, Faculty of Graduate Studies

Professor of Chemistry
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia
V8V 2Y2 Canada
+1 250 472 5187

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

From: csptdi <csptdi@uvic.ca>
Sent: October 27, 2022 1:26 PM
To: Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>
Cc: Michelle Monsell - Assistant to the Dean of Graduate Studies <fgsadmin@uvic.ca>
Subject: CSPT MA Major Research Project Consultation (again)

Dear Robin,

I hope you are well. After several frustrating weeks, trying to navigate Kuali to propose a change to the CSPT MA requirements, on which I consulted with you and all the CSPT participating departments earlier on in the term, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP

route and thus address concerns regarding recruitment, retention and equity.

I am writing to let you know that I am once again consulting with all the participating CSPT units to ask whether they intend to offer this option for September 2023 and thus plan to make the changes to their calendar in Kuali before the Cycle 2 deadline.

Please let me know as soon as possible if you have any concerns or questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the ləkʷəŋən peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: [Pierre-Luc Landry – French Graduate Advisor](#)
To: [Alexandrine Boudreault-Fournier](#); [Stephen Ross - English Graduate Advisor](#); [ENVI Graduate Advisor](#); [Charlotte Schallie](#); [Penny Bryden - History Graduate Advisor](#); [Feng Xu](#); [Steve Garlick](#); [Cedric Littlewood – INTD Graduate Advisor](#)
Cc: [Catherine Caws, Acting Chair](#); [Catherine Leger](#); [csptdi](#)
Subject: Re: CSPT Curriculum Changes Consultation (FRAN)
Date: October 28, 2022 2:40:24 PM
Attachments: [FRAN CSPT Curriculum Change 4Oct2022.pdf](#)
Importance: High

Dear everyone, please find the document attached to this email. Thank you, Penny, for signaling my mistake so quickly!

Dr Pierre-Luc Landry (he/they—il/iel)

French Graduate Advisor

Assistant Professor—[Department of French and Francophone Studies](#)

Participating Faculty—[Cultural, Social and Political Thought](#)

University of Victoria

Office: Clearihue C228

Phone: 250.721.7374

on unceded Coast Salish territory of the Ləkʷəŋən and W̱SÁNEĆ nations

De : Pierre-Luc Landry – French Graduate Advisor <gradfren@uvic.ca>

Date : vendredi 28 octobre 2022 à 14:37

À : Alexandrine Boudreault-Fournier <alexbf@uvic.ca>, Stephen Ross - English Graduate Advisor <englgradad@uvic.ca>, ENVI Graduate Advisor <esgrad@uvic.ca>, Charlotte Schallie <schallie@uvic.ca>, Penny Bryden - History Graduate Advisor <histgradadv@uvic.ca>, Feng Xu <fengxu@uvic.ca>, Steve Garlick <sgarlick@uvic.ca>, Cedric Littlewood – INTD Graduate Advisor <intdadv@uvic.ca>

Cc : "Catherine Caws, Acting Chair" <chairfran@uvic.ca>, Catherine Leger <cleger@uvic.ca>, csptdi <csptdi@uvic.ca>

Objet : CSPT Curriculum Changes Consultation (FRAN)

Dear colleagues,

As you probably already know, to implement the curriculum changes to CSPT in order to allow students to pursue a major research paper, I have to consult all other participating departments and gather input/endorsement.

Please find attached the CSPT Curriculum changes that FRAN will implement to allow the major research paper option (which we call “project”).

I’ve already consulted with Sara Ramshaw who endorsed the suggested changes: “You can take this message as confirmation that I think your changes reflect the spirit of the proposed CSPT changes, which allow for a non-thesis option to those participating departments interested in pursuing such.”

Would you be able to reply to this message indicating whether you endorse our proposed changes?

Thank you very much,

PL

///

Dr Pierre-Luc Landry (he/they—il/iel)

French Graduate Advisor

Assistant Professor—[Department of French and Francophone Studies](#)

Participating Faculty—[Cultural, Social and Political Thought](#)

University of Victoria

Office: Clearihue C228

Phone: 250.721.7374

on unceded Coast Salish territory of the Lək̓ʷəŋən and W̱SÁNEĆ nations

From: [Megan Swift - Germanic and Slavic Studies - Graduate Advisor](#)
To: [Charlotte Schallie - Chair of Germanic and Slavic Studies; csptdi](#)
Subject: Re: CSPT MA Major Research Project Consultation (again)
Date: November 2, 2022 11:53:35 AM

Hello Sara,

No, we are not intending to add a Major Research Paper/Project (MRP) option to our GERU CSPT concentration requirement.

See you this afternoon for the SSHRC workshop!

/Megan

From: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Date: Tuesday, November 1, 2022 at 1:53 PM
To: csptdi <csptdi@uvic.ca>, Megan Swift <maswift@uvic.ca>, Megan Swift - Germanic and Slavic Studies - Graduate Advisor <gerugradadv@uvic.ca>
Subject: Re: CSPT MA Major Research Project Consultation (again)

Dear Sara,

My apologies for this slow response. Yes, please. The email needs to go to our graduate advisor, Megan Swift. I am forwarding it right away.

Have a nice afternoon,
Charlotte

Charlotte Schallie (she/her)
Chair | Department of Germanic and Slavic Studies
Professor of Germanic Studies
University of Victoria
T 250-721-7321

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

From: csptdi <csptdi@uvic.ca>
Date: Tuesday, November 1, 2022 at 12:07 PM
To: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>
Subject: Re: CSPT MA Major Research Project Consultation (again)

Dear Charlotte,

I am just following up on last week's e-mail to find out whether Germanic and Slavic Studies is planning to offer the MRP option to its CSPT MA students. If I should be e-mailing someone else in the department, please let me know.

Thank you in advance for your assistance.

Best,
Sara

Dr Sara Ramshaw (she/her) | Director of Cultural, Social and Political Thought ([CSPT](#)) | [Professor of Law](#)

I acknowledge and respect the traditional territory and legal orders of the [lakw'ənən](#) peoples on which the university stands and the Songhees, Esquimalt and [W̱SÁNEĆ](#) peoples whose historical relationships with the land continue to this day.

From: csptdi <csptdi@uvic.ca>

Date: Thursday, October 27, 2022 at 1:16 PM

To: Charlotte Schallie - Chair of Germanic and Slavic Studies <geruchair@uvic.ca>

Subject: CSPT MA Major Research Project Consultation (again)

Dear Charlotte,

After several frustrating weeks, trying to navigate Kuali to propose the change I consulted with you earlier on in the term to the CSPT MA requirements, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

At this time, I am consulting with you and all other participating units to ask whether you intend to offer this option for September 2023 and thus plan to make the changes to your calendar in Kuali before the Cycle 2 deadline? Please let me know as soon as possible so that I can meet the SOSC deadline for Cycle 2 changes on **Tuesday 8 November**.

Please let me know if you have any questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the [lakw'ənən](#) peoples on which the university stands and the Songhees, Esquimalt and [W̱SÁNEĆ](#) peoples whose historical relationships with the land continue to this day.

From: [Penny Bryden](#)
To: [csptdi](#)
Subject: Re: CSPT MA Major Research Project Consultation (again)
Date: November 1, 2022 2:10:39 PM

Dear Sara –

After consultations with the grad committee in History, and consideration of the way in which the English department is planning on offering a non-thesis route to a CSPT concentration, I can confirm that History will also offer a non-thesis option for a MA degree in History with a CSPT concentration.

Best,

Penny

P. E. Bryden (she/her)
Professor and Graduate Advisor, Department of History
Co-editor, *Canadian Historical Review*
University of Victoria | PO Box 1700 STN CSC | Victoria, BC | V8W 3P4

Zoom office: <https://uvic.zoom.us/j/5444017098>

<http://www.uvic.ca/humanities/history/people/faculty/brydenpenny.php>

I acknowledge and respect the ləkʷəŋən 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.

From: csptdi <csptdi@uvic.ca>
Date: Thursday, October 27, 2022 at 1:05 PM
To: Penny Bryden - History Graduate Advisor <histgradadv@uvic.ca>
Subject: CSPT MA Major Research Project Consultation (again)

Dear Penny,

After several frustrating weeks, trying to navigate Kuali to propose the change I consulted with you earlier on in the term to the CSPT MA requirements, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

At this time, I am consulting with you and all other participating units to ask whether you intend to offer this option for September 2023 and thus plan to make the changes to your calendar in Kuali before the Cycle 2 deadline? Please let me know as soon as possible so that I can meet the SOSC deadline for Cycle 2 changes on **Tuesday 8 November**.

Please let me know if you have any questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the lək̓ʷəŋən peoples on which the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

From: [Yvonne Rondeau - FGS Administrative Manager](#)
To: [csptdi](#)
Subject: FW: CSPT Changes to INTD
Date: October 26, 2022 12:25:24 PM

Hi Sara,

Are you fine with this as the consultation email from Cedric for INTD, or do you want it to be more explicit? I can ask Cedric for something more.

Yvonne

From: Cedric Littlewood - Associate Dean, Graduate Studies <gsadean6@uvic.ca>
Sent: October 26, 2022 9:39 AM
To: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>
Subject: Re: CSPT Changes to INTD

Yes!
C

Sent from my iPhone

On Oct 26, 2022, at 8:36 AM, Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca> wrote:

Hi Cedric,

I am following up regarding the proposed changes to CSPT to include the addition of a project option. Participating programs have the option to include this or not, I've been working with Sara Ramshaw and she wasn't sure if INTD was in or out may I tell her that individual INTD will not be including this change?

Best – Yvonne

Yvonne Rondeau, Administrative Manager
Faculty of Graduate Studies, UVic
Email: fgscirc@uvic.ca
Ph: 250-472-4939

From: [Political Science Graduate Advisor](#)
To: [csptdi](#)
Cc: [Political Science Administrative Officer](#)
Subject: Re: CSPT MA Major Research Project Consultation (again)
Date: October 27, 2022 2:50:57 PM

Hi Sara,

I am sorry you had several frustrating weeks trying to navigate Kualii. I'm happy to report that our department intends to offer the MRP option for September 2023 and plans to make the calendar changes in Kualii by November 8.

Best,
Feng

From: csptdi <csptdi@uvic.ca>
Date: Thursday, October 27, 2022 at 1:01 PM
To: Feng Xu <fengxu@uvic.ca>, Political Science Graduate Advisor <gradpol@uvic.ca>
Subject: CSPT MA Major Research Project Consultation (again)

Dear Feng,

After several frustrating weeks, trying to navigate Kualii to propose the change I consulted with you earlier on in the term to the CSPT MA requirements, it ends up that the proposed change must actually come from each individual CSPT department that wishes to introduce a non-thesis option. For my part, I must find out which departments are intending to add a Major Research Paper/Project (MRP) option to their CSPT concentration requirements. This change is in no way required. However, as noted by Stephen Ross in his consultation document in support of adding this option to the English Department's CSPT MA requirements (see attached), the rationale behind the proposed change is to offer a more efficient, quicker, and less expensive option for those students who choose the MRP route and thus address concerns regarding recruitment, retention and equity.

At this time, I am consulting with you and all other participating units to ask whether you intend to offer this option for September 2023 and thus plan to make the changes to your calendar in Kualii before the Cycle 2 deadline? Please let me know as soon as possible so that I can meet the SOSC deadline for Cycle 2 changes on **Tuesday 8 November**.

Please let me know if you have any questions.

Best,
Sara

Dr Sara Ramshaw (she/her) | [Professor of Law](#) | Director of [CSPT](#) | University of Victoria

I acknowledge and respect the traditional territory and legal orders of the *lakw'ənan* peoples on which the university stands and the Songhees, Esquimalt and *W̱SÁNEĆ* peoples whose historical relationships with the land continue to this day.

From: [Min Zhou](#)
To: [Sara Ramshaw](#)
Cc: [Steve Garlick - Sociology Chair](#)
Subject: Consultation about adding a project-based option to CSPT MA in Sociology
Date: November 3, 2022 11:48:04 AM
Importance: High

Hi Sara,

I hope this note finds you well. Our department is planning to put forward the following curriculum change (i.e., adding the Project-based, or the so-called Major Research Paper (MRP) in our department, option to our CSPT MA program). We'd like to consult you about this and hope to have your endorsement. We are hoping to submit this change ASAP, so we would greatly appreciate hearing back from you soon. Thank you very much.

Proposed change - Addition of Major Research Paper option for students taking the concentration in CSPT. Students electing this option would have to complete:

All of: CSPT 501 - Contemporary CSPT I (1.5); SOCI 507 (1.5); SOCI 515 (1.5); SOCI 598 MRP (4.5)

3 units of: CSPT 500 – Topics in CSPT (1.5) or CSPT 590 Directed Readings (1.5 – 3)

1.5 units of: SOCI 503 (1.5) or SOCI 504 (1.5)

1.5 units of: SOCI 520 (1.5); SOCI 525 (1.5); SOCI 535 (1.5); SOCI 545 (1.5); SOCI 551 (1.5); SOCI 616 (1.5)

Rationale: Formerly, students taking the CSPT concentration in Sociology have been restricted to the Thesis option in our program. CSPT has now adopted a change to allow students the option of a Project-based credential. Accordingly, we can now offer students in SOCI the option to take the CSPT concentration along with the MRP option in our MA program.

Best,

Min Zhou
Associate Professor & Graduate Advisor
Department of Sociology
University of Victoria

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SANEĆ peoples whose historical relationships with the land continue to this day.

From: [Stephen Ross - English Graduate Advisor](#)
To: [Sara Ramshaw](#)
Subject: Consultation (again)
Date: October 26, 2022 12:38:14 PM
Attachments: [CSPT change.pdf](#)

Dear Sara,

I'm writing to confirm that your department endorses the proposed change to the CSPT concentration in the English department. I understand that all participating units have already been consulted by Sara Ramshaw on the proposed change to allow a non-thesis option in some programs. We have just learned, though, that the proposed change must come from each individual department that wishes to introduce a non-thesis option, so we are re-doing the consultations. I am attaching the draft proposal for the change in English here, and asking that you reply with your feedback and, if you agree, your endorsement of the proposed change.

I should emphasize that the proposed change affects only the English program, and though it sets a precedent for others if they wish to follow it, it places no burden upon other participating units. We are consulting with you and all other participating units because any departmental change to CSPT requirements must be made by common assent.

Please let me know if you have any questions about the attachment, the process, or anything else related.

All best,
Stephen Ross

Graduate Adviser,
English Department,
University of Victoria.



Date: February 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Staged Voice stream in the existing Master of Music Performance Option**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Staged Voice Stream in the existing Master of Music Performance Option.

The School of Music has two specialized streams: Master of Music Performance – Emphasis String Quartet and Master of Music Performance – Conducting, within the Master of Music in Performance suite.

The proposed Master of Music in Performance – Staged Voice is similar to the traditional Master of Music Performance programs, but with a focus on staged vocal repertoire that is augmented with professional development opportunities with a local opera company. This program differs from our other UVic Master of Music Performance programs in that it creates a five-term project stream that is focused on the development of dramatic roles for voice.

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 Staged Voice stream in the existing Master of Music Performance Option, as described in the document “Master’s in Music Performance – Staged Voice” effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA

NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

Master's in Music Performance – Staged Voice

| Submitted by: | Name and title | Email |
|-------------------|---|--|
| Contact person | B. Butterfield, Prof., J. Salem, Assoc. Prof. | saalemjr@uvic.ca |
| Dean or designate | Dr. Allana Lindgren, Dr. Eva Baboula, Associate Dean | finedean@uvic.ca , fineassociatedean@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|---|-----------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | 31 Aug 2022 |
| Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca | 6-8 July 2022 |
| Departmental approval | 28 Oct 2022 |
| Faculty Council* approval <i>*or equivalent Faculty voting body</i> | 2 Nov 2022 |
| Graduate Executive Committee approval | 6 December 2022 |
| FGS Council approval | 13 Jan 2023 |
| Senate Committee on Planning approval | 1 Feb 2023 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i> | Date (or N/A) |
|---|------------------|
| Libraries | 28 Jan 2018 |
| Executive Director, Co-operative Education and Career Services | Nov 2017 (multi) |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | 10 Feb 2023 |
| Indigenous Academic and Community Engagement | 5 Dec 2022 |



Proposal for a New Stream within an Existing Graduate Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree

School of Music, Faculty of Fine Arts

Anticipated stream start date

Fall 2023

Name, title, phone number and e-mail address of contact person

Dr. Joseph Salem, 7910, salemjr@uvic.ca

B. History and context of the program indicating value of new stream

Describe the history of your own program and of others in similar areas. Explain how the need for the new stream has arisen and is not addressed by existing offerings. What differentiates the proposed stream from similar offerings and what are the anticipated contributions to UVic and the academic unit's strategic plans?

The School of Music in the Faculty of Fine Arts offers MMus programs in composition, performance, and four graduate program options in musicology (MA and PhD). The School also has two specialized streams: MMus Performance – Emphasis String Quartet and MMus Performance – Conducting. We follow these recent precedents in proposing a **new stream in the MMus Performance suite**, titled **MMus in Performance – Staged Voice**.

Our existing programs recognize the traditional distinction between music scholarship, music creation, and performance in a variety of ways. The MMus Composition is focused on music creation, whereas the MMus Performance is focused on performance (including the interpretation of historical music). Meanwhile, our MA/PhD Musicology programs focus on the scholarly study of music, usually with research paper (thesis) outcomes. The proposed **MMus in Performance – Staged Voice** shares much with our traditional MMus Performance programs, but with a focus on staged vocal repertoire that is augmented with professional development opportunities with a local opera company.

Pacific Opera Victoria (POV) is a well-established, highly successful, mid-tier opera company based in Victoria, BC. It hosts three major opera productions per season which align with the academic calendar (one in the fall, and two in the spring). It also hosts artist development workshops, masterclasses, and several community outreach programs. Further to these, POV is also developing important EDI and Indigenous resurgence initiatives that align with and complement those at UVic, including “Music in the Meadows,” “Voices in Nature,” and others (<https://pacificopera.ca/whats-on/opera-etc/>).

UVic has an ongoing relationship with POV. Prior to 2018, our relationship was informal, with professor Benjamin Butterfield and instructor Anne Grimm encouraging UVic singers to audition for roles at POV. In 2018, we formalized this

relationship with a new ensemble opportunity, MUS 580H, which provides program credit for students who sing in the POV chorus (alongside other course demands). The success of this program has prompted further explorations in how to combine strong university training in voice with the professional opportunities found in artist development programs offered by major opera companies. This led us to the current proposal: a program that converts current student extracurricular activities at POV into for-credit curricular opportunities. Doing so reduces student fatigue while improving mental health and time-to-degree. Simultaneously, this collaborative relationship with POV will increase the freelance employment opportunities for members and graduates of the program.

UVic has no aspirations to create an in-house opera program; rather, we will maintain our focus on developing broad training in voice while utilizing collaborative opportunities with POV for coaching and performance. In short, our collaboration will foster “complete musicians” in UVic’s MMus Performance program while providing significant opportunities with POV to tailor the project outcomes to professional opportunities in the community.

The collaboration differs significantly from bespoke opera programs focused almost exclusively on opera repertoire (such as those at UBC, U of T, and McGill). In these, incoming students often devote themselves entirely to the world of opera while competing for a limited number of lead and secondary roles heavily dependent on casting needs. UVic’s program will develop singers across various repertoires (song, musical theatre, opera, et. al.) while distributing operatic roles equitably among students. The emphasis on early-stage training across a diversity of genres also distinguishes this proposal from artist development programs associated with professional organizations (i.e., those attached to the opera companies in Houston, Santa Fe, San Francisco, and New York, among others). The proposal is mutually beneficial in a variety of ways, from UVic students gaining professional opportunities and experience, to POV developing talent for its productions. Fundamental to the collaboration is a deep investment in UVic’s commitment to a student-centered experience that values the holistic development of young talent. Furthermore, POV supports a diversity of programming in the form of significant community outreach efforts designed to reach new audiences that may differ from those in contemporary opera houses. In sum, both institutions will provide valuable opportunities for a broad range of singers with attention to EDI concerns, regardless of the availability of operatic roles for specific voice types.

This program differs from our other UVic MMus Performance programs in that it creates a five-term project stream that is focused on the development of dramatic roles for voice. Minor adjustments to existing course codes appear in the **appendix** in the form of ensembles (MUS 580H and 581H) and year 1 and 2 project courses (588H and 598H, respectively). It is important to note that several of these courses are repeated, “shared classroom” models across multiple terms and years that are typical in the School and for performance training, such that individuals in these courses actually meet together in collaborative environments that foster peer mentorship. Although students would occasionally receive instruction off-campus in a field school environment, the nature of their training and performance obligations would ensure the routine oversight of UVic faculty as instructors-of-record, as is currently the case for MUS 580H. This includes expected affiliations of relevant POV personnel with the Faculty of Graduate Studies under FGS policies. (Separately, all POV performers are also protected by an artists’ union.)

The program is resource neutral for UVic. POV has committed to additional resource investments in the form of greater participation by UVic students in current initiatives. Although this program requires the creation of new course codes, these convert existing extracurricular activities by UVic students and faculty into professional development courses that fulfill program requirements. If successful, the collaboration could guide future resource changes at UVic, but we expect these to take the form of zero-sum changes in our strategic resourcing plan. This is in part due to a potential vacancy left by a recent retirement in the area of voice.

The program is in close alignment with a variety of UVic’s strategic goals. First and foremost, it offers **experiential learning opportunities** based in **community engagement**. It offers an opportunity for **more efficient course delivery** that provides **more for less** through a **collaborative initiative**. It also offers important opportunities for **research-creative outcomes** in the form of professional-level graduate projects. And finally, POV’s outreach programs engage with **new audiences and communities outside of typical university and opera contexts** to promote awareness of **EDI issues and Indigenous Reconciliation and Resurgence**.

C. Labour market, student demand and employment opportunities.

No data-driven studies have been conducted of labour market demand; however, this stream is based on the success of an ongoing, informal relationship that has demonstrated strong demand from professional organizations including POV, Opera Nuova, Christ Church Cathedral, the Victoria Symphony, and others. Beyond POV, a minimum of two other local organizations are unofficial stakeholders in the program through extracurricular forms of professional development and student employment (these include Christ Church Cathedral and the Victoria Symphony—see consultation letters). Additional regional programs with existing collaborations with UVic faculty will also likely draw from graduates of the program, as they have with past (e.g., Opera Nuova—see consultation letters). It is important to note that these organizations, like POV, have expressed a desire to employ more UVic students and graduates in ongoing rotations as part of a talent supply chain to other organizations across Canada and the world. Thus, in our assessment, the new stream effectively *increases* student demand and local employment opportunities by providing a new, robust infrastructure for talent development and promotion. For those unfamiliar with the business, this model promotes a recalibration of the balance between local and international talent in a post-COVID world.

D. Areas of research & teaching specialization and evidence of adequate faculty complement to support the new stream.

Since formalizing MUS 580H, the School has accepted an average of two graduate students per year. These students are typically involved in MUS 580H (POV Chorus) and, separate from their program requirements, also currently audition and receive more significant roles in POV productions while under the supervisor of UVic instructors Benjamin Butterfield and Anne Grimm. The new stream provides program credit for these previously extracurricular activities, converting the occasional professional employment of students in POV productions to for-credit course and program opportunities while simultaneously reducing and focusing other program requirements. This ensures students continue to complete the program on time but with less mental and physical fatigue. It also means that UVic's support for these students is more directly tied to for-credit educational experiences. Currently, we do not expect an increase in the number of admitted students; rather, we expect this existing cohort to roll-over into the new program.

E. Does the stream result in any change to current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

Admissions, student evaluation, supervision, and oral examinations are all very important considerations of the new stream. The evaluation of incoming students (applications and auditions) is often collaborative between Profs. Butterfield and Grimm. Currently, Professor Butterfield acts as the instructor of record for MUS 580H. Policy dictates UVic instructors-of-record for MUS 545, MUS 580H, 581H, MUS 588H, MUS 598H, which would include instructors Butterfield and Grimm among potential others. (The School of Music regularly employs a number of collaborative pianists and coaches alongside several musicologists with research expertise in opera.) Two of these courses currently exist, and the three others replace current courses with program-specific options while merely shifting the relevant faculty resources from MUS 588, 598, and 581 to 588H, 598H, and 581H, respectively. (Readers should note that the standard codes are used by all performance students regardless of instrument, whereas the "H" suffix would provide more specific course descriptions for those in this program—again, see curriculum appendix.) These new courses are thus resource-neutral for UVic. The informal relationship between UVic and POV and the implementation of MUS 580H has been a testing ground for the effective management of these aspects of the program, and we are confident that we can maintain and enforce UVic graduate policies while meeting its collaborative demands.

F. Curriculum design (Include draft curriculum as Appendix)

Indicate the stream requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required for the stream.

Please See Appendix 1

The new stream is closely aligned with its parent, the MMus Performance program. Its primary differences include a five-term stream of rotating ensembles and capstone projects that are affiliated with POV activities, with the initiation of the final project course, MUS598H, during the intermediate summer term. In addition, one MMus elective is tailored to the stream as a requirement via the promotion of an existing course (MUS 342/542).

Does the stream 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.**
- **Opportunities for community engaged and research-enriched learning**

This stream facilitates a deep, continuous engagement with the Victoria arts community and public during each term of enrolment. Beyond the rich experiential learning activities that are already at the heart of the MMus Performance program (including individual mentorship, public performance, and other community-engaged activities), students in this stream would experience similar learning outcomes as part of a professional organization committed to artistic development and community outreach. Students would also develop strong relationships with other community organizations via professional affiliations (as have past MMus graduates).

Several such affiliates have previously employed UVic voice graduates (locally, this includes Christ Church, the Victoria Symphony, and Opera Nuova, among others). This program would strengthen such connections by further tailoring the training of students to relevant areas of employment. Such opportunities are typically part-time, freelance, and gig-based (as is typical in this industry even for full-time professionals). For these reasons, they do not align with typical co-op or internship terms, although they do represent a similar scenario involving UVic and an employer in a symbiotic relationship that provides student employment, mentorship, and post-graduate opportunities. (Please note that extensive consultation with UVic's Co-Op Education program began in 2017 prior to the development of MUS 580H and has continued as different opportunities have arisen, but no current need for an official co-op program has been identified.) Although not part of this proposal, discussions are taking place to develop co-op/internship roles for UVic students in related areas (arts administration and marketing).

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

No. While UVic has explored (and offered) distance education options (for both course delivery and community engagement opportunities), the program is designed for in-person learning. That said, temporary adaptations of the program for distance education that parallel the response to COVID-19 are possible.

Identify the program learning outcomes.

As a new stream, the learning outcomes parallel those of the MMus Performance, but with an emphasis on vocal performance of dramatic repertoires. Students develop skills in the performance of music (including vocal technique, collaborative performance, repertoire acquisition, the historical and contextual understanding of historical repertoires, culturally-sensitive issues related to the performance of music, and teaching one's own instrument), as well as the collaborative nature of music education, performance, and production as part of a community organization. These include:

- the ability to participate as an engaged member of a performing community
- the ability to welcome, engage, and educate a variety of audiences and community members, and
- the ability to fulfill a variety of professional commitments on a strictly defined, inflexible calendar schedule.

Provide anticipated times to completion.

The program is designed to take five terms, which includes one summer term, as per typical FGS guidelines. Students enroll in project course MUS 598H during the intermediate summer term. Due to the efficiencies of the tailored stream, we expect to continue our record of timely completion for MMus voice students while introducing a greater variety of experiential learning activities, professional development, and community engagement.

Describe any plans for international or indigenous opportunities or perspectives.

Opera performance with a professional company is by its very nature international, with casts and ensembles regularly involving members from a diverse set of backgrounds and national affiliations. It is rare for a production to not include several guest members from around the world with commensurate international experience.

Discussions are already underway regarding engagement with Indigenous perspectives. POV is investing heavily in EDI and Indigenous perspectives to update their own repertoire and their engagement with communities. The MMus Performance stream would be an important component of this investment by providing young talent as the basis of its community outreach endeavors and new repertoire offerings. Further to this, discussions are underway for a new course section, MUS 581H, to provide a unique chamber music experience connected to these initiatives.

Plans for integration of teaching and research.

The MMus Performance shell provides extraordinary levels of integration of teaching and research across virtually all of its course demands. The new stream builds on this by including a greater diversity of collaborators with a broader variety of creative research specializations.

G. Anticipated enrolment and student financial support plan

Currently, UVic admits about two graduate vocalists a year. These vocalists are accepted with the understanding that they will engage with POV in some capacity (normally one or more terms of MUS 580H: POV Chorus). The new stream formalizes this arrangement and increases its proportion in the program physiognomy. We anticipate no change in the number of students enrolled in the short term. Instead, the shift would take the form of additional screening of applicants to ensure their ambitions matched the new stream.

In addition to our typical funding packages (which combine FGS funding with numerous donor awards), members of this program will have the pledged community support of POV, Christ Church Cathedral, and the Victoria Symphony. Some examples include multiple extra-curricular performance opportunities (usually with honorariums) offered by these organizations, such as POV's "Coloratura Performances," "Pop-up Opera," and "Voices in Nature." Further aspects of other forms of support are supplied in the consultation letters from these organizations.

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

There are no immediate or substantial resource requirements for UVic faculty, staff, space, or the library. Although there are new opportunities that require resource investment, these are covered by POV as part of their own operations (staffing, logistics, and funding for outreach programs and related rehearsals).

I. Indicate related Master's programs/streams in other British Columbia post-secondary institutions.

There are no directly competitive streams in BC. There are opera-specific educational programs, and opera-specific professional companies. Several of these were sent consultation invitations. They include:

UBC

University of Calgary

University of Alberta

University of Manitoba

Opera Nuova: <https://operanuova.ca/> (Kim Mattice Wanat)

Vancouver Opera: <https://www.vancouveropera.ca/> (Tom Wright)

City Opera Vancouver: <https://cityoperavancouver.com/> (Victoria Wilcott)

East Van Opera: <https://www.facebook.com/eastvanopera/> (Tom Wright)

Against the Grain Theatre: <https://atgtheatre.com/> (Joel Ivany)

Opera at Banff Centre ("The Opera in the 21st Century): <https://www.banffcentre.ca/opera> (Joel Ivany)

Canadian Opera Company: <https://www.coc.ca/> (Perryn Leech)

Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the new stream (emails/letters of support in an appendix).

Due to the specialized nature of the program, consultation letters are limited to other Fine Arts programs (theatre), UVic libraries, Co-op education, and the Office of Indigenous Academic and Community Engagement.

Salem 2022

Appendix 1: MMus Performance – Staged Voice

The Staged Voice Stream outline is adapted from our MMus Performance program. Although it shares many features with its parent program, it differs in fixing one “elective” requirement as MUS 542 (Lyric Diction) and removing the second elective requirement to ensure an appropriate time-to-degree. Otherwise, as a stream, its differences include tailored course codes and descriptions (**bold***), but no new classroom courses.

Program description:

<https://uvic.kuali.co/cm/#/specializations/view/62a8c133550e8447c1b87c65>

Course-code changes:

<https://uvic.kuali.co/cm/#/courses/edit/62a8c3d4694786945b9d13ad>

<https://uvic.kuali.co/cm/#/courses/edit/62a8beaac710816bbceecb42>

<https://uvic.kuali.co/cm/#/courses/view/62a8c0152df6700e36de76ef>

<https://uvic.kuali.co/cm/#/courses/view/62f6d84d8024e49c2a878a22>

| Course | Title | Units | Description |
|------------------|---|-------------------|--|
| MUS 503 | Music Bibliography | 1.5 units | Standard requirement in music research. |
| MUS 545 | Major Instrument Study | 1.0x4 units | Individual tuition with primary supervisor |
| MUS 581* | Chamber Music | 0.5x4 units | Small ensemble collaboration. A POV-specific adaptation of this course is prepared as MUS 581H. |
| MUS 580 | Large Ensemble, at least two of 580H POV Chorus | 1.0x4 units | Large ensembles collaboration, one of which is 580H POV Chorus. |
| MUS 542* | Lyric Diction | 1.5 units | This is a current UVic course (MUS 342) which would become dual-listed as a graduate-level option. |
| MUS 588H* | MMus Practicum First Year POV Performance | 1 unit | An existing first-year practicum. The new code aligns it with POV artist development/outreach and would culminate in a recital as part of that program. |
| MUS 598H* | MMus Practicum Second Year POV Performance | 1.5 units | An existing project course. The new code aligns it with a set of tailored project options. |
| [Total] | | 15.5 units | |

Summary by Year:

Year 1:

MUS 503 (Bibliography)

MUS 542 (Diction)

MUS 545 (Individual Instruction)

Salem 2022

MUS 580 first term (large ensemble, 580H)

MUS 580 second term (large ensemble, 580H or another UVic ensemble)

MUS 581 first term (chamber music)

MUS 581 second term (chamber music)

MUS 588 recital as part of POV artistic development/community outreach programs

Summer:

MUS 598H (repeated until completed)

Year 2:

MUS 545 (Individual Instruction)

MUS 580 first term (large ensemble, 580H or UVic ensemble)

MUS 580 second term (large ensemble, 580H or another UVic ensemble)

MUS 581 first term (chamber music), possible 581H

MUS 581 second term (chamber music)

MUS 598H recital as combination of POV lead or second outreach recital

MUS 581H Course Description:

Students participate in Pacific Opera Victoria “Coloratura Performances” and attend relevant coachings for MUS 580H and 581H. Students are responsible for ensuring there are no schedule conflicts between off-campus and on-campus contact hours in their course load timetable.

MUS 588H Course Description:

Students simultaneously take MUS 545, culminating in one of three project options:

- 1) Full participation in POV “Coloratura Performances”
- 2) A principal role in a spring POV opera production*
- 3) A solo voice recital (minimum thirty-five minuets of actual repertoire).

*In the case of a *comprimario* role, students may be asked to perform a ten-minute jury at the end of term.

In all cases, two faculty jurors will review at least one public performance (it need not be the same performance for each juror). A COM-F-N-INC evaluation will be compiled according to broader MUS 588 standards, as determined by the School of Music Performance Committee. Students who fail MUS 588H may not advance in the program.

MUS 598H Course Description:

Students simultaneously enrol in MUS 545, culminating in one of three project options:

- 1) A principal role in a spring POV opera production
- 2) Two *comprimario* roles in two spring POV opera productions

Salem 2022

- 3) One comprimario role and the understudy/shadowing of a corresponding lead role from the same opera* and a short jury featuring material from the corresponding role
- 4) Participation in MUS 580 POV Chorus and the understudy/shadowing of a corresponding lead role from the same opera* and a 35-minute recital featuring excerpts from the corresponding role

In addition, all students must complete an oral defense for their project (see MMus Performance requirements).

*The understudy/shadowing of a lead role includes observing, during rehearsals and available coachings, all musical and dramatic features of an appropriate role (determined by casting potential), as well as familiarizing oneself with the relevant music. Students work in close consultation with their primary supervisor to determine exactly what musical-dramatic material needs to be mastered for further evaluation, whether jury or short-form recital.

In all cases, two faculty jurors will review at least one performance of each relevant component (it need not be the same performance for each juror). Any jury or recital repertoire will be determined in close consultation with the student's supervisor.

February 3 2023

Dr. Joseph Salem
Assistant Professor of Musicology
University of Victoria

Sent via email: salemjr@uvic.ca

Dear Dr. Salem

Re. Proposed program *M.Mus Performance – Staged Voice* for the School of Music, Faculty of Fine Arts at the University of Victoria

We are writing in support of the development of the proposed new Masters music program *M.Mus Performance – Staged Voice* and to confirm Pacific Opera Victoria's commitment to collaborating with the University of Victoria's School of Music to deliver this program. Pacific Opera Victoria and UVic's School of Music have developed a successful collaborative working relationship – both informally and formally – spanning many years and we are excited to be involved in this new program, which offers many meaningful educational opportunities.

Pacific Opera's organizational mandate includes a commitment to supporting the professional development of performing artists and we are always proud to welcome into the Pacific Opera Victoria Chorus, voice students enrolled on UVic's Mus 580H course, which allows students to gain course credit for working on a professional production. Students have performed in a variety of Pacific Opera productions including, most recently, the 2022/23 season production *Carmen*. From both a performance and an academic perspective, courses like Mus 580H and the new *M.Mus Performance – Staged Voice* program provide students with the valuable experiences through which they can hone their craft, develop relationships with industry professionals and create pathways for professional employment with arts organizations such as Pacific Opera.

Pacific Opera is supportive of collaborative instructors who function under UVic's policies, and looks forward to deepening the impact of music education.

Pacific Opera is eager to continue its ongoing work to nurture the next generation of opera singers through this collaboration with UVic and the implementation of this innovative program.

Yours sincerely

Original signed by Timothy Vernon

Timothy Vernon, C.M., LL.D (Hon), DMus (Hon)
Artistic Director

Original signed by Ian Rye

Ian Rye
Chief Executive Officer

CC Professor Benjamin Butterfield, Head of Voice, School of Music, University of Victoria benjamin@uvic.ca

The O'Brian Centre for Vancouver Opera
1945 McLean Drive, Vancouver, BC V5N 3J7
604-682-2871 | info@vancouveropera.ca

vancouveropera.ca



To whom it may concern,

I am writing to express my utmost support for the UVic School of Music's proposed new concentration, the **Mmus in Performance — Pacific Opera Victoria**.

As the General Director of Vancouver Opera, I see first-hand how exceptional programs set emerging singers up for success. I have reviewed the proposal for the new program and am confident that it would add a great deal of value to the artistic ecosystem in which we want young artists to learn, grow, and thrive. I am particularly heartened to see the focus on equitable treatment of students and their performance opportunities in the program proposal, as well as themes around student wellbeing, individualization, and skill diversification. Empowering young singers with these tools sets a generation of artists up for successful careers in performance.

I would also like to lend my support to the collaborative aspect of the program with Pacific Opera Victoria (POV). The organization is a leader not only in artistic excellence, but also the crucial areas of EDI and Indigenous resurgence. Collaborating with such an exemplary organization can only be of benefit to students as they take the first steps in their professional journeys. I believe POV's collaboration on the program will add a great deal of value not only to the students who partake in it, but also to the organizations for which they end up performing after graduation, and to their larger communities.

Finally, I want to express the value of a program that gets students onto professional stages, working with professional singers, production teams, and crews. This type of experience is invaluable for making the transition from university to the life of a professional performer. It is my sincere hope that the proposal is approved, and that the program begins to help more young artists in our west coast community emerge into our industry well-equipped for success.

Sincerely,

Original signed by Tom Wright

Tom Wright

General Director, Vancouver Opera

1064 Ormsby Crescent,
Edmonton, AB T5T 6J5
Phone - (780) 487 - 4844

Director of the School of Music.
University of Victoria
January 2, 2023

Dear Alexis Luko,

Please accept this correspondence as an enthusiastic letter of support for the University of Victoria's proposal of an MMus in Performance - Staged Voice.

As the Artistic and Managing Director of Opera NUOVA, I have had the opportunity to see the benefits and problems of masters programs which offer graduate degrees in opera performance. The UVic proposal is refreshing with an understanding of how to best create a graduate program that places the students' needs at the epicentre of this experiential field of study.

The proposal has enormous vision in creating a vibrant relationship with Pacific Opera and will avoid the pitfalls of many graduate programs that attempt to simulate a professional experience within an academic institution. These simulated experiences often skew the reality of how the industry works and create a competitive environment amongst singers which is not conducive to promoting an educational platform's objectives.

It is exciting to consider the implementation of creative experiential learning that will enhance the exceptional training that is evident in the artists that graduate from the voice division of UVic. It is reassuring to see a commitment to offering credit for the extracurricular activities and it is impressive to see a commitment to integrated training that is focused on a wholistic, respectful approach that is mindful of mental wellbeing.

Opera NUOVA is well known for our summer intensive program, but we are constantly expanding with full year programming. We have employed several UVic graduates in the past, but this type of robust experiential graduate training will certainly increase our interest in employing future graduates.

We hope that this visionary thinking is strongly supported. It would be a significant model that should be adopted by many other institutions. Please do not hesitate to contact me if I can be of any further support. Thank you for the opportunity to support this vision.

Sincerely,

Original signed by Kim Mattice Wanat

Kim Mattice Wanat

Artistic and Managing Director of Opera NUOVA director@operanuova.ca 780-298-4934



Montréal, 20 January 2023

Alexis Luko, PhD
Director, School of Music
Faculty of Fine Arts
University of Victoria

Dear Dr. Luko,

This letter is an endorsement of the proposal for a Masters in Voice Performance – Stages Voice. I am both General Director at the Opéra de Montréal and former CEO of Pacific Opera Victoria. I support the proposed program whole-heartedly and will speak to its value in helping UVIC graduate students build their professional paths.

Typically, career-bound voice students, upon completing a Masters in Voice, will compete for a place in an emerging artist program like Opéra de Montréal's Atelier Lyrique. To outline the competitiveness of this pursuit, each year we hear over 150 singers to choose ten finalists, from which we can take three to five candidates for a two-year paid residency. As we arrive at the finals, the candidates' professional experience and ability to work at a professional level is of significant weight in our decision. The practical experience available through the proposed program will give UVIC candidates an important advantage when competing for such programs as the Atelier Lyrique, which today, are virtually prerequisites for a professional career in opera.

Victoria and Vancouver Island have given the Opera world an out-measured source of international professional singers, including Benjamin Butterfield, Jessica Muirhead, Kathleen Brett, Richard Margison, and Josh Lovell, to name but a few. Each of these distinguished artists found access to the professional resources available in Victoria – including Pacific Opera Victoria – which helped them cut their teeth in ways that Universities cannot.

Though Pacific Opera Victoria doesn't have a significant post-graduate training residency, it is uniquely renowned nationally as a company that engages emerging professionals to gain the experience and credentials, they need to forge careers. POV has proven over decades, on a national level, their commitment to and competence in, nurturing emerging talent. The proposed Staged Voice program seems to me a rare and perfect opportunity to offer Graduate candidates in Voice tremendous value and a good leg up in a profoundly competitive field.

Sincerely,

Original signed by Patrick Corrigan

Patrick Corrigan
General Director

EDMONTON OPERA

November 6, 2022

University of Victoria
Faculty of Fine Arts School of Music
MacLaurin A163 PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear University of Victoria Faculty of Fine Arts,

I write with warm wishes, hoping all are enjoying a wonderful fall semester. I have read over the proposed documents sent by both Dr. Joseph Salem and Professor Benjamin Butterfield.

The implementation for a Master degree, Music in Performance, working with Pacific Opera Victoria seems like an ideal partnership from both the academic side as well as the performance side. Young aspiring opera singers need to sing and perform to gain valuable experience. Depending where they go to school, there may not be as many robust opportunities to take advantage of. The structured partnership with the local professional opera company is long overdue and one that support wholeheartedly.

From an academic standpoint, singers are supported and instructed through UVic. With a new MMus in Performance, singers can begin creating a relationship with POV for much needed professional networking, develop their music making with industry professionals and gain stage experience to better equip them for a performance career. To have POV additionally pay them for their work is an added bonus to pay off school fees and contribute as an emerging professional.

With individual solo opportunities through community and outreach concerts with POV, this type of training and masters program should be duplicated at other cities across Canada.

Should you have any questions, please do not hesitate to reach out.

Sincerely,

Original signed by Joel Ivany

Joel Ivany
Artistic Director

From: Music Director musicdirector@uvic.ca 
Subject: Re: [EXT] Re: Seeking Your Feedback for New UVIC MMUS in Performance-POV
Date: August 5, 2022 at 6:18 PM
To: Charles Barber cb0bc@yahoo.com, Joseph Salem salemjr@uvic.ca, Benjamin Butterfield benjamin@uvic.ca

MD

Dear Charles,

Thank you so much for your valuable feedback. I appreciate that you have taken the time to provide this helpful input!
Wishing you a wonderful weekend,
Alexis

--

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



Alexis Luko, Ph.D. (she/her)
Director, School of Music

Professor
[School of Music](#) Faculty of Fine Arts
University of Victoria
T: 250-721-7901
MACB104
musicdirector@uvic.ca
[faculty_profile](#)

From: Charles Barber <cb0bc@yahoo.com>
Date: Sunday, July 31, 2022 at 8:04 PM
To: Music Director <musicdirector@uvic.ca>, Joseph Salem <salemjr@uvic.ca>, Benjamin Butterfield <benjamin@uvic.ca>
Subject: [EXT] Re: Seeking Your Feedback for New UVIC MMUS in Performance-POV

31 July 2022

Dear Colleagues:

I find that I have little to add to my earlier reply.

POV has a simply first-class reputation. Their commitment to new, Canadian, and worthy repertoire could be nothing but an asset to your students, and to UVic.

If we are to run more than a mausoleum -- and better than a museum -- in the world of opera, we are obligated to introduce and induce gifted young singers to this music. To explore it. To help create it. To add its most stellar moments to their recitals, their auditions, their futures.

Some years ago, we had a fine young singer come to us in audition. Among other works, he presented an aria from a recent Jake Heggie opera. Its presentation was unusually well conceived. I asked the singer to hold for a moment while I called San Francisco: "Jake? Charles. Can you listen to this for a sec?" The baritone sang it again, and the two of them ended up talking for ten minutes.

One career was honoured, a newer career was elevated, and so it goes, one at a time, as we build the art we adore.

Pacific Opera is in a very good place to do all of this. So are you.

all best,

Charles, for
City Opera Vancouver

On Monday, July 18, 2022, 09:58:24 PM PDT, Charles Barber <cb0bc@yahoo.com> wrote:

8 July 2022

Dear Prof Luko:

many thanks for your kind invitation, and no less for your most welcome initiative

as you will already know, Pacific Opera is an excellent partner in every arena. for ourselves, we learned this in co-production with them of MISSING (2017) and its 22 performances to date

more to come, but I note initially that there might be some curricular and experiential advantage in offering/emphasizing the specific field of new opera, and new music

it is increasingly the case that major institutional donors (cf Vancouver Foundation, BC Arts Council, Canada Council) are directing significant and influential resources in this direction. they do so in companion efforts to involve groups that have historically been omitted, if not actually erased, from our art

POV has an estimable national reputation in this field, and it might be advantageous to UVic and its students to leverage and maximize this prospect, and this trend

at City Opera Vancouver, we have produced five commissions in the last ten years, and recognize a change in progress. I know Ian and his people have witnessed the same

more...

Respectfully,

Charles
Dr Charles Barber
(BMus UVic 1966, MA Stanford 1986, DMA Stanford 1991)
Artistic Director
City Opera Vancouver
www.cityoperavancouver.com

On Monday, July 18, 2022, 02:22:45 PM PDT, Music Director <musicdirector@uvic.ca> wrote:

Dear Ms. Wilcott,

I hope this message finds you well!

I'm writing to get your feedback on the UVic School of Music's new proposed concentration in our existing MMus Performance program, titled **MMus in Performance – Pacific Opera Victoria**.

As part of the consultation process at the University of Victoria, we would very much appreciate receiving any comments you may have on the attached (abbreviated) program proposal by August 19th, 2022.

We welcome your feedback and we thank you, in advance, for taking the time to read this proposal.

All best for the summer!

Alexis

--

We acknowledge and respect the Lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.




Alexis Luko, Ph.D. (she/her)

Director, School of Music

Professor
[School of Music](#) Faculty of Fine Arts

University of Victoria

T: 250-721-7003 MACB104

From: Joseph Salem musigrad@uvic.ca 
Subject: Fwd: Consultation about new program stream, Master of Music in Performance -- Staged Voice
Date: December 5, 2022 at 8:59 PM
To:

From: Jacquie Green <iaceed@uvic.ca>
Date: Monday, December 5, 2022 at 4:53 PM
To: Music Director <musicdirector@uvic.ca>
Cc: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Consultation about new program stream, Master of Music in Performance -- Staged Voice

Yowtz Dr. Luko! It is nice to e-meet you as well 😊

I have reviewed your proposal and signed off on the document as presented. I made no edits or comments as there are concerns or questions about Indigenous knowledge in the proposed program. You do indicate the possibility of attracting Indigenous students and hopefully one day you will 😊. Because there were no Indigenous courses, content, we have no comment. However, in the future if you wish to re-create admissions to attract Indigenous students, we would be more than willing to assist in achieving this.

We wish all the best in your program. Please note, I have included my colleague, Dr. Hancock as we both review these proposals

Kundoqk, Jacquie Green, PhD
IACE, Executive Director
First Peoples House
University of Victoria



We acknowledge and respect the ləkʷəŋən 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.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

From: Music Director <musicdirector@uvic.ca>
Date: Monday, November 14, 2022 at 4:25 PM
To: Jacquie Green <iaceed@uvic.ca>
Subject: Consultation about new program stream, Master of Music in Performance -- Staged Voice

Dear Dr. Jacquie Green Kundoqk,

Delighted to e-meet you!

I'm writing to ask for your consultation on a new program stream that is now six years in development, a Masters of Music in Performance – Staged Voice.

I'm relatively new to the School of Music (I started working at UVic on July 1, 2021), but from what I understand from colleagues, the School of Music previously consulted on this proposal with our internal Fine Arts resurgence coordinator. I understand now that your office has become an integral part of academic planning. Please accept my apology for the late notice in asking for your consultation on this proposal.

The School of Music hopes you will find our proposal exciting. We would encourage you to explore Pacific Opera Victoria's current community programming and initiatives, many of which are spearheaded by Rebecca Hass (some of these are linked in the proposal).


Thank you for considering our proposal!

Best wishes,

Alexis

--

We acknowledge and respect the Ləkʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Rachel Strandquist, Director, Graduate Admissions and Records dirgaro@uvic.ca 
Subject: RE: Template consult
Date: February 10, 2023 at 1:05 PM
To: Joseph Salem salemjr@uvic.ca



Hi Joe,

Thanks for sending this on. This all looks fine from the GARO/OREG perspective.

Have a nice weekend!

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

Please tell us how we did today. Provide your feedback [here](#).

We acknowledge and respect the lək̓ʷəŋən 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.

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me immediately and destroy all copies of the original message. Thank you.

 Please consider the environment before printing this email.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: February 7, 2023 8:03 PM
To: Joseph Salem <salemjr@uvic.ca>
Cc: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: FW: Template consult

Hi Joseph,

Thanks for your message. I've copied Rachel Strandquist, Director of Graduate Admissions and Records, on this email so she can review your proposal and let you know if she has any questions. I hope her job is easy as well.

Best,
Wendy

From: **Bill Blair** blairw@uvic.ca
Subject: RE: a propos meeting
Date: January 23, 2018 at 9:59 AM
To: Joseph Salem salemjr@uvic.ca



Hi Joe,

Nice to see you too. Below is my 'official' statement about these new courses. If you want me to put this statement in a document or if you need more information please let me know.

Regards,

Bill

The proposed new courses 580 A – G and MUS 580H are a resequencing of the current course MUS 580. The library has been acquiring materials for use in this course for many years and therefore, I am confident that the library has sufficient materials to support these new classes. Any additional resources required may be purchased through our regular library funds assigned to Music.

Sincerely,

Bill Blair

Music and Media Librarian

From: Joseph Salem
Sent: January 22, 2018 2:50 PM
To: Bill Blair <blairw@uvic.ca>
Subject: a propos meeting

Hi Bill,

Nice to see you today!

I was wondering if you could confirm the deletion of MUS 580 and its replacement with MUS 580A-G and addition of MUS 580H will have no significant repercussions for our library system. As you know, this is more of a calendar formality than anything else: the substance of these courses will not change in any appreciable way and 580H has been piloted for three years without any noticeable issues, so there should be no significant changes in how resources are accessed or used.

Thanks for your help with all of this!

Best,
Joe

Joseph Salem, PhD
Assistant Professor of Musicology



From: Joseph Salem salemjr@uvic.ca
Subject: Re: School of Music
Date: October 18, 2017 at 2:25 PM
To: Allison Benner abenner@uvic.ca
Cc: Norah McRae nmcrac@uvic.ca, Claudia Sperling csperlin@uvic.ca

Absolutely, Allison, it would be my pleasure to meet.

I am aware of Ben's projects and am in close contact with him regularly, so it will be easy for us to build on your previous work with him in an efficient manner!

Best wishes,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

On Oct 18, 2017, at 2:13 PM, Allison Benner <abenner@uvic.ca> wrote:

Hi Joseph and Norah,

Thank you for including me in this conversation and (Joseph) for outlining the main factors that need to be taken into account in deciding which approach might work best for students in Music. Earlier this year, I met with Benjamin Butterfield to discuss whether co-op might work for some of the POV students, but we didn't resolve anything at that time. I think this conversation gives us an opportunity to take a coordinated look at what might benefit students across the School of Music.

Joseph, I'm wondering whether you might like to meet with me sometime this month to discuss possible approaches (Norah, if you would like to be part of this meeting, just let me know). If you'd like to meet, just let me know and I will be in touch to find a suitable time. Best, Allison

Allison Benner, Ph.D.
Co-op Coordinator
Humanities and Fine Arts
Co-operative Education and Career Services
University of Victoria

Sent from my iPhone

On Oct 18, 2017, at 1:10 PM, Joseph Salem <salemjr@uvic.ca> wrote:

Hi Norah (and Allison),

This is helpful and a good start. I had previously found and reviewed the terms of SOSC 300, so I am familiar with that example.

In music, our circumstances would differ slightly, but I firmly believe that we have multiple opportunities for courses that would be offered regularly and for the foreseeable future. However, since these courses would affect different students across different sub-specialties, it may be more important for us to have a slightly more flexible model than SOSC 300.

I was looking over your course experience glossary, et al., to see if CSL courses were really the best fit. I'm not so sure anymore. I would LOVE to use the CSL rubric, but it is possible that what we are considering is closer to a "Clinic," or "Practicum," or even "Field Placement" or Field Experience."

What is unclear to me is the intersection of three important components, each of which needs to be apart of our course offering:

- 1) Course Credit towards degree;
- 2) The ability of off-site work to be partially paid in some cases;
- 3) The ability for a native faculty member to evaluate the course and provide a grade (or pass-fail), but for the work itself to take place under the auspices of an outside organization.

To be clear, the central issue here is that work in the arts (specifically, music) is perhaps somewhat exceptional in these regards: there are not many co-ops to be had, and it is important for students and for the market more generally that paid work be allowed (even encouraged), since such opportunities function in a broader market in which volunteer work is often abused. In short, volunteer work or unpaid internships do NOT generally lead to a paid position after graduation; instead, unpaid (or paid) work is usually related to specific, temporary projects that come and go in outside organizations. As such, it is important that students be able to benefit from this professional work, build their resumes, and that the university be able to recognize these opportunities as extensions of coursework into the realm of "practice."

Two immediate examples clarify the situation:

1) Our new Music Technology Masters involves student projects that will likely involve short software and technology "internships" at local companies. These internships are more likely to be for 1-3 full-time weeks rather than anything else, and they will not constitute a stable "position," but will instead relate to student-driven work that requires the resources of a given company and its facilities. In turn, the company receives the benefits of collaborating with the university and student. However, this experience is one that relates to the education of the student and her degree requirements (in terms of supporting a final project), and, as such, it should count for a course/degree credit.

2) Collaborations with the Pacific Opera Victoria. Several graduate vocal students do unpaid, professional work at our local opera. This work is considerably more "professional" and intensive than our own choral ensembles, and is therefore an adequate substitute. However, it is intensive and sporadic: rehearsal schedules cannot correspond to "normal" ensemble hours, and they often occur over the course of a few weeks rather than an entire term (nonetheless, the total number of hours is more than satisfactory for achieving credit). Furthermore, some students are then selected by the opera for paying roles (in the same opera). When this occurs, it is an even better experience for the students. However, since this may occur mid-experience (and mid-term), it is not practical for this to affect the course code or the nature of the course credit: it is still basic professional "practicum" experience in the field of performance.

While these examples differ, many logistics are shared between them (mainly, the three points I highlight above).

My fundamental concern is that students be able to receive course credit for these experiences AND that we might promote them as experiential learning "in the field," which means we need to make sure there are no legal issues and that we are respecting the right types of student experiences as outlined by the university. All arrows currently point to your office as having the best suggestions as to how we should label the course, what is appropriate in terms of the legality and nature of our relationship to outside organizations, and how many remuneration affects these other aspects.

You may also think of this as "checking with the office." If these types of experiences are generally considered totally fine by the university, it is very easy for us to independently craft these courses! It just seems more appropriate to start by attempting a more collaborative approach with the main office!

Thank you for your continued attention and support,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

On Oct 18, 2017, at 12:46 PM, Norah McRae <nmcr@uvic.ca> wrote:

Hi Joseph,

Thank you for reaching out about this idea. I was meeting with Susan a few weeks ago and we were discussing how CSL currently works at UVic. The current, and well established, CSL course is SOSC 300. It has been running for a number of years now and provides students with the opportunity to work with community organizations, in this case on community projects during 40 hours of unpaid time. The course description is:

<https://web.uvic.ca/calendar2016-09/CDs/SOSC/300.html>

What has been really good about this course is how the staff in the Social Sciences co-op program work with the faculty member(s) in charge of the course to source community organizations, assess the service learning component (40 hours unpaid time) and assist in other ways. This is an excellent example of collaboration that has helped make this a sustainable course which has benefits for the students as well as our community partners. It creates a coordinated approach with our community partners which they appreciate. In addition, it is a faculty-level course which allows for students from across Social Sciences (and from elsewhere with permission) to participate. You would have that possibility as well with Fine Arts.

I think it is a great idea as many of our current co-op partners would likely be interested in structured projects within their organizations, and there are many small arts organizations that cannot provide a student salary, but would similarly benefit from 40 hours of project time.

I would be happy to discuss these ideas further with you. I have also copied Allison Benner, your co-op coordinator, in this message so that she is aware of what you are thinking and can also touch base to discuss ways that she can support this initiative.

Norah

Sent from my iPad

On Oct 18, 2017, at 11:53 AM, Joseph Salem <salemjr@uvic.ca> wrote:

Hi Norah (if I may),

I'm writing to inquire about co-op and CSL type courses. Here in the School of Music, we are attempting to implement several courses that involve student work "in the field," as it were. Such courses involve students working under a faculty supervisor, but also in conjunction with an outside organization/persons. In some cases (not all), students may be paid for their work.


These experiences could be considered "co-op," but the reality is that the pay/renumeration would vary, and that many projects are intensive for short periods that correspond well to a class or research project, but do not correspond well to the idea of a term co-op. I'm currently on Senate and active as a research professor, and I am very confident that these courses align with the current agenda of the university on several fronts.

My hope is that the CSL label (or some other label that I may be unaware of) would allow for us to create 1-2 course codes to cover a host of such operations at the graduate level.

Any information you can provide would be very much appreciated!

Thanks,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

From: Allison Benner abenner@uvic.ca 
Subject: Following up
Date: November 21, 2017 at 12:46 PM
To: Joseph Salem salemjr@uvic.ca

AB

Hi Joe,

It was great to meet you a few weeks ago to discuss work placements for students in the School of Music. I've been talking with various people in different departments about how they handle placements (specifically with respect to the issue of pay in credit courses), and thought I'd send a quick update on what I've heard so far. Here are the main points:

- Practicums are never paid by design, but occasionally, situations arise in which students are paid for their practicum (e.g., they are already working for an organization, live in a small community, and can't be placed in a practicum elsewhere; or they start an unpaid practicum and get hired in the middle of the practicum at the employer's suggestion). There is nothing "illegal" about these circumstances.
- Some courses inherently involve revenue generation – e.g., there is a "consulting" course in the Master of Global Business program where the class as a whole completes a paid consulting gig – in that circumstance, the student gets the course credit, and the money for the project gets paid to the Gustafson School of Business.
- From what I can tell in talking to various people, there's nothing inherently wrong with having a work placement in a credit course for which the student gets paid. Your idea of incorporating a work placement of 1-3 weeks into a course (e.g., The Business of Music) and encouraging (but not requiring) the work to be paid is allowed. The difficulty might lie in finding short-term placements for which students could be paid – it is often hard enough to find short *unpaid* placements (e.g., in Community Service Learning courses), because these short-term placements involve a lot of work and commitment from the host organization in supervising and training a student for a very short time, sometimes with little gain to them. That said, when we met, you seemed to be referring to potential situations where the host organization would definitely benefit from the student's labour (e.g., they are bringing an already established marketable skill to an organization).

Anyway, the basic message is: short-term paid placements in credit courses are allowed – there is nothing inherently wrong with gaining academic credit and income at the same time. Let me know if you want to have coffee sometime to extend some of these ideas further. Best, Allison

Allison Benner, Ph.D.
Humanities and Fine Arts Co-operative Education Program
[University of Victoria](http://www.uvic.ca)
Clearihue D128
T 250.721.7629
Web uvic.ca/coopandcareer | Portal learninginmotion.uvic.ca



Date: February 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Honours program in French and Francophone Studies**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposed changes to the Honours program in French and Francophone Studies.

The Honours program in French and Francophone Studies attracts a small number of students due to the additional time required for program completion. The proposal to remove Critical Methods as a mandatory course will facilitate completion of program. Critical Methods is already included in all 400 level courses in French and Francophone Studies.

The following motion is recommended:

Motion: that Senate approve the proposed changes to the Honours program in French and Francophone Studies, as described in the document "Changes to the Honours Program in French and Francophone Studies" effective September 2023.

Respectfully submitted,

2022-2023 Senate Committee on Planning

| | |
|-----------------------------------|-------------------------------|
| Dr. Elizabeth Adjin-Tettey, Chair | Dr. Michelle Lawrence |
| Dr. Evanthia Baboula | Dr. Annalee Lepp |
| Dr. Alexandre Brolo | Dr. Kin Fun Li |
| Ms. Hannah Brown | Dr. Cynthia Milton |
| Dr. Jo-Anne Clarke | Dr. Ulrich Mueller |
| Dr. Adam Con | Dr. Maureen Ryan |
| Ms. Andrea Giles | Ms. Ada Saab |
| Dr. Robin Hicks | Ms. Wendy Taylor |
| Dr. Cindy Holder | Dr. Jie Zhang |
| Dr. Sandra Hundza | Ms. Sandra Duggan (Secretary) |
| Ms. Alyssa Jackson | |

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE
Changes to the Honours Program in French and Francophone Studies

Indicate the type of change being proposed:

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or requirements
- Other, please specify

| Submitted by: | Name and title | Email |
|-------------------|---|--|
| Contact person | Catherine Léger (curric, rep.) Marc Lapprand (Chair) | cleger@uvic.ca Chairfran@uvic.ca |
| Dean or designate | Lisa Surridge | humsada@uvic.ca |

Please provide dates of all approvals

| Required approvals | Date |
|---|------------------|
| Pre-consultation with AVPAP (by contact person and Dean/designate) | Nov 21, 2022 |
| Departmental/School approval | Nov 4, 2022 |
| Faculty Curriculum Committee approval | Jan 3, 2023 |
| *Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body) | January 17, 2023 |

Please complete all rows with date or N/A

| Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i> | Date (or N/A) | Supporting Documentation Attached (Y/N) |
|---|---------------|---|
| Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca | N/A | |
| Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca | N/A | |
| Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca | N/A | |
| Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca | N/A | |
| Non-standard Tuition | Yes* or N/A | Non-standard form attached (Y/N) |
| Proposed program change involves non-standard tuition *If you answered Yes, complete the UVic Non-standard Tuition Template | N/A | |



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

[insert title of proposed program change]

Please complete all sections or indicate N/A

SUMMARY of PROPOSED CHANGE

| | |
|--|--|
| | |
| Name, Location, Academic units (Faculties, departments, or schools) | French and Francophone Studies |
| Anticipated implementation date of change | September 1, 2023 |
| Name, title, phone number and e-mail address of contact person | Marc Lapprand chairfran@uvic.ca 250-721 8884 |

A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course-based masters))

At present, the Honours Program requires 22.5 units of upper-level courses, including FRAN478 (Critical Methods). The department wishes to reduce the overall program to 21 units by removing FRAN478 as a mandatory course. Critical methods are included in all our 400 level courses. In addition, the Department does not have enough resources to offer 478 on a regular basis, thus affecting students' progress within the program and reducing potential interest and admission into the program.

B. Provide a summary and rationale for the proposed change (maximum 1 page)

Clearly articulate the proposed change and provide a rationale for the change and its impact on students. How does the proposed change align with unit/Faculty/UVic institutional plans and priorities?

The department wishes to reduce the total upper-level units from 22.5 to 21 units by removing 478 as mandatory course. Critical methods are featured in most if not all 400-level courses.

C. What impact does the proposed change have on student recruitment, retention and success? Are there current labour market indicators to support the proposed change?

Changes will not affect student recruitment, nor retention. The Honours program in French and francophone studies attract a small number of students to the additional time required. If any, these changes might increase demand for the Honours.

D. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

No additional resources are required.

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

No impact.

F. Curriculum design (Include draft curriculum, if applicable, as Appendix).

- **Does the proposal involve changes to the curriculum design? If yes, clearly identify the existing curriculum and proposed changes.**

The proposal involves the removal of one course (FRAN478) as a mandatory course.

- **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.

N/A

- Opportunities for community engaged and research-enriched learning

N/A

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

N/A

G. Does your program have learning outcomes? If so, does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

No changes regarding the learning outcomes.

H. Does the proposed change affect anticipated times to completion? If yes, provide the revised anticipated times to completion.

The changes will facilitate completion of program.

I. Does the proposed change provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

The rationale for the changes is explained above. Our program more generally offers opportunities for Indigenous perspectives and decolonization of the program (within specific courses).

J. Does the proposed change provide opportunities for global engagement or perspectives? If yes, please provide details.

The program includes an experience requirement that can be completed in a francophone country or province. The proposed changes do not affect this opportunity.

K. Does the proposed change promote justice, equity, diversity and inclusion? If yes, please provide details.

N/A

L. Does the proposed change involve places for integration of teaching and research? If yes, please provide details.

N/A

M. How does the proposed change align with or distinguish the program from related undergraduate programs in other BC post-secondary institutions?

No changes

N. Does the proposed change affect anticipated enrolment and student financial support plans? If yes, please provide details.

N/A

O. 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).

Our changes do not affect any other programs. No consultation was necessary.

Office of the Vice-President Academic and Provost

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

DATE: March 3, 2023
TO: Members of Senate
FROM: Elizabeth Croft, Vice-President Academic and Provost
CC: Tony Eder, Associate Vice-President, Academic Resource Planning
RE: **Enrolment projections for 2023/24**

Summary

This memo recommends a level of full-time equivalent (FTE) enrolment for the coming year (2023/24). The levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other factors including impacts from the COVID-19 pandemic.


For 2022/23, the University of Victoria was funded by the Ministry of Post-Secondary Education and Future Skills (PSEFS) to enrol **16,498 FTE** students, which included the final year of the expansion of student spaces in engineering and computer science and the continuing expansion of the nurse practitioner program. For 2023/24, an additional 15 FTE for graduate social work and 5 FTE for graduate nurse practitioners are anticipated, bringing **PSEFS's total enrolment target for UVic to 16,518 FTE**.

Because international enrolments are not included in the PSEFS's target, UVic's total enrolment level will be higher. UVic did not achieve the planned level of 2,450 international undergraduate FTE in 2022/23, with actual enrolment of 2,099 FTE. Enrolment rebuilding efforts are planned for 2023/24 with a target set at 2,130. Therefore, **the overall enrolment recommendation for 2023/24 will be set at 18,648 FTE**. The recommended enrolment level for international undergraduates does not necessarily represent UVic's long-term desired enrolment and will be aligned with our academic, enrolment and budget plans.

Background

Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate.

The university's operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in terms of annualized FTE students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to EETs (equivalent enrolments taught), which are calculated by dividing



the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Impact of COVID-19 on enrolment

While the worst appears to be behind us, the COVID-19 pandemic that was declared in March 2020 continues to impact the provincial and national post-secondary landscape, particularly with respect to international enrolment. Of note, Immigration, Refugees and Citizenship Canada experienced a significant backlog of study permit requests in summer 2022, which impacted students' ability to gain study permits before the start of the fall term at Canadian universities. Some students deferred until spring term, while others chose post-secondary institutions outside of Canada.

As well, some countries—particularly China, which has been our biggest overseas recruitment country for several years—continued to experience lockdowns that restricted travel. With that in mind, UVic has taken steps to further diversify its international recruitment, in particular working with a new partner, Kaplan, in setting a series of new targets and expanded list of countries and programs in which we'd like to increase international enrolment.

In Canada, a recovering economy has provided new opportunities in the labour market. During times of economic contraction, we tend to see an increased interest in higher education as few jobs are available. Conversely, when there's a strong labour market, students may defer or interrupt their studies due to higher employment income opportunities. Also impacting enrolment are students' expanded travel opportunities as many pandemic restrictions have eased.

These and other factors have impacted our enrolment for 2022/23. Going forward, we will implement strategies to strengthen our value proposition, reach new learners, and diversify our recruitment efforts.

Report on 2022/23 targets

Our fall interim enrolment report to PSEFS shows that we will come close to meeting the 2022/23 funded enrolment accountabilities for domestic undergraduate students (which do not include international students) and that we will exceed our graduate student target. On a domestic undergraduate basis, UVic is at 99.4% of target (14,072 FTE on a target of 14,158) and on a graduate basis, UVic is at 121.5% of target (2,844 FTE on a target of 2,340 FTE). Including international undergraduate FTE (where we are at 85.7% of target), UVic's total enrolment is 100.4% of target or 19,015 FTE on a target of 18,948 FTE.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed with the Provost annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.

Annualized FTE target comparison

| | 2022/23 projection | 2022/23 target | FTE difference | % difference |
|------------------------------|-----------------------|-------------------|-------------------|-----------------|
| Domestic undergraduates | 14,072 | 14,158 | -86 | -0.6% |
| International undergraduates | 2,099 | 2,450 | -351 | -14.3% |
| Total undergraduates | 16,171 | 16,608 | -437 | -2.6% |
| Total graduates | 2,844 | 2,340 | 504 | 21.5% |
| Total students | 19,015 | 18,948 | 67 | 0.4% |

Annualized student FTEs over time

| | 2013 /14 | 2014 /15 | 2015 /16 | 2016 /17 | 2017 /18 | 2018 /19 | 2019 /20 | 2020 /21 | 2021/ 22 | 2022/23 projection | 10-yr %chg |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------------|---------------|
| Undergrad domestic | 13,697 | 13,608 | 13,689 | 14,011 | 13,902 | 14,064 | 13,972 | 14,239 | 14,626 | 14,072 | 2.7% |
| Undergrad international | 1,368 | 1,773 | 2,083 | 2,179 | 2,270 | 2,333 | 2,573 | 2,492 | 2,275 | 2,099 | 53.4% |
| All undergrads | 15,065 | 15,381 | 15,772 | 16,190 | 16,172 | 16,397 | 16,545 | 16,731 | 16,901 | 16,171 | 7.3% |
| All grads | 2,952 | 2,986 | 3,002 | 2,911 | 2,865 | 2,732 | 2,688 | 2,630 | 2,791 | 2,844 | -3.7% |
| All students | 18,017 | 18,367 | 18,774 | 19,101 | 19,037 | 19,129 | 19,233 | 19,361 | 19,692 | 19,015 | 5.5% |

Recommended enrolment levels for 2023/24

The list below shows expected enrolment levels for both PSEFS-funded enrolment accountabilities and UVic's internal enrolment expectations for 2023/24. It is proposed that a recommended enrolment level of 18,648 FTE be approved, which includes an expansion of 15 graduate FTE for social work and 5 graduate FTE for nurse practitioner student spaces. Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending on levels of student interest and demand but, as in past years, will be well above the Senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

| | |
|--|---------------|
| PSEFS-funded undergraduate FTE | 14,158 |
| PSEFS-funded graduate FTE | 2,360 |
| Total PSEFS-funded FTE for 2023/24 | 16,518 |
| Planned international enrolments | 2,130 |
| Recommended enrolment level for 2023/24 | 18,648 |

Recommendation to Senate

*THAT Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of **18,648 FTE** for the 2023/24 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*



Vice-President Indigenous

Michael Williams Building Room A220 | PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5510 | F 250-721-8654 | vpind@uvic.ca

Date: February 15, 2023
To: Senate
From: Qwul’sih’yah’maht Dr. Robina Thomas, Vice-President Indigenous
Re: Updates on Indigenous Plan renewal process
Attachment: Draft Indigenous Plan

As Senate will be aware, the university is working to renew the Indigenous Plan. This memo outlines the work that has been completed to date and provides an update on the process moving forward.

Background

In Fall 2021, the Associate Vice-President Indigenous (now Vice-President Indigenous) launched the process of renewing the Indigenous Plan. The first Indigenous Plan (2017 – 2022) represented one of the university’s key responses to the TRC Calls to Action, and the renewed plan builds on these commitments while also representing the university’s response to the new mandates related to the Declaration on the Rights of Indigenous Peoples Act and Action Plan (DRIPA) and other relevant provincial, national and international documents and commitments (Figure 1). It also aligns with new and renewed university strategic documents, including the draft Strategic Plan.



Figure 1: The context for the renewed Indigenous Plan



The process of revitalizing the plan began with consultation of key Indigenous stakeholders and community members, including Elders, Indigenous students and student groups, Indigenous staff and faculty, and local Indigenous leadership, seeking their guidance on how they wanted to participate in the process. The result was that they preferred to be consulted through face-to-face meetings and online surveys.

In January 2022, the Vice-President Indigenous formed the Indigenous Plan Steering Circle, with representation from Indigenous students, staff, faculty and leadership across campus. Our first task was to develop an engagement strategy to ensure robust internal and external engagement with key constituents and stakeholders. Many face-to-face meetings were conducted (see Appendix 1), often in partnership with the Strategic Plan consultations, and online surveys were provided for those who could not attend. More than 800 people offered feedback in person or through surveys. During Spring and Summer 2022, the Steering Circle worked on theming the data (Table 1) and developing a first draft that we then brought back to our key stakeholders for re-engagement in Fall 2022.

- | | |
|---------------------------------|--------------------------------|
| • Anti-racism/Oppression | • Place/Land |
| • Communication | • Programs |
| • Community | • Protocol |
| • Courses | • Recognition |
| • Funding | • Research |
| • Health/Wellness | • Resourcing |
| • Hiring | • Student Recruitment/Supports |
| • Indigenization/Decolonization | • Training |
| • Measurability | • Workload/Burden |
| • Organization/Culture | • Language |

Table 1: Key themes from consultations

Since November 2022, a small writing group has been working on final edits weekly, while continuing to consult the Steering Circle monthly on content and design elements. The current draft of the plan (attached) provides background information about the previous Indigenous plan, the process of updating the plan, the model being developed and the four teachings upon which its strands and goals are based. It also includes the priorities identified to advance the goals and how these align with the university's responsibilities under DRIPA.

Next Steps

We are currently in the final stage of content and design confirmation, including consulting Elders and Indigenous community leaders who provided essential content. We are planning a formal launch in September 2023.

Appendix 1: Timeline and consultation process

Phase 1: Consulting to Consult/Engaging to Engage (Fall 2021):

- Native Student Union – October 13
- Indigenous Community Engagement Council – November 8
- Indigenous Students – November 25
- Indigenous Community of Best Practices – November 29

Phase 2: Engagement (Winter 2022):

- Indigenous Staff – February 22
- Indigenous Community of Best Practices – March 8
- Esquimalt Nation Chief and Council – March 16
- Indigenous Faculty – March 21
- Indigenous Students – March 30
- Aboriginal Service Plan Community Partners – March 31
- Elders' Voices – April 6
- Songhees Council Representatives – April 6
- Indigenous Community Engagement Council – April 11

Phase 3: Theming and Drafting (Spring/Summer 2022)

Phase 4: Re-engaging (Fall 2022):

- Indigenous Community Engagement Council – October 17
- Indigenous Staff – November 3
- Indigenous Faculty – November 15
- Indigenous Students – November 16
- Elders' Voices – November 17
- Songhees Council Representatives – November 17
- Aboriginal Service Plan Community Partners – November 24

Phase 5: Listening Tour (Winter 2023)

- President's Leadership Council – January 24
- Board of Governors – January 31
- Executive Council – Feb. 9, 2023
- Esquimalt Chief and Council – Feb. 15, 2023
- Senate – March 3
- Indigenous Community Engagement Council – Apr. 3, 2023
- Songhees Chief and Council – TBC

Phase 6: Final Draft and Launch (Summer/Fall 2023)



x^wk^wənən istəl

WØENENISTEL

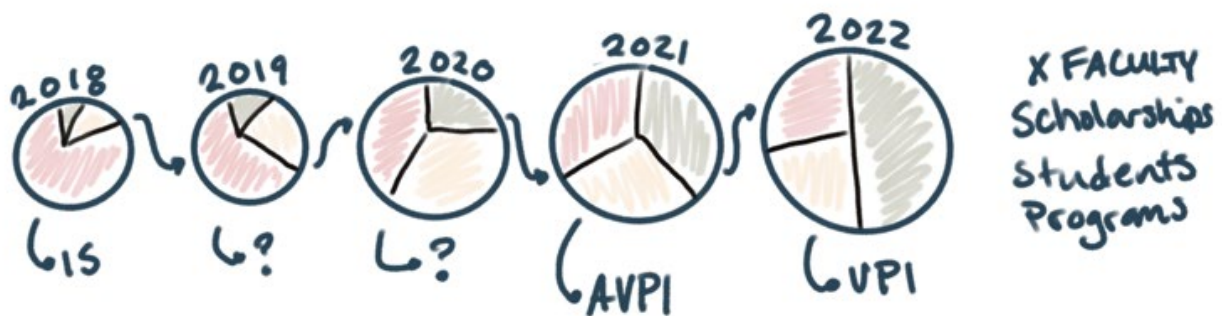
Helping to Move Each Other Forward
The University of Victoria's Indigenous Plan (2023 – 2028)

[Robina's Portrait]

The Past: Where We've Been

In 2017, we introduced the University of Victoria's first Indigenous Plan to set the course for our work to come. Identifying goals and actions for the growth of Indigenous initiatives, services and programs, the Indigenous Plan expressed the university's accountabilities to Indigenous students, staff, faculty and community partners. The plan provided a framework for Indigenous and non-Indigenous collaborators to implement institutional commitments to redress barriers in higher education and to honour Indigenous ways of knowing and being in education, research and governance.

Over the past five years, significant work has been undertaken to respond to the first Indigenous Plan. Beyond and alongside increasing Indigenous student enrolment (up by 19.5% between 2015/16 and 2021/22) and shifting hiring priorities for Indigenous staff and faculty, the university recognizes and celebrates the ways we have come together to complete and make significant progress on [xx]% of the previous [x number of] goals: [working to confirm and design:]



Faculties, departments and divisions across campus have reported a range of responses to the first Indigenous Plan, clearing paths forward with creative initiative and care. Many units have developed and implemented action plans to strengthen Indigenous hiring and retention strategies and to expand Indigenous-specific course offerings and anti-racist professional development opportunities. Celebrating and supporting exceptional Indigenous-led knowledge creation and mobilization, scholarly communities here at UVic and across the globe have been enriched through the promotion of Indigenous research and impact chairs. Over the past five years we can commend how an increasing number of Indigenous people in senior leadership positions have worked to reorient and strengthen the ways we approach teaching, research and service.

Inter-departmental collaborations have led to the creation of new programs in Indigenous language proficiency and revitalization, serving on-campus and community-based learners. Complementing the Indigenous Studies (IS) Minor Program, in 2018 we saw the launch of the interdisciplinary IS Major, integrating significant experiential and land-based learning components. In the same year, UVic launched the world's first Joint Degree Program in Canadian

Common Law and Indigenous Legal Orders (JD/JID). Supporting Indigenous students' transitions into labour markets and growing international partnerships Co-op and Career reported the creation of its Indigenous co-op program as well as the world's first Indigenous International Work Integrated Learning Exchange Program.

We acknowledge the persistence and ongoing care of university community members through, and despite, the difficult and uncertain circumstances arising from the COVID-19 Global Pandemic. The pandemic exposed and exacerbated existing systemic inequalities and inaccessibilities, challenging our transitions to online learning, research and service and re-orienting our working priorities for a new normal.

Through implementing the first Indigenous Plan, we have learned several lessons. The renewed Indigenous Plan seeks to correct the course set by its predecessor. We have endeavoured to be attentive, intentional and accountable in addressing the challenges and oversights of the previous plan throughout our renewal process. The 2SLGBTQIA+ community was not explicitly or adequately represented in the first planning process. Renewing commitments to understanding and honouring diverse Indigenous identities and experiences, we have intentionally included members from these groups within our steering committee and in our engagement process.

We also recognize that the first Indigenous Plan had limited strategies for reporting and measuring progress. Without sufficient tools for assessing the work we're doing, we have struggled to not only hold ourselves accountable to the plan but also to recognize significant, more gradual accomplishments. To address issues with measurability and accountability, we will develop a strategy to collect baseline data relevant to tracking progress within our new priority areas. Additionally, we've revised the scale of these priorities, striking a balance between ambitious and specific, and ensuring compatibility with revised reporting structures and mechanisms.

dłix's'ala means 'setting the course right' in Kw'ak'wala. When I was a kid, when I got off the mark, my Elders and aunties would help us set it right. We had to listen and we would listen."

— Gerry Ambers, 'Namgis Nation

"Things don't happen instantly; they take time."

— Doug Lafortune, Tsawout

"We've set foundations for people to rely on and to build on."

— Kathy Lafortune, Tsawout

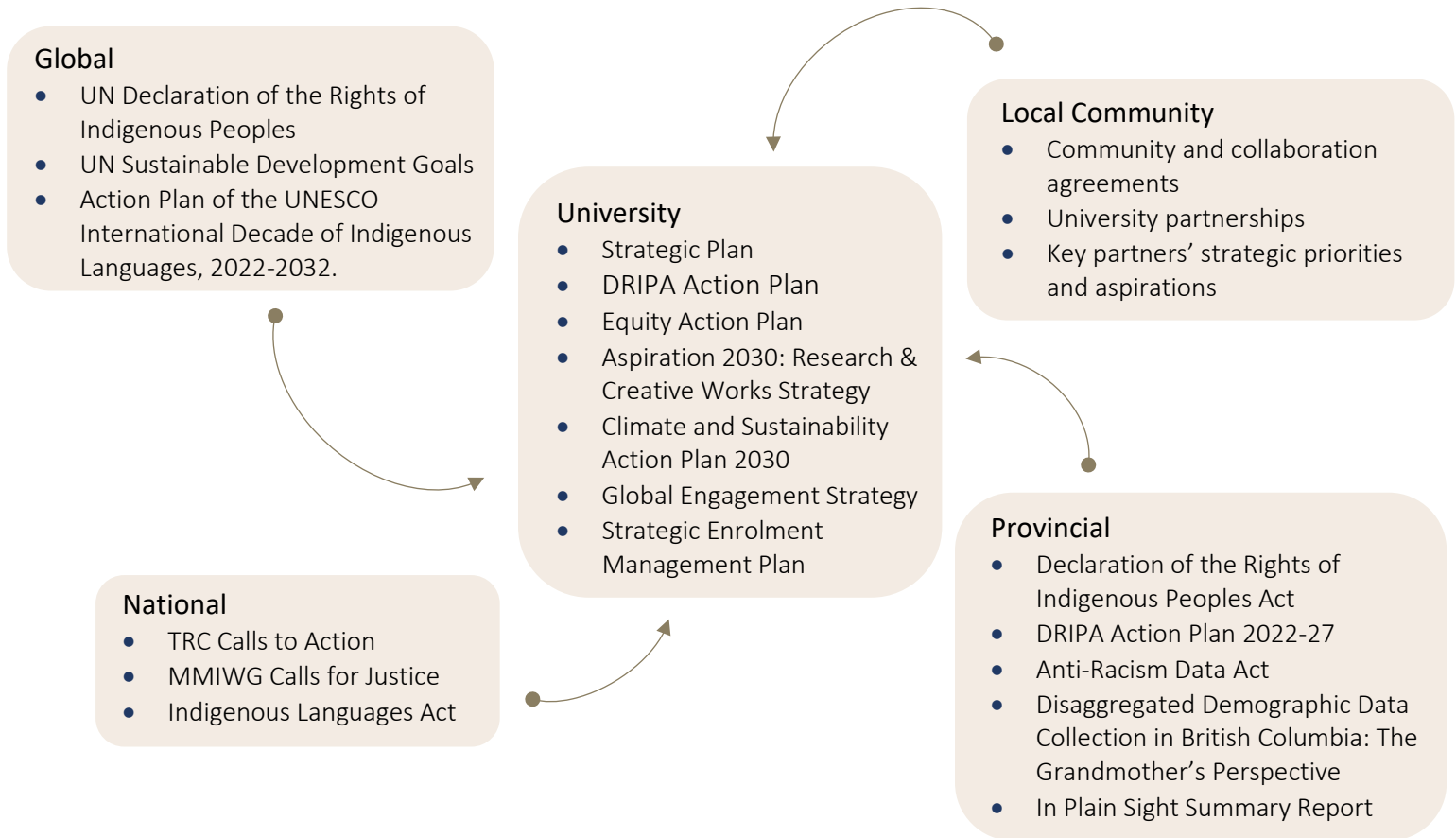
This renewed Indigenous Plan picks up on the lessons learned, unmet needs, commitments and momentum from the first plan and its implementation. Responding to the changing contexts of our work, our goals and priorities include key educational pieces of the DRIPA Action Plan, released in 2022. With this plan, we seek to honour the work of those who have come before us and who have cleared and started on the pathways for our work to come.

By recognizing shifting contexts and by engaging with current Indigenous students, staff, faculty, Elders and community members, this plan continues the work of deepening university responsibilities to transform what it means to be a home away from home for Indigenous students and a place that offers excellent programs, services and experiences for all people.



The Present: Where We Are

The 2017-2022 Indigenous Plan was one of the university’s first responses to the Truth and Reconciliation Commission’s (TRC) Calls to Action. Since then, several other frameworks for action have emerged at global, national, provincial, community and university levels. In preparing for the work to come, we encourage members of the university community to familiarize themselves with these documents and calls to action:



The first Indigenous Plan and its implementation helped to orient the strategic directions identified within subsequent university planning documents. Responding to the call of the first Indigenous Plan to integrate Indigenous ways of knowing and being in all we do, these institutional plans call on the university to honour *ləkʷəŋən* and *W̱SÁNEĆ* values, protocols and teachings within their guiding visions. Within their specific areas (e.g. research, sustainability and equity), these university plans express focused strategies to expand Indigenous leadership and demonstrate commitments to working and living in right relationships on these territories.

It is clear that the renewed Indigenous Plan will not be a stand-alone planning document for all Indigenous initiatives at UVic. For supplementary information about how these other university plans complement the priorities of the Indigenous Plan, please visit: _____.

sq̓él i? snəpənəq | TFE SKÁLS I, TFE S XENÁNS

(The Laws and Philosophies)

hé?ək'w al tθə čəlénən tətə | HÁEQ ŁTE OL TFE ČELÁŃEN ŁTE

Remember our Ancestors and Birthright

čéynəuəl | ČĀNEUEL OL

Work Together

nués ən əyl? šq'wélək'əns | ÁMEKT TFEN ÍY, ŠKÁLEŽEN

Bring in a Good Heart and a Good Mind

lét sx'wélə ə tθə mak'w əné sə? sčéys | TU LÁTES MEQ EN SČĀ SE

Be Prepared for all Work to Come

To hear these teachings spoken and pronounced in Lekwungen and SENĆOŦEN, visit: _____.

Local Indigenous Elders, Knowledge Keepers and community members shared these Laws and Philosophies with the university for the first WSÁNEĆ Collaboration Agreement (2014–2019). Subsequently, these Four Teachings became central in the work of creating the first Indigenous Plan. Since then, these teachings have continued to orient our work across campus and in communities. We honour what has been passed down through generations and shared with us, and we recognize how these teachings remain adaptable and relevant today in caring for our communities and for these territories.

“We’re sharing with you how we get along in the world.”

— Dr. Skip Dick,
Songhees

Though these teachings are grounded in local stories and knowledges, diverse Indigenous and non-Indigenous Peoples of many cultures, languages, faiths and worldviews carry similar teachings and share similar values. We welcome you to reflect on your own perspectives and on what these teachings mean to you.

These four teachings are interconnected and strengthened by each other. It is important to note that they are not wholly representative of the diversity of knowledges and stories held by Indigenous peoples. These teachings were chosen for their relevance and helpfulness in guiding our ways of moving each other forward through this present moment in the university’s journey.

“Traditional is what we do; its meaning is in what we have always done. When our people went to other places, they knew how to behave because it was embedded in the teachings. Our traditional people had a worldview.”

— Gerry Ambers, ‘Namgis Nation

The Future: Where We're Going

Guiding Statement: Our Way Forward

The university community lives *sq̓él i? snəpənəq* | **TFE SKÁLS I, TFE Ś XENÁNS** | the laws and philosophies, ensuring that all Ancestors, relatives and future generations are recognized and celebrated, and that their teachings, languages and ways of knowing and being are respected. We work to create a community of belonging, wellbeing and accountability that honours and supports diverse Indigenous identities, experiences and teachings.



The University of Victoria holds a responsibility to honour local Indigenous laws and protocols and to be in right relationship with all people, beings, lands and waters. In the spirit of *?etal nəwəl* | **A'TOL NEUEL** | **working with respect for the rights of each other**, this plan expresses our shared priorities, responsibilities and accountabilities within the process of transforming what learning, teaching, service, research and community means.

We commit to *xʷkʷənəŋ istəl* | **WŪENENISTEL** | **helping to move each other forward** to ensure an inclusive, diverse and accountable environment for all current and future students, staff, faculty and community partners is the shared responsibility of all individuals and collectives at the university.

The University of Victoria strives to align itself with laws, values and protocols of the *ləkʷənən* and *WSÁNEĆ* peoples while honouring the values and priorities of all Coast Salish, Kwakwaka'wakw, Nuuchahnulth and urban Indigenous communities including the Métis Nation, who also hold significant relationships with the university. With intention and care, we work to strengthen the ways we support and honour Indigenous people from 2SLGBTQIA+ communities.

To transform the university, we are not only integrating Indigenous ways of knowing and being, but we are also challenging and leaving behind the ideas and systems that no longer serve us and that hold up and oppressive policies. By creating an environment where we can all live the *sq̓él i? snəpənəq* | **TFE SKÁLS I, TFE Ś XENÁNS**, we will continue to reshape the university so that it can respond to emerging priorities and needs.

"We're leaving the colonial ways behind and going by our own ways."

— Doug LaFortune,
Tsawout

Framework

The aspirations, goals, and priorities of this Indigenous Plan are grounded in the *sq̓él i? snəpənəq* | *TFE SKÁLS I, TFE S̓ XENÁNS*, which form the warp (or the backbone) of the plan. The five strands from the first Indigenous Plan (Students, Staff & Faculty, Education, Research and Governance) have been re-articulated as four strands in ways that recognize the connectedness and breadth of how we work together as a university community. These strands form the weft of the plan, filling up and colouring its contents.



Weaving Metaphor

The Four Strands: The Weft

People: We prioritize personal wellness, a sense of inclusion and belonging, and life-long learning in all we do in our roles and relations as learners, teachers, collaborators, researchers, community members, alums and leaders. These priorities reflect the needs of *students*, including all learners whether full-time and part-time, on- and off-campus, credit and non-credit; *staff*, and/or *faculty*, including sessionals, community instructors and teaching assistants. We call attention to the work that needs to be done to support the diversity of ways all people bring themselves to the university.

Learning and Teaching: The university is committed to offering a range of academic programs enriched by opportunities to engage with diverse forms of knowledge and to take learning and teaching beyond the classroom. In addition to integrating Indigenous ways of knowing and being, languages and pedagogies, we prioritize accessible programming that responds to community interests and needs.

Research and Re-Searching: As a place for scholarship, professional practice, artistic expression and community engagement, the university is committed to supporting relationships and creating an environment where Indigenous ways of knowing and being can thrive. 'Re-Search' is a term coined by Anishinaabe scholar Kathleen E. Absolon [Minogizhigokwe] (2011), who believes Indigenous re-search means "to search again from our own location and to search again from our own ways" (p. 21), re-writing, re-storying and healing ourselves through the process of regenerating the knowledge that was taken through colonization.

Governance and Operations: Achieving these high-level aspirations to transform how we work together and to align the university with local Indigenous laws and protocol requires the collaboration and leadership of all faculties, divisions, schools, department and units and the reshaping of institutional structures. As a community, we hold ourselves responsible to each other and to the work of transforming university systems and processes through implementing this Indigenous Plan.



WORKING DRAFT:

PEOPLE



W/ some sort of depiction of source of dye/colour? for example...

LEARNING & TEACHING



Mountain alder

RESEARCH & RE-SEARCHING



Salmon egg

GOVERNANCE & OPERATIONS



Anna's lace

Our Process: How did we arrive at these priorities?

The process of renewing the Indigenous Plan was guided by the Indigenous Plan Steering Circle (IPSC) with leadership from the Office of the Vice-President Indigenous and membership from Indigenous faculty, staff, students and leadership across the university. The IPSC met monthly for over a year to develop a robust engagement strategy to incorporate the needs, interests, values, aspirations and Knowledges of Indigenous students, staff, faculty, Elders and local community leaders. We prioritized engaging with Indigenous people, who carry knowledge from lived experiences of navigating colonial systems, resisting barriers and identifying meaningful pathways within the university. Bringing together and translating these hundreds of engagement responses into strategic priorities, the committee worked on aligning goals with existing institutional plans, broadening the resonance and actionability of all priorities and enhancing measurability.

Our approach to engaging the UVic community and drafting the renewed Indigenous Plan was purposefully connected with the process of creating the Strategic Plan (2023-2027). An extensive, joint consultation process through the Spring of 2022 was designed to ensure the priorities of this plan meet the needs and aspirations of diverse members of the university community. Seeking additional and continuing guidance, in the Fall of 2022, we brought drafts of the Indigenous Plan back to a broad range of engagement participants for review and revision.

We reviewed nearly 600 responses and reflections that emerged from strategic engagement sessions with Indigenous students, staff, faculty, Elders and community members. Engagement participants identified these priority areas:

- Anti-racism/oppression
- Communication
- Community
- Courses
- Funding
- Health/Wellness
- Hiring
- Indigenization/Decolonization
- Measurability
- Organization/Culture
- Place/Land
- Programs
- Protocol
- Recognition
- Research
- Resourcing
- Student Recruitment/Supports
- Training
- Workload/Burden

For more information about the engagement process, and to access supplementary materials and reports, please visit: ____.



héʔək'ʷ al tθə čəlénən ʔtə

HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE

Remember our Ancestors and Birthright

Songhees Elder, Dr. Skip Dick, reminds us that it is important to always respect and honour the territory where we are. It is equally important for everyone to remember and honour their own cultures, histories and teachings.

“We take care of what our Elders have passed down...it’s a responsibility to honour what was given to us, not because [the teachings] are old but because they take care of us and the land.”

— Garry Sam, Songhees

This teaching calls on all of us to remember who our Ancestors were and our inherent right to self-determination. It also teaches us to uphold our responsibilities to the ləkʷəŋən and W̱SÁNEĆ Peoples. We are encouraged to reflect on the ways of knowing and being that we all carry with us, respecting the values and teachings of others in becoming the best people we can be. In calling for us to remember our Ancestors, this teaching encourages respect for the ways people learn, relearn and reconnect with their Ancestors, families, teachings, languages, cultures, communities and ways of knowing.

Goal: All members of the university community understand and demonstrate how to live, learn and work in right relationships with local lands, waters and laws.

Priorities

To live this teaching and accomplish this goal, we will:

People:

1.1.1

- Include Indigenous cultural competencies in *staff* and *faculty* hiring, training and retention strategies, ensuring that all employees know the laws and histories of these territories and we are prepared to live in right relationship to this place.

1.1.2

- Review and revise orientation programs and materials to ensure all *students, staff* and *faculty* coming to the university understand local histories, lands and protocols.

1.1.3

- Expand spaces and supports for belonging, learning and sharing in Indigenous teachings, languages, foods, arts, cultural practices and ceremony.

DRIPA 1.1.4

- Collaborate with partners on campus to develop and deliver training programs to address anti-2SLGBTQIA+ discrimination and Indigenous-specific racism.

Learning and Teaching:

DRIPA 1.2.1

- Revise core learning outcomes for all graduating students to include Indigenous cultural competencies and knowledge of colonial histories, current realities and inherent rights to self-determination.

DRIPA 1.2.2

- Create core courses that meet baseline criteria and provide opportunities for students in units without Indigenous specific courses.

DRIPA 1.2.3

- Ensure that programs and courses integrate and are evaluated with respect to Indigenous teaching and learning practices, ethics and knowledges.
 - a) Create opportunities for Indigenous students to engage with their own experiences, knowledges and languages as well as with diverse ways of knowing and being.

DRIPA 1.2.4

- Formalize a structure to expand Indigenous language programming and to develop and support degree programs in Indigenous Language Proficiency.

Research and Re-Searching:

1.3.1

- Expand and resource CIRCLE and other Indigenous-led research centers to guide university-wide ethical Indigenous research practices and protocols for community-engaged, reciprocal research.

Governance and Operations:

1.4.1

- Partner with local communities to align university policies and practices with Indigenous laws, ensuring that we follow local protocols and address colonial relationships with the local Peoples and land so that we are:
 - a) Developing land stewardship initiatives and plans to heal, restore and return the lands occupied by the university.
 - b) Increasing the visibility and use of local languages, place names and art on campus and in communications materials.

čéynəuəl

ĆANEUEL OL

Work Together

“When I learned to carve, my teacher Simon Charlie would always have his doors open. It’s a Coast Salish way. This is how we learn.”

— Doug LaFortune, Tsawout

“The way this house [The First Peoples’ House] works is very welcoming: students feel welcomed and safe here. This is the model for the rest of the university [...] In a way, this house is leading the way on how we work together, how we do this together.”

— Gerry Ambers, ‘Namgis Nation

This teaching reminds us of the strengths we find in working collectively, relationally and in consensus. We hold ourselves accountable to each other and to the work ahead, respecting and supporting the different ways we come together. Sharing difficult workloads also means recognizing when we need to step back to care for ourselves and step in to care for others. Centering good relationships in all that we do, this teaching encourages good faith, honest and accountable approaches to navigating the work to come.

Goal: All members of the university community respectfully contribute to a culture of collaboration and cooperation.

Priorities

To live this teaching and accomplish this goal, we will:

People

DRIPA 2.1.1

- Create strengths-based and relationship-oriented approaches to Indigenous *student* outreach, admissions, registration, orientation and retention by:
 - a) Advising and mentoring Indigenous students across all points of contact, providing navigation services, connection and support.
 - b) Expanding and integrating Indigenous student leadership and mentorship programs across the university, including specific supports for access to STEM programs.
 - c) Diversifying assessment practices and learning evaluation models.
 - d) Reducing structural and financial barriers by changing policies and regulations that restrict student access (e.g., residency and full-time status requirements).
 - e) Increasing opportunities for part-time study, and online and hybrid delivery.
 - f) Increasing supports for off-campus learners.

DRIPA 2.1.2

- Review and revise the workload, responsibilities and compensation of Indigenous *staff* and *faculty* to accurately reflect the work of supporting Indigenous colleagues, students, initiatives and community engagement.

DRIPA 2.1.3

- Alleviate disproportionate workloads faced by Indigenous *staff* and *faculty* by developing robust resourcing and hiring strategies.

Learning and Teaching:

2.2.1

- Partner with Elders, Knowledge Keepers and community members to ensure the responsible and respectful integration of Indigenous ways of knowing and being in all programs.

DRIPA 2.2.2

- Offer, resource and sustain opportunities for co-teaching and learning in diverse classroom, community-based, land-based, water-based and experiential settings.

Research and Re-searching:

2.3.1

- Expand and support research initiatives and projects by creating sustained funding, granting and fellowship opportunities for Indigenous students, researchers and community members.

Governance and Operations:

2.4.1

- Develop and implement communications strategies that facilitate cross-campus collaborations, information sharing, resource sharing, transparency and community partnerships, by providing support for faculties, divisions and units to identify and resource the positions required.

nués ən əylʔ šq^wélək^wəns

ÁMEKT TFEN ÍY, ŚKÁLEÇEN

Bring in a Good Heart and a Good Mind

“A person is a person: they have a spirit and heart, and our hearts are always the same, not different than anyone else. We all have a heart, mind, and spirit, and we need to be kind.”

— May Sam, Tsartlip

“Growing up I was always told to be careful about how I communicate, that how I treat people is a reflection of my family and my teachings, which I still tell my grandchildren. These teachings tell us how we’re supposed to be present and how we’re supposed to treat people.”

— Eydie Pelkey, Tsawout

This teaching encourages us to bring in our good heart and mind in all of the work that we do. The lək^wəŋən word lalamuthut reminds us to listen deeply and speak carefully in ways that build each other up. Supporting an environment where people feel welcome to engage with a good heart and good mind, we learn to have courageous conversation and to respect diverse ways of knowing and being. We are reminded to remain attentive and accountable in our words and actions to ensure that we show up for ourselves, for each other and for our work in a good way.

Goal: The health, wellbeing and equitable treatment of all members of the university are prioritized in the policies, practices, systems and structures of the university.

Priorities

To live this teaching and accomplish this goal, we will:

People:

3.1.1

- Recognize and celebrate the ways Indigenous *students* offer their talent, leadership and Knowledges, both inside and beyond the classroom, by:
 - a) Creating procedures to facilitate respectful and appropriate compensation and honoraria for time and energy spent by *students* in university service.
 - b) Ensuring that *students* have access to wellness supports and accommodations they need for taking on emotional labour and relational work.

3.1.2

- Integrate Indigenous cultural competencies and anti-racist/oppressive practice as key components for evaluating *staff*, *administrator* and *executive* job performance and *faculty* service, research and teaching, expanding our ideas of excellence.

Learning and Teaching:

3.2.1

- Ensure that classroom experiences respect students and instructors as people who hold knowledge, carry family and community responsibilities and follow diverse pathways in life by:
 - a) Creating accessible concessions and accommodations policies, regulations, procedures and practices that respect the diverse responsibilities Indigenous students, staff and faculty bring with them to the university.
 - b) Setting robust expectations classroom conduct where learners and instructors are supported by accountability mechanisms that prevent and address experiences of anti-Indigenous racism.
 - c) Ensuring that instructors have access to training to address and prevent anti-Indigenous racism using strengths-based and trauma-informed practices.

Research and Re-searching:

3.3.1

- Ensure that the relational work and emotional labour of faculty are acknowledged and reflected in Appointment, Reappointment, Promotion and Tenure (ARPT) processes and internal funding competitions.

Governance and Operations:

DRIPA 3.4.1

- Expand dispute resolution protocols to uphold a community of accountability, responsibility and care by:
 - a. Creating avenues for addressing anti-Indigenous racism, discrimination and lateral violence through dispute resolution protocols which flow from Indigenous teachings and processes.
 - b. Addressing systemic inequities and experiences of anti-Indigenous racism by ensuring that university units and other relevant bodies (e.g., bargaining units and student societies) are equipped with the appropriate tools to assess and improve the campus climate.
 - c. Developing and resourcing sufficient Indigenous-specific positions across campus to improve systems and structures and resolve disputes.

lét sx^wélə ə tθə mak'^w ən é sə?
sčéys

TU LÁTÉS MEQ EN SČA SE

Be prepared for all Work to Come

“Make sure when you start something that you complete it.”

“Don’t say try—just do.”
— Dr. Skip Dick, Songhees

Drawing our attention to the future, this teaching reminds us that the work we undertake today will impact, and will be taken up by, all of those who come after us. This teaching speaks to the idea that good planning accepts the possibility of disruption and strengthens the relationships and processes that sustain ongoing resilient work. To prepare ourselves to undertake new projects, we are encouraged to reflect on past experiences and commitments, assessing strengths and learning from missteps.

Goal: Funding, resources and capacity are sufficient to deliver sustainable and responsive educational experiences, student services, programs and supports to all members of the university community.

Priorities

To live this teaching and accomplish this goal, we will:

People:

- 4.1.1 • Expand and ensure sustained resourcing for housing, food security, childcare and wellness to offer wholistic supports and services to Indigenous *students, staff* and *faculty*.
- 4.1.2 • Support and sustain Indigenous leadership, participation and programming by creating permanent, continuing and high-level positions across the university.
- 4.1.3 • Update *staff, administrator* and *executive* job descriptions to ensure sustainable workloads and responsibilities.
- 4.1.4 • Revise job descriptions and performance evaluations to include proficiencies with local Indigenous protocols, languages and ways of knowing and being.
- DRIPA 4.1.5 • Ensure flexible, navigable pathways for Indigenous *students, staff* and *faculty* to pursue academic and career opportunities, supported by mentorship programs expanding:
 - a) Early career mentorship and work-integrated learning opportunities.
 - b) Healthy and active Alum networks and partnerships.
 - c) Indigenous Sessional and PhD pathways to become future faculty.

Learning and Teaching:

- DRIPA 4.2.1 • Identify areas of educational programming of interest and value in consultation with Indigenous students and communities.
- 4.2.2 • Provide sufficient sustainable base funding for programs and courses that respond to community requests, needs, interests and priorities.
- DRIPA 4.2.3 • Review and revise core courses and learning outcomes to ensure students are equipped to respond to relevant national and international Indigenous plans and calls to action by the completion of their program.
 - a) Expand Indigenous core curriculum across all programs to ensure students are prepared to address anti-Indigenous racism in their future employment.

Research and Re-Searching:

- 4.3.1 • Provide research mentorship, apprenticeship opportunities and sustained funding for Indigenous undergraduate and graduate students.
- 4.3.2 • Create funding opportunities to support community-initiated projects and to expand capacity to pursue research and knowledge priorities.

Governance and Operations:

- 4.4.1 • Develop a comprehensive reporting and implementation strategy, ensuring that metrics are transparent, accessible and aligned with the Grandmother's Perspective.
- DRIPA 4.4.2 • Increase Indigenous senior leadership in decision-making across the university with seats on boards and at steering tables designated for Indigenous representatives.

The Sacred Cycle: Past, Present & Future

Living the Teachings

By centering the *sq̓él i? snəpənəq* | *TʔE SKÁLS I, TʔE Ś XENÁNS* | the laws and philosophies, we are asking members of the UVic community to think carefully about the values they carry and ways we come together to achieve the goals of the Indigenous Plan. We encourage all people to reflect on the teachings they bring with them to UVic, and to respect and honour the local teachings that have been shared with us.

“I’m really glad to have all of the different teachings here. I’m glad to have these things that tell us how we’re supposed to be and how we’re supposed to treat people. We need to be thinking in a kind of helping mentality.

“I’ve done several blanket ceremonies for different groups of people, and that’s what I tell them—having a degree and financial success (what you think is important) doesn’t make you any better than anyone else. It’s what you do to help other people. That’s who we are. No matter what we’ve experienced, we’re still strong because we have those teachings and we have to remember that.”

— Eydie Pelkey, Tsawout

Responsibilities

Every faculty, division and unit at the university has a role to play in breathing life into the Indigenous Plan and moving it forward. The goals and priorities identified in this plan have been written to resonate across a broad range of university bodies and to bring all people into the work. We encourage leadership across all levels of the university to develop unit-specific action plans and resourcing strategies, and we support all learners, instructors, researchers and staff in taking up the collective responsibilities laid out in this plan. Key to the implementation of this plan is keeping track of the work that is being done, mapping out the paths being cleared. To determine the impact and success of this plan, the IPSC has worked to collect baseline data and will be requesting and creating annual reports in collaboration with all units.

“Our traditional teachings are relevant for today and for the future.”

— Barb Hulme, Métis Nation





MEMO

Office of the University Secretary

Michael Williams Building A138
Victoria British Columbia Canada
250-721-8102 |
usec2@uvic.ca | uvic.ca/universitysecretary/

Date: February 15, 2023

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **10-Year Sessional Calendar**

Under its authority for the academic governance of the university, Senate approves the 10-Year Sessional Calendar, each year adding one more year to the calendar. This is a request for approval of the attached updated 10-Year Sessional Calendar.

On February 7, 2023, the Province of British Columbia introduced legislation to make September 30 a statutory holiday. The creation of *The National Day for Truth and Reconciliation Act* and amendments to the *Employment Standards Act* means the University of Victoria will close to observe September 30, 2023, onward.

As Senate is aware, the start of each term must lie within the confines of a 365-day calendar of statutory holidays and weekends and adhere to the Senate-approved operational requirements of 59-62 instructional days per term. In the instances where the fall term was already scheduled at 59 days, the lowest number of instructional days allowable, adjustments were made to the exam timetable in consultation with the Office of the Registrar.

Recommended motions:

Motion: *That Senate approve the 2022-2032 10-Year Sessional Calendar.*

/Attachment

UNIVERSITY OF VICTORIA SESSIONAL CALENDARS

| ACADEMIC YEAR | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 | 2026/2027 | 2027/2028 | 2028/2029 | 2029/2030 | 2030/2031 | 2031/2032 |
|--|--------------------|----------------|----------------|----------------|---------------|------------------|----------------|-----------------|--------------------|----------------|
| SUMMER SESSION | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
| May/Aug ("K") courses begin | May 4 | May 3 | May 8 | May 7 | May 6 | May 5 | May 3 | May 2 | May 1 | May 7 |
| May and May/June ("A"&"M") courses begin - May | 9 | 15 | 13 | 12 | 11 | 10 | 8 | 14 | 13 | 12 |
| Victoria Day-May | 23 | 22 | 20 | 19 | 18 | 24 | 22 | 21 | 20 | 19 |
| May ("A")courses end | June 1 | June 7 | June 5 | June 4 | June 3 | June 2 | June 7 | June 6 | June 5 | June 4 |
| June("J")courses begin-June | June 2 | June 8 | June 6 | June 5 | June 4 | June 3 | June 8 | June 7 | June 6 | June 5 |
| Spring Convocation-June | 13,14,15,16,17 | 12,13,14,15,16 | 10,11,12,13,14 | 9,10,11,12,13 | 8,9,10,11,12 | 14, 15,16,17, 18 | 12,13,14,15,16 | 11, 12,13,14,15 | 10, 11, 12, 13, 14 | 9, 10,11,12,13 |
| May/June and June ("M"& "J") courses end-June | 24 | 30 | 28 | 27 | 26 | 25 | 30 | 29 | 28 | 27 |
| Canada Day -July 1 | Fri | Sat | Mon | Tue | Wed | Thur | Sat | Sun | Mon | Tue |
| May/Aug courses Read Break | Jun 30 – Jul1 | Jul 3 – 4 | Jul 1 – 2 | Jun 30 – Jul 1 | Jul 1 – 2 | Jul 1 – 2 | Jul 3 – 4 | Jul 2 - 3 | Jul 1 – 2 | Jun 30 – Jul 1 |
| July and July/August ("P"&"R") courses begin | 4 | 5 | 3 | 3 | 6 | 5 | 5 | 4 | 3 | 3 |
| July courses ("P")end-July | 26 | 27 | 25 | 25 | 28 | 27 | 27 | 26 | 25 | 25 |
| August("Q")courses begin-July | 27 | 28 | 26 | 28 | 29 | 28 | 28 | 27 | 26 | 28 |
| Last day of classes - May/August ("K") courses | July 29 | July 28 | Aug 2 | Aug 1 | July 31 | July 30 | July 28 | July 27 | July 26 | Aug 1 |
| B.C. Day - August | 1 | 7 | 5 | 4 | 3 | 2 | 7 | 6 | 5 | 4 |
| Examinations begin - May/August courses- August | 2 | 8 | 6 | 5 | 4 | 3 | 8 | 7 | 6 | 5 |
| Examinations end - May/August courses-August | 17 | 18 | 17 | 16 | 17 | 16 | 18 | 16 | 17 | 16 |
| July/August and August "R"&"Q") courses end-August | 19 | 21 | 18 | 20 | 21 | 20 | 18 | 19 | 18 | 20 |
| WINTER SESSION | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
| Labour Day-September | 5 | 4 | 2 | 1 | 7 | 6 | 4 | 3 | 2 | 1 |
| Classes start | 7 | 6 | 4 | 3 | 9 | 8 | 6 | 5 | 4 | 3 |
| National Day for Truth and Reconciliation - September 30 | 30 -Fri | Sat | Mon | Tue | Wed | Thur | Sat | Sun | Mon | Tue |
| Thanksgiving - October | 10 | 9 | 14 | 13 | 12 | 11 | 9 | 8 | 14 | 13 |
| Remembrance Day - November 11 | Fri | Sat | Mon | Tue | Wed | Thur | Sat | Sun | Mon | Tue |
| Reading Break-November | 9 - 11 | 13 – 15 | 11 – 13 | 10 – 12 | 9 – 11 | 10 – 12 | 13 – 15 | 12 – 14 | 11 – 13 | 10 - 12 |
| Fall Convocation-November | 9 & 10 | 14 & 15 | 12 & 13 | 10 & 12 | 9 & 10 | 10 & 12 | 14 & 15 | 13 & 14 | 12 & 13 | 10 & 12 |
| Classes end-December | 6 | 4 | 4 | 3 | 4 | 3 | 4 | 5 | 3 | 3 |
| Examinations-December | 8 – 21 | 7 – 20 | 7 -21 | 6 - 20 | 7 – 21 10 -23 | 6 – 20 9 - 22 | 4 – 18 7 - 20 | 8 - 22 | 6 - 20 | 6 - 20 |
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 |
| Classes start-January | 9 | 8 | 6 | 5 | 6 | 10 | 8 | 7 | 6 | 5 |
| Family Day – February | 20 | 19 | 17 | 16 | 15 | 21 | 19 | 18 | 17 | 16 |
| Reading Break-February | 20 - 24 | 19 - 23 | 17 - 21 | 16 - 20 | 15 - 19 | 21 – 25 | 19 – 23 | 18 - 22 | 17 – 21 | 16 - 20 |
| Easter weekend | Apr 7 – 10 | Mar 29 – Apr 1 | Apr 18 - 21 | Apr 3 – 6 | Mar 26 - 29 | 14 – 17 | Mar 30 – Apr 2 | Apr 19 - 22 | Apr 11 – 14 | Mar 26 - 28 |
| Classes end-April | 6 | 8 | 4 | 2 | 7 | 7 | 9 | 5 | 4 | 8 |
| Examinations-April | 11 – 26 | 11 – 26 | 7 – 25 | 7 – 22 | 10 - 26 | 10 – 28 | 12 - 27 | 8 - 26 | 7 – 25 | 12 - 27 |
| Summer class days | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Days lost | MRF | MMT | MMT | MMT | MWR | MRF | MMT | MMT | MMT | MTM |
| Fall class days | 59 | 60 59 | 62 61 | 62 61 | 59 | 59 | 59 | 62-61 | 59-60 | 61 |
| Days lost | MMWRF | MMMTW | MMMTW | MTMTW | WMMTW | RMWRF | MMMTW | MMMTW | MMMTW | TMMTW |
| Winter class days | 59 | 59 | 60 | 59 | 59 | 60 | 59 | 60 | 60 | 62 |
| Days lost | MTWRF | MTWRFM | MTWRF | MTWRF | MTWRFM | MTWRF | MTWRFM | MTWRF | MTWRF | MTWRFM |

UNIVERSITY OF VICTORIA SESSIONAL CALENDARS

2022-2032

Attached is the ten-year calendar for the period 2022- 2032. The annual calendars are subject to approval by Senate each year.

The dates for the Faculty of Law may differ because they are approved each year.

Secretary of Senate
Office of the University Secretary
University of Victoria

Adopted by Senate 2 December 1987

Revised 1 February; 5 April 1989; 6 May 1992; 6 January 1993; 5 May 1993; 1 December 1993; 6 April 1994; 3 May 1995; 7 May 1997; 7 October 1998; 5 May 1999; 4 October 2000; 11 Oct 2000; 5 December 2001; 10 January 2003; 5 March 2004; 4 February 2005; 3 February 2006; 7 February 2007; 1 February 2008; 6 February 2009; 9 April 2010; 4 February 2011; 4 March 2011; 7 October 2011; 3 February 2012; 4 May 2012; 5 October 2012; 1 February 2013; 7 February 2014; 6 February 2015; 5 February 2016; 3 February 2017; 2 February 2018, 1 February 2019, 7 February 2020, 5 February 2021, 23 August 2021, 6 May 2022.



MEMO

Office of the University Secretary

Michael Williams Building A138
Victoria British Columbia Canada
250-721-8102 |
usec2@uvic.ca | uvic.ca/universitysecretary/

Date: February 15, 2023

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **Revisions to the Academic Important Dates**

At its last meeting, Senate approved the Academic Important Dates to add dates for May 2024 through to December 2024.

On February 7, 2023, the Province of British Columbia introduced legislation to make September 30 a statutory holiday. The creation of *The National Day for Truth and Reconciliation Act* and amendments to the *Employment Standards Act* means the University of Victoria will close to observe September 30, 2023, onward.

Therefore, the Academic Important Dates are adjusted to reflect this closure.

Recommended motion:

That Senate approve the revisions to the Academic Important Dates to include September 30th, the National Day for Truth and Reconciliation effective immediately.

/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 public holidays and during reading breaks. Administrative offices and academic departments are closed on public 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.

2023/2024 Official academic year begins

Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

May 2023

May - August courses begin for all faculties

Wednesday, May 3rd

Senate meets

Friday, May 5th

Last day for Faculty of Law course changes

Wednesday, May 10th

For more details regarding Summer 2023 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

May and May-June courses begin

Monday, May 15th

Last day for graduate students to register in a personal leave in summer

Tuesday, May 16th

University Closed (Victoria Day)

Monday, May 22nd

Senate Committee on Academic Standards meets to approve Convocation lists

Thursday, May 25th

Fees deadlines for summer

Wednesday, May 31st

See [undergraduate](#) and [graduate](#) add and drop dates for standard summer courses

June 2023

May Courses End

Wednesday, June 7th

June Courses Begin

Thursday, June 8th

First registration date for Winter Session 2023/2024

Monday, June 12th

[Course registration](#) important dates and deadlines

Spring Convocation

Monday, June 12th – Friday, June 16th

May-June and June Courses End

Friday, June 30th

July 2023

University Closed (Canada Day)

Monday, July 3rd

Reading Break May-August sections only

Monday, July 3rd and Tuesday, July 4th

July and July-August courses begin

Wednesday, July 5th

Deadline to apply to graduate for Fall Convocation (all faculties)

Saturday, July 15th

July courses end

Thursday, July 27th

Supplemental and deferred examinations for Winter Session 2022-2023 (except for Business and Law courses)

Thursday, July 27th – Monday, July 31st

August courses begin

Friday, July 28th

May-August classes end for all faculties

Friday, July 28th

August 2023

University Closed (British Columbia Day)

Monday, August 7th

May-August examinations begin for all faculties

Tuesday, August 8th

May-August examinations end for all faculties

Friday, August 18th

July-August and August courses end

Monday, August 21st

Winter session - first term

September 2023

University Closed (Labour Day)

Monday, September 4th

First year registration and opening assembly for Faculty of Law
Tuesday, September 5th

First term classes begin for all faculties
Wednesday, September 6th

Last day for adding or dropping courses in the Faculty of Law
Thursday, September 14th

Last day for 100% reduction of tuition fees for standard first term and full year courses
Tuesday, September 19th
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 first term
Friday, September 22nd

Last day for adding courses that begin in the first term
Friday, September 22nd

Last day for paying first term fees without penalty
Saturday, September 30th

October 2023

University Closed (National Day for Truth and Reconciliation, September 30th)
Monday, October 2nd

Senate meets
Friday, October 6th

University Closed (Thanksgiving Day)
Monday, October 9th

Last day for 50% reduction of tuition fees for standard courses
Tuesday, October 10th
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.

Senate Committee on Academic Standards meets to approve Convocation lists
Wednesday, October 18th

Last day for withdrawing from first term courses without penalty of failure
Tuesday, October 31st

November 2023

Senate meets
Friday, November 3rd

University Closed (Remembrance Day, November 11th)
Monday, November 13th

Reading Break for all faculties
Monday, November 13th – Wednesday, November 15th

Fall Convocation

Tuesday, November 14th and Wednesday, November 15th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation

Wednesday, November 15th

Students completing in the Fall term only

December 2023

Senate meets

Friday, December 1st

Last day of classes in first term for all faculties

Monday, December 4th

National Day of Remembrance and Action on Violence Against Women

Monday, December 4th

Classes and exams cancelled from 11:30 am - 12:30 pm

First-term examinations begin for all faculties

Thursday, December 7th

Undergraduate deadline to apply to graduate for Spring Convocation

Friday, December 15th

First term examinations end for all faculties

Wednesday, December 20th

University closed (Winter Break)

Monday, December 25th – Sunday, December 31st

Winter session - second term

January 2024

University closed (Winter Break)

Monday, January 1st

Senate meets

Friday, January 5th

Second term classes begin for all faculties

Monday, January 8th

Last day for adding or dropping courses in the Faculty of Law

Thursday, January 18th

Last day for 100% reduction of second term fees for standard courses

Sunday, January 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.

Last day for graduate students to register in a personal leave in second term

Sunday, January 21st

Last day for adding courses that begin in the second term (except Faculty of Law)
Wednesday, January 24th

Last day for paying second term fees without penalty
Wednesday, January 31st

February 2024

Senate meets
Friday, February 2nd

Last day for 50% reduction of tuition fees for standard courses
Sunday, February 11th
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
Thursday, February 15th
Students completing in the Spring term only

University Closed (Family Day)
Monday, February 19th

Reading Break for all faculties
Monday, February 19th until Friday, February 23rd

Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, February 29th

March 2024

Senate meets
Friday, March 1st

First registration date for Summer Session 2024
Monday, March 11th
[Course registration](#) important dates and deadlines

University Closed (Good Friday)
Friday, March 29th

April 2024

University Closed (Easter Monday)
Monday, April 1st

Senate meets
Friday, April 5th

Last day of classes for all faculties
Monday, April 8th

Examinations begin for all faculties
Thursday, April 11th

Examinations end for all faculties
Friday, April 26th
End of Winter Session

2024/2025 Official academic year begins

Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

May 2024

Senate meets
Friday, May 3rd

May - August courses begin for all faculties
Wednesday, May 8th

May and May-June courses begin
Monday, May 13th

Last day for Faculty of Law course changes
Wednesday, May 15th
See [Summer 2023 Important Dates](#) for more details

University Closed (Victoria Day)
Monday, May 20th

Last day for graduate students to register in a personal leave in summer
Tuesday, May 21st

Senate Committee on Academic Standards meets to approve Convocation lists
Thursday, May 23rd

Fees deadlines for summer
Friday, May 31st
See [undergraduate](#) and [graduate](#) add and drop dates for standard summer courses

June 2024

May Courses End
Wednesday, June 5th

June Courses Begin
Thursday, June 6th

First registration date for Winter Session 2024/2025
Monday, June 10th
[Course registration](#) important dates and deadlines

Spring Convocation
Monday, June 10th – Friday, June 14th

May-June and June Courses End
Friday, June 28th

July 2024

University Closed (Canada Day)

Monday, July 1st

Reading Break May-August sections only

Monday, July 1st and Tuesday, July 2nd

July and July-August courses begin

Wednesday, July 3rd

Deadline to apply to graduate for Fall Convocation (all faculties)

Monday, July 15th

July courses end

Thursday, July 25th

August courses begin

Friday, July 26th

Supplemental and deferred examinations for Winter Session 2023-2024 (except for Business and Law courses)

Monday, July 29th – Wednesday, July 31st

August 2024

May-August classes end for all faculties

Friday, August 2nd

University Closed (British Columbia Day)

Monday, August 5th

May-August examinations begin for all faculties

Tuesday, August 6th

May-August examinations end for all faculties

Saturday, August 17th

July-August and August courses end

Sunday, August 18th

Winter session - first term

September 2024

University Closed (Labour Day)

Monday, September 2nd

First year registration and opening assembly for Faculty of Law

Tuesday, September 3rd

First term classes begin for all faculties

Wednesday, September 4th

Last day for adding or dropping courses in the Faculty of Law

Thursday, September 12th

Last day for 100% reduction of tuition fees for standard first term and full year courses

Tuesday, September 17th

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 first term

Tuesday, September 17th

Last day for adding courses that begin in the first term

Tuesday, September 17th

Last day for paying first term fees without penalty

Monday, September 30th

University Closed (National Day for Truth and Reconciliation)

Monday, September 30th

October 2024

Senate meets

Friday, October 4th

Last day for 50% reduction of tuition fees for standard courses

Tuesday, October 8th

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.

University Closed (Thanksgiving Day)

Monday, October 14th

Senate Committee on Academic Standards meets to approve Convocation lists

Wednesday, October 23rd

Last day for withdrawing from first term courses without penalty of failure

Thursday, October 31st

November 2024

Senate meets

Friday, November 1st

University Closed (Remembrance Day)

Monday, November 11th

Reading Break for all faculties

Monday, November 11th – Wednesday, November 13th

Fall Convocation

Tuesday, November 12th and Wednesday, November 13th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation

Friday, November 15th

Students completing in the Fall term only

December 2024

Last day of classes in first term for all faculties

Wednesday, December 4th

National Day of Remembrance and Action on Violence Against Women

Wednesday, December 4th

Classes and exams cancelled from 11:30 am - 12:30 pm

Senate meets

Friday, December 6th

First-term examinations begin for all faculties

Saturday, December 7th

Undergraduate deadline to apply to graduate for Spring Convocation

Sunday, December 15th

First term examinations end for all faculties

Friday, December 20th

University closed (Winter Break)

Wednesday, December 25th – Tuesday, December 31st



MEMO

Office of the University Secretary

Michael Williams Building A138
Victoria British Columbia Canada
250-721-8102 |
usec2@uvic.ca | uvic.ca/universitysecretary/

Date: February 15, 2023

To: Members of Senate

From: Carrie Andersen
University Secretary

Re: **2023/2024 Senate Meeting Dates**

As members of Senate are aware, the Academic Important Dates are presented to Senate for approval at its October and February meetings which includes future Senate meeting dates. In that regard, attached for Senate's approval is the schedule of Senate meetings for 2023/2024, together with due dates for submission of materials for the agenda.

The timely assembly of a docket containing the agenda, correspondence, proposals and reports requires that all items and materials to be considered at a regular meeting reach the Office of the University Secretary by noon 16 days before the meeting. Following the due date, the Senate Committee on Agenda and Governance prepares the agenda in accordance with its terms of reference and the Senate Rules and Procedures. The docket is posted on the Senate Connect site six days before the meeting.

Recommended Motion:

That Senate approve the 2023/2024 Senate Meeting Dates and Other Important Dates.

/Attachment



University
of Victoria

2023/24 Senate Meetings Dates and Other Important Dates

| Agenda Materials due in USEC by 12:00 p.m. | Senate Committee on Agenda and Governance Meeting 9:30 a.m. – 10:30 a.m. | Mail Out | Meetings will be held on Friday at 3:30 p.m. in the Senate and Board Chambers |
|--|--|--------------------------|---|
| - | - | September 15, 2023 | September 22, 2023 <i>Annual Senate Orientation and Reception</i> |
| September 20, 2023 | September 22, 2023 | September 29, 2023 | October 6, 2023 |
| October 18, 2023 | October 20, 2023 | October 27, 2023 | November 3, 2023 Location: TBD |
| | | November 20, 2023 | Joint Senate and Board Retreat Monday, November 27, 2023 TBD |
| November 15, 2023 | November 17, 2023 | November 24, 2023 | December 1, 2023 |
| December 13, 2023 | December 15, 2023 | December 22, 2023 | January 5, 2024 |
| January 17, 2023 | January 19, 2024 | January 26, 2024 | February 2, 2024 |
| February 14, 2024 | February 16, 2024 | February 23, 2024 | March 1, 2024 |
| March 20, 2024 | March 22, 2024 | March 28, 2024 | April 5, 2024 |
| April 17, 2024 | April 19, 2024 | April 26, 2024 | May 3, 2024 |

2023/24 Senate Committee on Academic Standards meetings to approve Convocation lists

| Agenda Materials due in USEC by 12:00 p.m. to distribute by end of day | Meeting |
|--|---|
| October 13, 2023 | October 18, 2023 10:30 a.m. – 12:30 p.m. |
| May 17, 2024 | Thursday, May 23, 2024 10:30 a.m. – 12:30 p.m. |

PLEASE RETAIN THIS SCHEDULE FOR FUTURE REFERENCE





Date: 15 February 2023

To: Members of Senate

Copy: Dr. Annalee Lepp, Chair, Convocation Committee

From: Dr. Kevin Hall
President and Vice-Chancellor

Re: **Re-appointment of the Orators for the University of Victoria**

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at convocation by the university's orators. The citations convey to those attending convocation what the individuals have achieved and why we are recognizing them, as well as communicating to the honorands the university's recognition and appreciation. The terms of reference for orators are attached.

The university currently has a compliment of orators who have served for a number of years. These orators have done important work to revere our honorands with sensitivity and eloquence. The following individuals are recommended for re-appointment:

Recommended Motions:

That Senate re-appoint the following as Orators for a 3-year term beginning January 1, 2023 and ending December 31, 2025:

- *John Archibald*
- *Aaron Devor*
- *Sudhakar Ganti*
- *Helga Hallgrímsdóttir*
- *Valerie Irvine*
- *Grace Wong Sneddon*

That Senate re-appoint the following as Orators for a 3-year term beginning July 1, 2023 and ending June 30, 2026:

- *John Dower*
- *Christina Kieka Mynhardt*
- *Monica Prendergast*
- *Michael Prince*
- *Brock Smith*

/Attachment



Name: Orators
Approving Authority: Senate
Effective Date: March 2008
Supersedes: March 1991
Last Editorial Change: N/A

TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I University Orator

The University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation;
2. provide instruction and advice to other orators;
3. assign orators to work on particular citations;
4. edit draft citations; and
5. assist in the recruitment and orientation of new orators.

II Deputy University Orator

The Deputy University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation; and
2. act for the University Orator when he or she is absent.

III Orators

The Orators will:

1. research and write citations for honorary graduands and read their citations at Convocation.

PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.
2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:
 - are excellent public speakers;
 - are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
 - are available at the times of Convocation (spring, fall); and
 - enjoy seeing students convocate and participating in Convocation.
3. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).
2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.