

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, February 6, 2026 at 3:30 p.m. This meeting will be held in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

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

1. APPROVAL OF THE AGENDA	ACTION
2. MINUTES	ACTION
a. January 9, 2026 (SEN-FEB 6/26-1)	
<p><u>Motion:</u> That the minutes of the open session of the meeting of the Senate held on January 9, 2026 be approved and that the approved minutes be circulated in the usual way.</p>	
3. BUSINESS ARISING FROM THE MINUTES	
a. Senate Committee on Awards follow-up	
4. REMARKS FROM THE CHAIR	
a. President's Report	INFORMATION
b. Presentation – Better Data Project Cassbreea Dewis Associate Vice-President Equity and Human Rights	INFORMATION
5. CORRESPONDENCE	
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES	
a. Senate Committee on Agenda and Governance - Qwul'sih'yah'maht, Robina Thomas, Chair	
i. Appointments to the 2025/2026 Senate Standing Committees (SEN-FEB 6/26-2)	ACTION

Motion: That Senate approve the appointments to the 2025/2026 Senate Standing Committees for the terms indicated in the attached document.

b. Senate Committee on Awards - Maureen Ryan, Chair

i. Upcoming changes to Indigenous-specific awards  
**(SEN-FEB 6/26-3)**

INFORMATION

ii. New and Revised Awards **(SEN-FEB 6/26-4)**

ACTION

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

- Afghan Women in Engineering and Computer Science Entrance Scholarship (Revised)
- Crabtree Award of Excellence in Legal Research & Writing (New)
- David Leeming Math Scholarship\* (New)
- Douglas E. Baer Conference Travel Award\* (New)
- IEEE Dr. Nandi Scholarship (Revised)
- John and Ann McLaren Award\* (New)
- Mary and Fred Colthorpe Award in Music\* (New)
- Nazareno Dominelli and Maria Giuseppa Tassone Award (Revised)
- Nimrod Hungarian Mobility Award (Revised)
- Soleil Brooks Vikes Women's Rugby Award\* (Revised)
- The Purple Squirrel Award for Academic Diversity (New)
- Vikes International Athlete Award (Revised)

*\* Administered by the University of Victoria Foundation*

c. Senate Committee on Curriculum – Dennine Dudley, Chair

i. 2026/2027 Cycle 1 Curriculum Submissions **(SEN-FEB 6/26-5)**

ACTION

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the May 2026 academic calendars.

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

**Note:** The summaries of the curriculum changes from the faculties have been included in the docket. To view the complete curriculum submissions, please email Kathy MacDonald, Senate Coordinator, at [usec2@uvic.ca](mailto:usec2@uvic.ca).

**7. PROPOSALS AND REPORTS FROM FACULTIES**

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

a. Enrolment Projections for 2026/27 (SEN-FEB 6/26-6) ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 20,300 FTE for the 2026/27 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

b. Consultation – Core Writing & Research Requirement proposal (SEN-FEB 6/26-7) ACTION

**9. OTHER BUSINESS**

a. 10-Year Sessional Calendar (SEN-FEB 6/26-8) ACTION

Motion: That Senate approve the 2025 – 2035 10-Year Sessional Calendar.

b. Academic Important Dates (SEN-FEB 6/26-9) ACTION

Motion: That Senate approve the Academic Important Dates for the period May 2027 through December 2027 for submission to the May 2026 undergraduate and graduate academic calendar publications.

c. 2026/2027 Senate Meeting Dates (SEN-FEB 6/26-10) ACTION

Motion: That Senate approve the 2026/2027 Meeting Dates and Other Important Dates.

d. Senate vacancy INFORMATION

**10. ADJOURNMENT**



**Meeting of Senate  
January 9, 2026**

**MINUTES**

A meeting of the Senate of the University of Victoria was held on January 9, 2026 at 3:33 p.m. in the Senate and Board Chambers, Jamie Cassels Centre and via Zoom.

**1. APPROVAL OF THE AGENDA**

The agenda was approved as circulated.

**2. MINUTES**

**a. October 3, 2025**

A Senator noted that, in their opinion, the minutes from the October and November meetings did not accurately reflect the statements made at these meetings. As a result, they were not comfortable approving the records. Another member of Senate was in agreement.

Motion: (M. Laidlaw/A. Prest)

That the minutes of the open session of the meeting of the Senate held on October 3, 2025 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**  
2 opposed  
1 abstained

**b. November 7, 2025**

A Senator asked that the results of each set of meeting minutes be recorded in the minutes.

Motion: (R. Hancock/B. Smith)

That the minutes of the open session of the meeting of the Senate held on November 7, 2025 be approved and that the approved minutes be circulated in the usual way.

**CARRIED**  
2 opposed  
5 abstained

c. December 5, 2025

Motion: (R. Hicks/A. Lepp)

That the minutes of the open session of the meeting of the Senate held on December 5, 2025 be approved and that the approved minutes be circulated in the usual way.

CARRIED  
2 opposed  
6 abstained

3. BUSINESS ARISING FROM THE MINUTES

A member of Senate thanked the Office of the University Secretary (USEC) for scheduling a meeting with Learning and Teaching Innovation and the Centre for Accessible Learning but noted that there were student Senators who still had additional questions. The member of Senate asked if USEC would commit to another meeting before the next Senate meeting.

Ada Saab, Associate University Secretary, advised Senate that the Senate Committee on Learning was currently working on a proposal related to Universal Extended Time, and would bring forward this topic, and the broader issue of Universal Design for Learning, for discussion at a future Senate meeting. She confirmed no further meeting specific to student Senators would be scheduled before the next Senate meeting.

The Senator continued to express their wish to discuss issues surrounding Universal Design for Learning. They were advised that the issue was not an item on the January Senate agenda.

4. REMARKS FROM THE CHAIR

a. President's Report

Qwul'siy'yah'maht Robina Thomas began her report by saying she hoped the first few days of 2026 have been good and thanked everyone involved in responding to the recent water damage affecting the upper floors of the library.

R. Thomas announced that there will be an upcoming appointment process within the Office of the Vice-President Research and Innovation, in accordance with the University's appointment procedures for Academic Associate Vice-Presidents. As set out in Policy GV0350, the University Secretary will be convening an appointment committee for which a call for committee members will be issued with meetings beginning in March.

R. Thomas reported that Stephanie Willerth, Faculty of Engineering and Computer Science, had been elected as a Fellow of the Engineering Institute of Canada for her exceptional contributions to engineering in Canada. She said Dr. Willerth would be inducted as a 2026 Fellow in April.

Referring to a recent gift to the university, R. Thomas said that the Joyce Family Foundation had expanded its long-standing support for UVic students. She said its recent \$1.5-million contribution, which builds on a \$500,000 gift in 2016, brings the total endowed award to \$2 million, and multiple undergraduate students will receive up to \$8,000 per year, renewable for the duration of their program.

## 5. CORRESPONDENCE

There was no correspondence.

## 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

#### i. 2024/2025 Annual Report

Erin Kelly, Chair of the Senate Committee on Admission, Re-registration and Transfer Appeals, introduced the report, noting the number of cases heard over the course of the year. E. Kelly announced, new this year, additional information included in the report which referred to a breakdown of the committee's appeals. She thanked the Office of the Registrar and Enrolment Management for providing this additional data. There were no questions.

### b. Senate Committee on Agenda and Governance

#### i. 2024/2025 Annual Report

A. Saab introduced the annual report.

A member of Senate asked how one would propose items for Senate's consideration. A. Saab explained that any member of Senate can submit a proposal which the Senate Committee on Agenda and Governance would review. She noted that the Senate Committee on Agenda and Governance does not prevent any item from coming to Senate if there is jurisdiction for the academic governing body. The committee will, at times, recommend a proposal to a Senate standing committee in order for the issue to be fully examined.

#### ii. Upcoming Senate committee vacancies

A. Saab introduced the listing of upcoming vacancies on Senate Committees, noting that the list may indicate a vacancy where a current committee member may be eligible for reappointment. There were no questions.

c. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the listing of new and revised awards.

A member of Senate commented on the continued inconsistency regarding the way students are described within the terms of each award. The Senator asked if there was any policy for donors around more standardized language. M. Ryan responded that the committee continues to be in the process of reviewing this issue.

A Senator commented on the Royal Canadian Legion Award, noting there may need to be additional clarity regarding who is considered a veteran. Lori Hunter, Director of Student Awards and Financial Aid, said clarity was sent to Advancement Services to ensure the terms of the award was clear.

Finally, a Senator noted there were revisions to three awards related to the Peter B. Gustavson School of Business where the program was undergoing a change which would not take effect until 2027. The Senator was concerned that the revisions for 2026 would make some students ineligible. After a brief discussion, it was agreed to remove the three awards from approval and if changes were needed to be made before the February opening of the awards portal, an electronic vote would be sent to Senators in advance of the meeting of the Board of Governors.

Motion: (M. Ryan/P. Loock)

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

- Black Student Leadership Entrance Award (Revised)
- Arbutus Law Group Award (New)
- CFUW Victoria Margaret Lowe Memorial Scholarship\* (Revised)
- Doreen Sutherland UG Award for Permanent Residents, Protected Persons & Refugee Women in HEIS\* (Revised)
- Eleanor Mitchell Allen Award in Nursing\* (Revised)
- Excellence in Math Scholarship\*(Revised)
- Jim Ounsworth Undergraduate Award for Indigenous Part-time Students (Revised)
- Qukin Scholarship – Joyce Green and James Johnson \* (Revised)
- Nazareno Dominelli and Maria Giuseppa Tassone Award\* (New)

- Phyllis Margaret Wilson Scholarship\* (New)
- Ronald C. Corbeil Award for Merit in Program Evaluation\* (Revised)
- Royal Canadian Legion Award (New)
- The Ann Scarfe Award in Biology Field School\* (New)
- Youson Vikes Soccer Annual Award (New)
- Harold Serson Scholarship for Women in Engineering (New)

*\* Administered by the University of Victoria Foundation*

CARRIED

**d. Senate Committee on Planning**

**i. Proposal to establish a non-credit Certificate in Trade and Construction Management**

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

A member of Senate asked if Camosun College was consulted in the development of this certificate. Miranda Angus Director of Business, Science & Technology, Division of Continuing Studies, responded that the program was not in competition with Camosun however, the college had been consulted.

A Senator asked if there were plans for a 2+2 agreement with Camosun. E. Adjin-Tettey reminded Senators that the proposal was a non-credit certificate and that there were no plans in this way.

Motion: (T. Hopper/A. Weaver)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a non-credit Certificate in Trade and Construction, as described in the document "Certificate in Trade and Construction", 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 a Master of Community Planning program**

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

Motion: (F. Kodar/L. Harder)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master of Community Planning program, as described in the

attached document, 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 Minor, General, and Major in Media Studies (MDIA)**

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

Motion: (A. Lepp/F. Kodar)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Minor, General and Major in Media Studies (MDIA), as described in the attached document, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

**7. PROPOSALS AND REPORTS FROM FACULTIES**

There was none.

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

There was none.

**9. OTHER BUSINESS**

a. **Policy for the Establishment, Review, and Closure of Research Centres (RH8300): Updates, revisions, and companion motion to extend Senate-approved status**

Fraser Hof, Associate Vice-President Research, introduced the proposal and provided highlights of the revisions. A Senator thanked F. Hof for the clarity of the proposal. There were no questions.

Motion: (R. Hancock/M. Ryan)

That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the policy Establishment, Review, and Closure of Research Centres (RH8300).

CARRIED

Motion: (M. Laidlaw/A. Lepp)

That each Centre that currently enjoys non-conditional Senate-approved status have its current approval period extended by two years to align with the change from five-year to seven-year review cycles. This blanket extension will take effect only if and when the

Senate and Board of Governors has also approved the draft Policy  
RH8300.

**CARRIED**

There being no other business the meeting was adjourned at 4:13 p.m.

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Name	In Attendance	Regrets		Position
Adjin-Tettey, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aggarwal, Aarav			Student Senator	Elected from the Student Societies
Alatorre, Carmen	X		Faculty of Fine Arts	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Bengtson, Jonathan	X		University Librarian	Ex officio
Bradley, Colin	X		A/Dean, Faculty of Engineering and Computer Science	Ex officio
Brown, Graham	X		Acting Dean, Peter B. Gustavson School of Business	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Caruncho, Hector			Acting Head, Division of Medical Sciences	Additional Member
Caryk, Michael	X		Student Senator	Elected from the Student Societies
Cohen Cheetham			Student Senator	Elected from the Student Societies
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Colby, Jason			Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Constantinescu, Daniela	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Diether, Kelly	X		Convocation Senator	Elected by the Convocation
Donovan, Kate	X		Convocation Senator	Elected by the Convocation
Dudley, Dennine	X		Faculty of Fine Arts	Elected by the Faculty
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris		X	Faculty of Science	Elected by the Faculty Members
Farnham, Martin			Faculty of Graduate Studies	Elected by the Faculty
Filipovich, Daniil	X		Student Senator	Elected from the Student Societies
Gair, Jane			Faculty of Health	Elected by the Faculty
Goodman, Emily			Student Senator	Elected from the Student Societies
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hopper, Tammy	X		Dean, Faculty of Health	Ex officio
Hopper, Tim			Faculty of Health	Elected by the Faculty Members
Hudson, Logan	X		Student Senator	Elected from the Student Societies
Humphreys, Sara	X		Faculty of Humanities	Elected by the Faculty Members
Ipiroti, Vita		X	Student Senator	Elected from the Student Societies
Irvine, Valerie	X		Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kehoe, Inba		X	Librarian, McPherson Library	Elected by Professional Librarians
Kennedy, Cole	X		Student Senator	Elected from the Student Societies
Kodar, Freya	X		Dean, Faculty of Law	Ex officio
Kong, May	X		Student Senator	Elected from the Student Societies
Krueger, Charlie			Student Senator	Elected from the Student Societies
Kuklev, Artem	X		Student Senator	Elected from the Student Societies
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana			Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Loomer, Geoff		X	Faculty of Law	Elected by the Faculty
Macleod, Colin	X		Faculty of Humanities	Elected by the Faculty
Maher, Evan	X		Student Senator	Elected from the Student Societies
Mallidou, Anastasia	X		Faculty of Health	Elected by the Faculty Members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
McNiven, Mackenzie			Student Senator	Elected from the Student Societies
Milford, Todd	X		Acting Dean, Faculty of Education	Ex officio
Nair, Sudhir			Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Nowell, April			Faculty of Social Sciences	Elected by the Faculty
Prest, Anita	X		Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Social Sciences	Elected by the Faculty
Ryan, Maureen	X		Faculty of Health	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Sharpe, Deborah			Student Senator	Elected from the Studies Societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Swayne, Leigh Anne	X		Faculty of Health	Elected by the Faculty
Taylor, Wendy	X		Registrar	By Invitation
Thomas, Robina	X		Acting President and Vice-Chancellor	Ex officio
Thompson, Eva			Student Senator	Elected from the Student Societies
Walshaw, Jill	X		Faculty of Humanities	Elected by the Faculty Members
Wang, Alivia	X		Convocation Senator	Elected by the Convocation
Weaver, Andrew	X		Faculty of Science	Elected by the Faculty Members
Weber, Jens	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Zhou, Lina			Faculty of Engineering and Computer Science	Elected by the Faculty Members

**MEMBERSHIP OF THE SENATE**  
**Effective January 9, 2026**

**EX OFFICIO MEMBERS** - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/27)

Acting President and Vice-Chancellor:

Qwul'sih'yah'maht, Robina Thomas, Chair

Vice-President Academic and Provost: Elizabeth Croft

Vice-President Research and Innovation: Lisa Kalynchuk

Acting Dean of Peter B. Gustavson School of Business:

Graham Brown

Acting Dean of Education: Todd Milford

Acting Dean of Engineering: Colin Bradley

Dean of Continuing Studies: Jo-Anne Clarke

Dean of Fine Arts: Allana Lindgren

Dean of Graduate Studies: Robin Hicks

Dean Faculty of Health: Tammy Hopper

Dean of Humanities: Annalee Lepp (Vice-Chair)

Dean of Law: Freya Kodar

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 (30/6/28)

Brock Smith (30/6/27)

EDUC: Valerie Irvine (30/6/28)

Anita Prest (30/6/26)

ENGR: Daniela Constantinescu (30/6/26)

Jens Weber (30/6/28)

FINE: Carmen Alatorre (30/6/28)

Dennine Dudley (30/6/27)

GRAD: Martin Farnham (30/6/28)

Martha McGinnis (30/6/26)

HLTH: Jane Gair (30/6/28)

Leigh Anne Swayne (30/6/28)

HUMS: Lynne Marks (30/6/27)

Colin Macleod (30/6/28)

LAW: Geoff Loomer (30/6/28)

Andrew Newcombe (30/6/26)

SCIE: Mark Laidlaw (30/6/26)

Travis Martin (30/6/26)

SOSC: April Nowell (30/6/27)

CindyAnn Rose-Redwood (30/6/26)

**MEMBERS ELECTED BY THE FACULTY MEMBERS**

- Sections 35 (2) (g)

Erin Campbell (30/6/26)

Jason Colby (30/6/27)

Adam Con (30/6/26)

Chris Eagle (30/6/26)

Rob Hancock (30/6/27)

Tim Hopper (30/6/28)

Sara Humphreys (30/6/26)

**MEMBERS ELECTED BY THE FACULTY MEMBERS**

*(continued)*

Anastasia Mallidou (30/6/26)

Maureen Ryan (30/6/27)

Jill Walshaw (30/6/28)

Andrew Weaver (30/6/27)

Lina Zhou (30/6/26)

**MEMBERS ELECTED FROM THE STUDENT SOCIETIES** -

Section 35 (2) (h)

Aarav Aggarwal (30/6/26)

"

Michael Caryk "

Cohen Cheetham "

Daniil Filipovich "

Emily Goodman "

Logan Hudson "

Vita Ipiroti "

Cole Kennedy "

May Kong "

Charlie Krueger "

Artem Kuklev "

Evan Maher "

Mackenzie McNiven "

Deborah Sharpe "

Eva Thompson "

Vacancy "

**MEMBERS ELECTED BY THE CONVOCATION**

- Section 35 (2) (i)

Kelly Diether (30/6/27)

Kate Donovan (30/6/27)

Alivia Wang (30/6/27)

Victoria Wyatt (30/6/27)

**ADDITIONAL MEMBERS** - Section 35 (2) (k)

Acting Head, Division of Medical Sciences:

Hector Caruncho (30/04/26)

Acting Dean of HSD: TBD (01/05/26)

Member elected by the Professional Librarians:

Inba Kehoe (30/06/27)

Continuing Sessional: Vacancy (30/06/26)

**SECRETARY OF SENATE** - Section 64 (2)

University Secretary: Carrie Andersen

**BY INVITATION** - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir

Assoc. VP Student Affairs: Jim Dunsdon

Assoc. VP Academic Programs: Elizabeth Adjin-Tettey

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

# SENATE



## SENATE COMMITTEE ON AGENDA AND GOVERNANCE

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To: Senate  
From: Senate Committee on Agenda and Governance  
Date: January 23, 2026  
Subject: Appointments to the 2025/2026 Senate Standing Committees

The Senate Committee on Agenda and Governance nominations sub-committee met on January 23, 2026 to consider appointments to several 2025/2026 Senate standing committees.

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document.

**Recommended Motion:**

That Senate approve the appointments to the 2025/2026 Senate Standing Committees for the terms indicated in the attached document.

Respectfully submitted,

**2025/2026 Senate Committee on Agenda and Governance**

Robina Thomas (Chair), Acting President and Vice-Chancellor\*

Carrie Andersen, University Secretary

Jason Colby, Faculty of Humanities

Elizabeth Croft, Vice-President Academic and Provost

Rob Hancock, Faculty of Social Sciences\*

Inba Kehoe, McPherson Library\*

Mark Laidlaw, Faculty of Science

Annalee Lepp (Vice-Chair), Faculty of Humanities\*

Martha McGinnis, Faculty of Graduate Studies

Eva Thompson, Student Senator\*

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Kathy MacDonald, (Recording Secretary), Senator Coordinator

\*members of the Nominations Sub-committee

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2025- 2026 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Danu Stinson (NS) (Chair)	Graduate Studies	2028 (2022)
Dennine Dudley (S)	Fine Arts	2027 (2024)
Irina Paci (NS)	Science	2027 (2024)
Andrew Newcombe (S)	Law	2027 (2021)
Ben Pin-Yun Wang (NS)	Humanities	2027 (2024)
Robert Hancock (S)	Social Sciences	2027 (2021)
Sorin Rizeau (NS)	Peter B. Gustavson School of Business	2026 (2020)
Laura Vizina (NS)	Continuing Studies	2026 (2023)
Tim Pelton	Education	2028 (2022)
Yang Shi (NS)	Engineering and Computer Science	2026 (2022)
Hector Caruncho (S)	Health	2028 (2025)
Charlie Krueger	Student Senator	2026 (2025)
Emily Goodman	Student Senator	2026 (2025)
Michael Caryk (S)	Student Representative (UVSS)	2026 (2025)
Chloë Farr (NS)	Student Representative (GSS)	2026 (2025)
<b>Kelly Diether (S)</b>	<b>Convocation Senator</b>	<b>2027 (2026)</b>
Cedric Littlewood (NS)	Vice-President Academic and Provost or designate	2026 (2025) (ex officio)
Crystal Seibold (NS)	President's nominee	2026 (2025) (ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Registrar	(ex officio)
Ashley de Moscoso (NS)	Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Li-Shih Huang (NS) (Chair)	Graduate Studies	2027 (2024)
Todd Milford (S)	Education	2028 (2025)
Travis Martin (S)	Science	2026 (2023)
Daniela Constantinescu (S)	Engineering and Computer Science	2028 (2025)
Erin Campbell (S)	Fine Arts	2026 (2020)
Brock Smith (S)	Peter B. Gustavson School of Business	2028 (2022)
Miranda Angus (NS)	Continuing Studies	2028 (2022)
April Nowell (S)	Social Sciences	2027 (2024)
Lynne Marks (S)	Humanities	2027 (2021)
Anastasia Mallidou (S)	Health	2026 (2023)
Tim Richards (NS)	Law	2028 (2025)
Mackenzie McNiven (S)	Student Senator	2026 (2025)
May Kong (S)	Student Senator	2026 (2025)
Georgia De Souza (NS)	Student Representative (UVSS)	2026 (2025)
Griffin Foster (NS)	Student Representative (UVSS)	2026 (2025)
Semyon Drozdetckii (NS)	Student Representative (GSS)	2026 (2025)
Linnea Leist (NS)	Alumni Association	2028 (2025)
<b>Tina Bebbington (NS)</b>	<b>Library (FALC)</b>	<b>2029 (2026)</b>
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Courtney Lundrigan (NS)	University Librarian's designate	2026 (2024) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Emily Huynh (NS)	President's nominee	2026 (2025) (ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
David Scoones (NS) (Chair)	Social Sciences	2027 (2024)
Qianqian Du (NS)	Peter B. Gustavson School of Business	2027 (2024)
Loren Gaudet (NS)	Humanities	2026 (2023)
Phalguni Mukhopadhyaya (NS)	Engineering and Computer Science	2028 (2022)
Catherine Harding (NS)	Fine Arts	2026 (2022)
Chris Eagle (S)	Science	2028 (2025)
Vacancy (S)	TBD	2028 (2025)
Logan Hudson (S)	Student Senator	2026 (2025)
<b>Alivia Wang (S)</b>	<b>Convocation Senator</b>	<b>2027 (2026)</b>
Qwul'sih'yah'maht, Robina Thomas (S)	Acting Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator

(NS) – non Senator

# SENATE



## SENATE COMMITTEE ON AWARDS

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To: Senate  
From: Senate Committee on Awards  
Date: January 21, 2026  
Subject: Upcoming changes to Indigenous-specific awards

The Senate Committee on Awards met on January 15, 2026 and reviewed the attached memo prepared by the Office of the Vice-President Indigenous outlining upcoming changes to Indigenous-specific awards in regards to the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

Respectfully submitted,

**2025/2026 Senate Committee on Awards**

Maureen Ryan (Chair), Faculty of Health

Victor Arnal, GSS Representative

Leslee Francis Pelton, Faculty of Graduate Studies

Lori Hunter, Director, Student Awards and Financial Aid

Timothy Iles, Faculty of Humanities

Vita Ipiroti, Student Senator

Alyssa Manankil, Alumni Association

Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

Donja Roberts, Scholarship Officer, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Wendy Taylor, Registrar

Amanda Thornborough (Recording Secretary), Student Awards and Financial Aid





**Etale'wtw | ÁTOL, ÁUTW**  
Office of the Vice-President Indigenous

University of Victoria  
Michael Williams Building Room A220  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2 Canada

# MEMO

**Date:** Jan 15<sup>th</sup>, 2026

**To:** Senate Committee on Awards

**From:** Julianna Nielsen  
Acting Director, Indigenous University Initiatives

**RE:** For information: upcoming changes to Indigenous-specific awards

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### **ICD Policy Summary**

Effective November 1<sup>st</sup>, 2025, the Indigenous Citizenship Declaration (ICD) Policy (GV0810) establishes new eligibility criteria for Indigenous-specific opportunities that result in material gain. Going forward, to be eligible for opportunities designated for Indigenous Peoples, applicants are required to provide for review a Declaration of Indigenous Citizenship and relevant Supporting Information. Using a centralized and secure online application portal (icdportal.uvic.ca), team members within the Office of the Vice-President Indigenous (OVPI) will review ICD applications and then confirm applicant eligibility with staff and faculty administering Indigenous-specific opportunities.

For more information about the multi-phased engagement process, for frequently asked questions, and for copies of the ICD Policy and Procedures, please visit our regularly updated webpage: [uvic.ca/ovpi/icd](http://uvic.ca/ovpi/icd).

### **Policy Intentions**

The ICD Policy is intended to provide reasonable assurance that (1) opportunities of material gain that are designated for Indigenous Peoples are accessed by Indigenous Peoples, and that (2) the eligibility requirements for these opportunities are consistent with the ways that Indigenous Nations, Peoples and communities determine their Citizenship. Then, by requiring applicants to declare a specific Indigenous Nation, People or Community, the new ICD Policy allows for the administration of distinctions-based awards and opportunities.

### **Policy Scope**

The Policy revises the eligibility criteria for scholarships, fellowships, awards, bursaries, grants and other opportunities that are both (1) designated for Indigenous Peoples and (2) opened for applications or nominations on or after Nov. 1, 2025. The Policy cannot be retroactively applied to the criteria for opportunities that were accepting applications or nominations prior to the effective date. As such, the OVPI anticipates a staggered and gradual implementation of the ICD Policy.

### **For Information: Upcoming Changes**

The OVPI is partnered with Student Awards and Financial Aid, the Faculty of Graduate Studies, and the Development Office to facilitate the revision of the Terms of Reference (TOR) for Indigenous-specific student awards. These revisions are two-part:

We acknowledge and respect the Lek'wənən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lek'wənən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.



Michael Williams Building Room A220  
PO Box 1700 STN CSC Victoria BC V8W 2Y2  
T 250-472-5510 | F 250-721-8654  
vpiadmin@uvic.ca

1. Clarifying ICD eligibility requirements on all Indigenous-specific awards

- For all awards designated for Indigenous Peoples, we will add the language: “Applicants, candidates or nominees for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).”
- This revision is pursuant to Section 28.00 of the ICD Policy: “Indigenous-specific Opportunities within the scope of this Policy must be advertised and distributed with university-approved language communicating the requirement to demonstrate eligibility through the Indigenous Citizenship Declaration (ICD) Process.”

2. Updating language to facilitate distinctions-based awards

- This second revision is intended to ensure that (1) donor intentions are accurately reflected in the Terms of Reference for their awards, and (2) distinctions-based language for donor-funded and university-funded awards are up-to-date and can be confirmed through the ICD process.
- Four award categories based on distinctions-based designations have been proposed:
  1. Students who are / students who are from [a specified Indigenous Nation, Community or People]
  2. Students who are First Nations, Métis and/or Inuit
  3. Students who are from Indigenous Nations located within Canada and/or the USA
  4. Indigenous Students (inclusive of all Indigenous Peoples locally and globally)
- In some cases, existing TOR that name specific Indigenous groups or geographic regions may be updated to reflect current language standards. Where donor-funded awards language is ambiguous or vague ('Indigenous' with no qualifier), additional consultation with those donors may be required to confirm their intentions.

<b>Language to be reviewed and revised:</b>	<b>Updated to:</b>
“a member of the Huu-ay-aht First Nation”; “Métis students”	Category 1
“Canadian-born Indigenous”; “Indigenous born in Canada”; “Native”; “Aboriginal”	Category 2
“Indigenous born on Turtle Island”	Category 3
“First Nations, Inuit and Métis peoples and all other Indigenous peoples”	Category 4

# SENATE



## SENATE COMMITTEE ON AWARDS

---

To: Senate  
From: Senate Committee on Awards  
Date: January 21, 2026  
Subject: New and Revised Awards

The Senate Committee on Awards met on January 15, 2026 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 Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Afghan Women in Engineering and Computer Science Entrance Scholarship (Revised)
- Crabtree Award of Excellence in Legal Research & Writing (New)
- David Leeming Math Scholarship\* (New)
- Douglas E. Baer Conference Travel Award\* (New)
- IEEE Dr. Nandi Scholarship (Revised)
- John and Ann McLaren Award\* (New)
- Mary and Fred Colthorpe Award in Music\* (New)
- Nazareno Dominelli and Maria Giuseppa Tassone Award (Revised)
- Nimrod Hungarian Mobility Award (Revised)
- Soleil Brooks Vikes Women's Rugby Award\* (Revised)
- The Purple Squirrel Award for Academic Diversity (New)
- Vikes International Athlete Award (Revised)

*\*Administered by the University of Victoria Foundation*

Respectfully submitted,  
**2025/2026 Senate Committee on Awards**  
Maureen Ryan (Chair), Faculty of Health  
Victor Arnal, GSS Representative  
Leslee Francis Pelton, Faculty of Graduate Studies  
Lori Hunter, Director, Student Awards and Financial Aid  
Timothy Iles, Faculty of Humanities  
Vita Ipiroti, Student Senator  
Alyssa Manankil, Alumni Association  
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies

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Donja Roberts, Scholarship Officer, Faculty of Graduate Studies  
CindyAnn Rose-Redwood, Faculty of Social Sciences  
Wendy Taylor, Registrar  
Amanda Thornborough (Secretary), Student Awards and Financial Aid

## APPENDIX 1

### **Scholarships, medals and prizes**

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

### **AWARDS**

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criterion may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada.

U SPORTS regulations state that student athletes receiving an athletic award in their entering year who have never participated in varsity sport at a post-secondary institution are not required to meet a minimum grade point average requirement.

Continuing student athletes must have passed a minimum of 9.0 units for credit with a minimum GPA of 3.0 in the preceding September to August terms of study. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the terms in which they receive the funding.

### **BURSARIES**

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA [website](#).

## APPENDIX 2

### TERMS FOR NEW AND REVISED AWARDS

Additions are underlined

Deletions are ~~struck through~~

#### AFGHAN WOMEN IN ENGINEERING AND COMPUTER SCIENCE ENTRANCE SCHOLARSHIP\* (REVISED)

One or more ~~An~~ entrance scholarships of at least \$2,500 are ~~is~~ awarded to ~~an~~ academically outstanding women ~~women~~ students ~~entering~~ entering the Faculty of Engineering and Computer Science. ~~who is from Afghanistan. Preference will be given to students who are from Afghanistan.~~ Afghan students who have been out of secondary school for more than two years are eligible to be considered for this scholarship. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

#### CRABTREE AWARD OF EXCELLENCE IN LEGAL RESEARCH & WRITING (NEW)

An award of at least \$2,500 will be given to an undergraduate student who has demonstrated excellence in LAW112I - Transsystemic Legal Processes, Research, Writing. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

#### DAVID LEEMING MATH SCHOLARSHIP\* (NEW)

One or more scholarships are awarded to academically outstanding transferring or continuing undergraduate students in the Department of Mathematics and Statistics. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Department of Mathematics and Statistics.

#### DOUGLAS E. BAER CONFERENCE TRAVEL AWARD\* (NEW)

One or more awards are given to graduate students who have completed research at the University of Victoria Research Data Centre to present their research findings at a Canadian or international academic conference.

The award is intended to cover, or partially cover, travel expenses, registration fees, accommodation, and associated fees.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Director of the University of Victoria Research Data Centre.

#### **IEEE DR. NANDI SCHOLARSHIP (REVISED)**

One scholarship of \$2,000 is awarded to an academically outstanding undergraduate student who is choosing an Electrical and Computer Engineering program in their second year of studies or transferring into an Electrical and Computer Engineering program, entering or transferring into the Electrical or Computer Engineering program. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Electrical and Computer Engineering.

#### **JOHN AND ANN MCLAREN AWARD\* (NEW)**

One award of at least \$1,000 will be given to a continuing undergraduate student in the Faculty of Law who has demonstrated academic ability and a commitment to social justice activity and advocacy. Preference will be given to a student who identifies as Black, Indigenous or a Person of Colour. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

#### **MARY AND FRED COLTHORPE AWARD IN MUSIC\* (NEW)**

One or more awards are given to entering, transferring or continuing undergraduate students studying music education, musical arts or performance. Students must have completed studies at a BC secondary school or be transferring to the UVic School of Music from a college or university in BC.

#### **NAZARENO DOMINELLI AND MARIA GIUSEPPA TASSONE AWARD (REVISED)**

One or more awards of at least \$2,000 are awarded to academically outstanding entering, transferring or continuing undergraduate international students with demonstrated financial need. Preference is given to students from countries located in South America, Southeast Asia and Sub-Saharan Africa.

#### **NIMROD HUNGARIAN MOBILITY AWARD\* (REVISED)**

One or more awards are given to undergraduate, graduate or post graduate students in the field of science, medicine, technology or social sciences disciplines who are either: 1) Coming to study from Hungary at UVic or 2) UVic students going to Hungary to study at accredited Hungarian universities. Preference will be given to students pursuing studies in the field of science, medicine, technology, or social sciences disciplines. Part-time students are eligible (minimum 9.0 units for undergraduate students in two of the three terms in the academic year and less than 3.0 units for graduate students). Selection of the recipients will be made by the Global Engagement Selection Committee. Two competitions are held each year. The deadlines for applications are 4:30 p.m. on the third Wednesday of March and November.

Applications must be submitted to the Office of Global Engagement either in person to University Jamie Cassels Centre, Room B202, or my by email as a single pdf document to world@uvic.ca.

#### **SOLEIL BROOKS VIKES WOMEN'S RUGBY BIPOC AWARD\* (REVISED)**

One or more awards are given to undergraduate or graduate students who compete on the Vikes Women's Varsity Rugby Team who self-identify as Black, Indigenous or a Person of Colour. Preference is for students who are involved in giving back to their community. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director, Varsity Sport in consultation with the Varsity Head Coach.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.

#### **THE PURPLE SQUIRREL AWARD FOR ACADEMIC DIVERSITY\* (NEW)**

One or more awards are given to undergraduate students taking a minor in a different faculty and discipline than their major area of study and who demonstrate financial need. Preference is for students taking third or fourth-year level courses and further preference is for students either majoring or minoring in Fine Arts, Arts, Science or Engineering.

#### **VIKES INTERNATIONAL ATHLETE AWARD (REVISED)**

One or more awards of \$50,000 payable at \$10,000 per year over 5 years, are given to international undergraduate students entering or transferring to UVic and who compete on any Vikes Varsity team at the University of Victoria. International students transferring from a non-Canadian post-secondary institution are eligible.

The award is automatically renewed for each year of a student's full-time study until the completion of their first undergraduate degree or for a maximum of four years, whichever is the shorter period, provided they meet and maintain U SPORTS eligibility requirements.

Award nominees will be selected on the basis of work ethic, commitment and performance criteria by the Director, Varsity Performance Sport in consultation with the Head Coaches. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Wellness, Recreation and Athletics.



# SENATE



## SENATE COMMITTEE ON CURRICULUM

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To: Senate  
From: Senate Committee on Curriculum  
Date: January 19, 2026  
Subject: 2026/2027 Cycle 1 Curriculum Submissions

All curriculum submissions are available for viewing by Senate on its SharePoint site using the following link: <https://uvic.sharepoint.com/sites/Senate>.

To access the submissions, navigate to the section titled '2025-2026 Senate agendas and materials'; click on the folder 'Curriculum changes effective May 2026'.

**Recommended Motions:**

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the May 2026 academic calendars.

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.

Respectfully submitted,

**2025/2026 Senate Committee on Curriculum**

Dennine Dudley, (Chair), Faculty of Fine Arts

Patricia Cochran, Faculty of Law

Vivien Corwin, Peter B. Gustavson School of Business

Chris Eagle, Faculty of Science

Leslee Francis-Pelton, Faculty of Education

Andrea Giles, Co-op Education and Career Services

Catherine Harding, Faculty of Fine Arts

LillAnne Jackson, Faculty of Engineering and Computer Science

Charlie Krueger, Student Senator

Cedric Littlewood, Faculty of Graduate Studies

Asia Longphee, Manager, Curriculum and Calendar

Reuben Rose-Redwood, Faculty of Social Sciences

Maureen Ryan, Faculty of Health

Ada Saab, Associate University Secretary

Danu Stinson, Chair, Senate Committee on Academic Standards

Lisa Surridge, Faculty of Humanities

Wendy Taylor, Registrar

Ashley de Moscoso (Secretary), Associate Registrar

Ashley Badham (Recording Secretary), Office of the Registrar and Enrolment Management





DATE: January 20, 2026

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 2026/27**

## Background

This annual memo recommends a level of FTE enrolment for UVic for the coming year (2026/27). Under the [BC University Act](#), Senate recommends enrolment targets to the Board of Governors, which holds final approval authority. Levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other external factors.

The university's operating grant from the province is based on a specified enrolment expectation of undergraduate domestic students and graduate students. The enrolment projections and the funded levels set by government are defined in terms of annualized full-time equivalent (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 equivalent enrolments taught (EETs), which are calculated by dividing the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Any undergraduate domestic or graduate student that UVic enrolls over the level set by government provides only tuition revenue to UVic, which is insufficient to cover the full cost of a student's education. International undergraduate enrolments are not funded through the provincial operating grant, and the full cost of their education is paid through tuition fees. Together, the provincial grant and tuition account for approximately 90% of UVic's operating budget revenue, 80% of which is allocated to employee salaries and benefits as per the annual Planning and Budget Framework.

UVic frequently works with the BC Government on targeted expansions of specific academic programs, aligned with government priorities and student interest. Government-approved expansions increase our enrolment targets and provincial operating grant and are included in the summary below.

## Summary

The memo presents the Ministry of Post-Secondary Education and Future Skills (PSFS) target for UVic for 2026/27, provincially-funded expansions, and recommended enrolment by undergraduate/graduate and domestic/international categories. For context, the memo also outlines enrolment trends and reports against UVic's 2025/26 targets.

**UVic's overall enrolment recommendation for 2026/27 is 20,300 FTE.** Provided these enrolment levels are approved and achieved, the university's financial modeling indicates a balanced budget for 2026/27, without the need for planned reductions.

While UVic consistently meets our domestic undergraduate and graduate enrolment targets set by PSFS, many of BC's 25 public post-secondary institutions (PPSIs) are experiencing challenges meeting their targets. In November 2025, the Minister announced a Post-Secondary Sector Sustainability Review, noting that 20 of BC's 25 PPSIs are forecasting at least one annual deficit between now and 2028/29. The review is intended to take a broad, holistic approach to sector-wide sustainability and will cover the following areas:

- Governance and operations: examine the structure of the public post-secondary system to reduce duplication, streamline service delivery and improve overall efficiency.
- Program delivery: identify ways to deliver programs more effectively within existing budgets, ensuring that institutions are effectively preparing graduates with relevant skills and training.
- Financial sustainability: explore broad opportunities to address both short-term and long-term financial challenges.

UVic continues to offer—and look for opportunities to strengthen—pathways and partnerships with colleges and other research universities to support overall sector health. For example, UVic's pathway program with Camosun College represents the single biggest pathway in the BC transfer system.

UVic is also well positioned to help the province address critical environmental and societal issues facing our society, including through our teaching and research priorities. We will continue to advocate for additional funded spaces for domestic and graduate students to meet student demand and respond to government priorities. Future investments from the province will likely continue to be highly targeted and support government priorities, although their impacts are felt broadly at the university, including because they help to fund supports and services for all students.

Provided we remain competitive with recruitment and retention efforts, quality programming, scholarships, and early offers of admission, UVic is likely to continue experiencing strong demand from domestic and graduate students in the coming years.

## Enrolment trends

Our undergraduate domestic enrolment is at its highest level to date. This is a result of strategic investments in entrance scholarships, earlier admission offers and funded government expansions in engineering and health programs. It is also a result of significant efforts within the faculties and the Division of Student Affairs to encourage student applicants to register and to make high-demand courses more available by opening waitlists and offering additional sections based on student demand.

It is worth noting that funded expansions from the province have increased our enrolment levels by 993 FTE over the period of 2018/19 to 2024/25. Accompanying the funded FTE increase have been base budget investments in the faculties of Engineering and Computer Science, Health, Humanities, Science and Social Sciences to meet these higher levels of enrolment demand. Enrolment management funds are allocated annually through VPAC and the faculties. Thanks to these resourcing efforts, student-faculty ratios have remained constant over the past decade.

Graduate enrolment is also tracking well, ahead of previous years, thanks in part to our research reputation and the quality of our faculty and graduate programs.

Domestic applications remain strong for 2026/27, and we continue to prioritize investments in scholarships to attract and support a diverse and talented student population.

Population growth in BC over the past two decades has largely been driven by immigration and by inter-provincial migration. According to [BC Stats](#), the population of BC is expected to grow by almost 800,000 people over the coming decade, but the projected population of 18–24 year olds is expected to decline by almost 50,000 individuals over that same period. While population growth informs the demand for

post-secondary education, the personal economic benefits of attending university are well known to prospective students and their families, and we expect domestic interest to remain strong. The major research universities in BC, including UVic, have been above target with respect to funded domestic enrolments for several years.

In contrast to the positive domestic outlook, the international outlook for post-secondary institutions in Canada is constrained, and institutions across the province and country have experienced—and continue to experience—a decline in international student registrants.

Immigration, Refugees and Citizenship Canada continues to implement constraints on study permit applications, requirements and allocations. We are into the third year of the requirement for prospective international students to obtain a Provincial Attestation Letter (PAL) before applying for a Canadian study permit. The allocation of PALs fortunately has not yet constrained our approval of study permits, but it has created application complexities for all international undergraduate students wishing to study in Canada, including those already onshore and transfer students. Graduate students were recently excluded from this process. These entry requirements are in addition to financial requirements, limits to hours worked in a week, and limits to online studying imposed earlier. We believe these changes continue to create uncertainties for students and affect application numbers.

There is also increased competition globally for students. Many of our principal source countries, including China and India, continue to increase onshore domestic opportunities for students. The United Kingdom and Australia remain top destinations for Chinese students, and Asian countries such as Japan, Hong Kong and Singapore are becoming increasingly popular. As part of our [Strategic Enrolment Management Plan](#) published in 2019, UVic is further diversifying our international undergraduate student population by country. In this increasingly competitive market, we continue to reinforce the UVic value proposition to prospective students, which includes integrating academic and research excellence with experiential learning to address global challenges.

Finally, geopolitical factors and diplomatic disputes may be impacting international interest in Canada and Canadian post-secondary education. For example, UVic, like most Canadian institutions, experienced a significant drop in applications from India—one of our longstanding top three recruitment countries—following diplomatic tensions. Application numbers have only recently begun to recover and stabilize.

These factors, and potentially more, are contributing to international enrolment shortfalls across the sector and are informing our international enrolment targets.



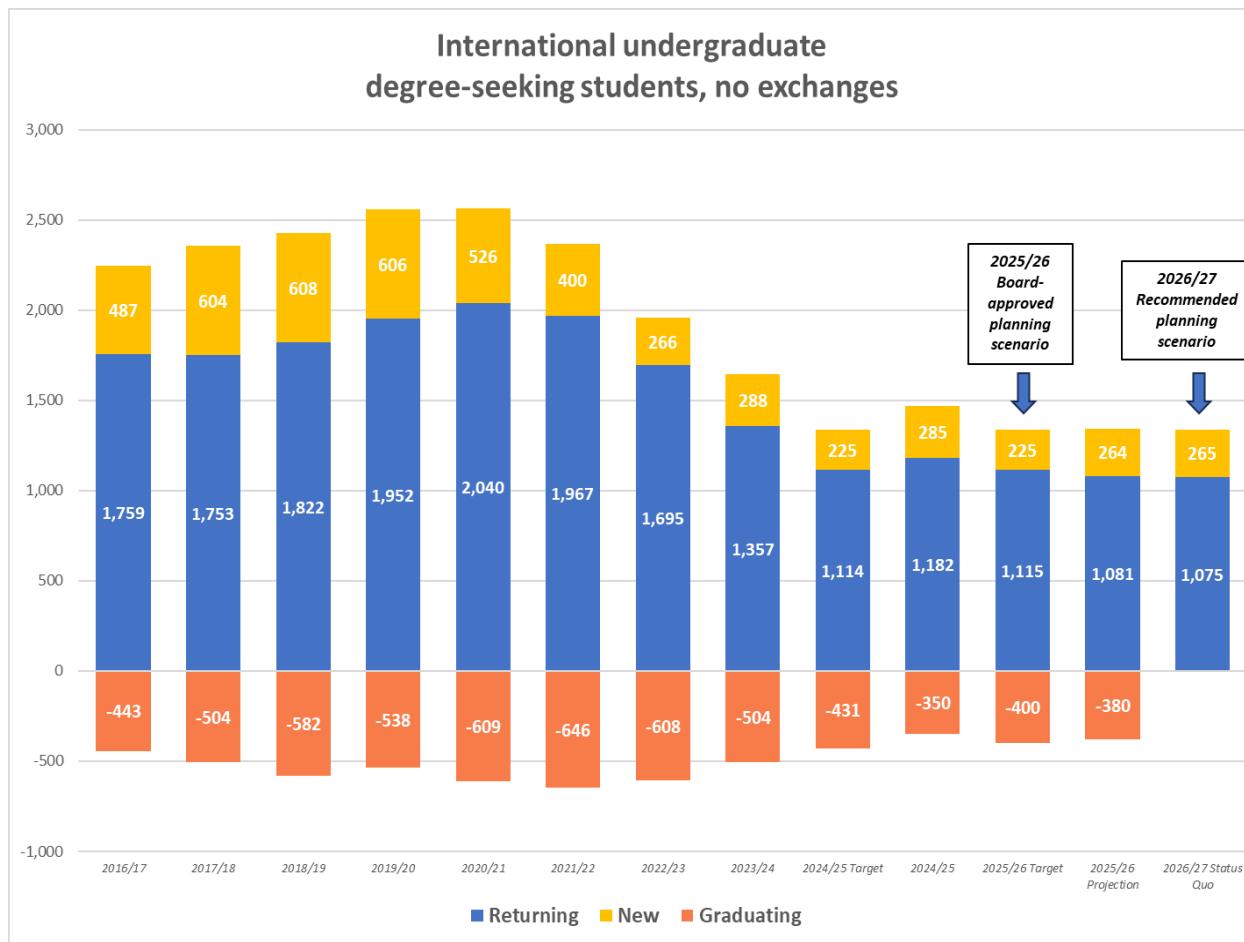


Figure 1: UVic's international undergraduate enrolment over time and planned level for 2026/27.

Recruitment efforts at UVic include scholarships for domestic and international students, diversifying both in terms of countries and the programs we are marketing, strengthening our international network of recruiters and agents, and targeted marketing campaigns. We have also clarified and sped up our admission processes, with offer letters going out four weeks earlier than in previous years. We continue to look for new pathway opportunities, including through the Division of Continuing Studies and the BC Transfer System. New degree programs, micro-credentials and professional graduate degrees are also helping to set us apart and attract learners.

## Report on 2025/26 targets

Our fall interim enrolment report to PSFS shows that we will exceed our 2025/26 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 107% of our PSFS target (15,529 FTE on a target of 14,508) and on a graduate basis, UVic is at 119.6% of PSFS target (2,916 FTE on a target of 2,438). For budget planning purposes, UVic set undergraduate and graduate enrolment targets higher than PSFS targets at 15,512 FTE and 3,027 FTE respectively. Including international undergraduate FTE, UVic's total enrolment is 99.6% of target or 19,790 FTE on a target of 19,879 FTE.

Annually, the Office of the Vice-President Academic and Provost works with Deans to ensure adequate resourcing for enrolment fluctuations, and internal, faculty-specific targets are reviewed and adjusted to align with student demand and approved plans.

Annualized FTE target comparison

	2024/25 actuals	2025/26 target	2025/26 forecast	Ministry funded
Domestic undergraduates	15,050	15,512	15,529	14,508
International undergraduates	1,426	1,340	1,345	0
<b>Total undergraduates</b>	<b>16,476</b>	<b>16,852</b>	<b>16,874</b>	<b>14,508</b>
<b>Total graduates</b>	<b>3,001</b>	<b>3,027</b>	<b>2,916</b>	<b>2,438</b>
<b>Total students</b>	<b>19,477</b>	<b>19,879</b>	<b>19,790</b>	<b>16,946</b>

Table 1: UVic's overall annualized enrolment for 2025/26 is projected to exceed our undergraduate target by 22 FTE but be short of UVic's internal graduate target by 111 FTE, while remaining well above the Ministry-funded level. Our graduate forecast and target both exceed our Ministry-funded target.

Annualized student FTEs over time

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	7-yr % chg
Undergrad domestic	14,129	14,239	14,083	14,299	14,818	15,050	15,529	9.9%
Undergrad international	2,577	2,492	2,275	1,907	1,587	1,426	1,345	-47.8%
<b>Total undergraduates</b>	<b>16,706</b>	<b>16,731</b>	<b>16,358</b>	<b>16,171</b>	<b>16,405</b>	<b>16,476</b>	<b>16,874</b>	<b>1.0%</b>
<b>Total graduates</b>	<b>2,688</b>	<b>2,630</b>	<b>2,791</b>	<b>2,853</b>	<b>2,974</b>	<b>3,001</b>	<b>2,916</b>	<b>8.5%</b>
<b>Total students</b>	<b>19,364</b>	<b>19,361</b>	<b>19,149</b>	<b>19,059</b>	<b>19,379</b>	<b>19,477</b>	<b>19,790</b>	<b>2.2%</b>

Table 2: UVic's overall annualized student FTEs have been stable, with a growth of 2.2% in seven years. As we are currently in 2025/26, this number is a projection and includes a best estimate of spring term 2026.

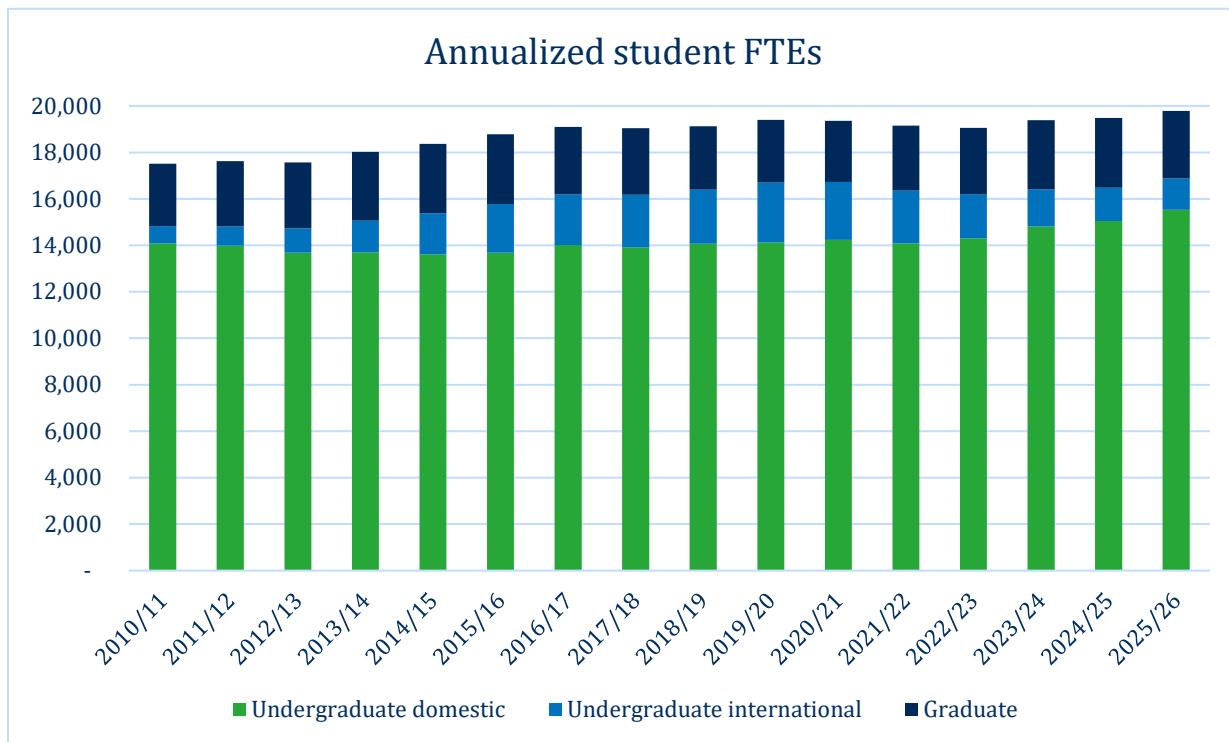


Figure 2: Overall annualized student FTEs over time. Between 2018/19 and 2025/26 UVic has been funded for an additional 998 domestic FTE. Student-faculty ratios have remained constant over this period.

### Recommended enrolment levels for 2026/27

For 2025/26, UVic was funded by PSFS to enrol **16,920 FTE students**, which included the second year of the expansion of student spaces in technology-related programs and expansions in the Nurse Practitioner and Health Information Sciences programs. For 2026/27, an additional **152 FTE** including 140 FTE for technology-related programs and 12 FTE for graduate health information sciences are anticipated, bringing **PSFS's total funded enrolment target for UVic to 17,072 FTE**.

As noted earlier in this report, funded expansions result in new base budget investments directed to the faculties offering the programs and courses, to support the increased number of students enrolled.

2026/27 PSFS-funded expansions	FTE
Bachelor Software Engineering*	60
Bachelor Computer Science*	75
ENGR Additional Allocation**	80
ENGR Economic Sector Alignment**	50
Bachelor Health Information Science	10
Master Health Information Science	12
<b>Total funded new FTEs</b>	<b>152</b>

Table 3: PSFS provided UVic with funding for an additional 152 FTE in 2026/27 for specific academic programs aligned with government priorities and student demand. PSFS has canceled some expansions (\*) and others remain tentative (\*\*).

Because international enrolments are not included in the PSFS target, UVic's total recommended enrolment level will be higher than what is funded for by the province. Total enrolment includes international undergraduate students, domestic undergraduate students, and graduate students.

Thanks to significant recruitment initiatives outlined earlier, as well as immigration and onboarding efforts, UVic was able to achieve the planned level of 1,340 international undergraduate FTE in 2025/26 and had an actual enrolment of 1,345 FTE. Senators will recall that the recommended target, which was approved by the Board of Governors on recommendation of Senate, reflected prudent planning and the continuing challenges with international enrolment across the Canadian post-secondary sector, which are expected to persist into 2026/27. Continuing with this planning and outlook, the recommended international undergraduate target for 2026/27 is 1,340 FTE.

Given the projected intake of international undergraduates and the strong demand from domestic undergraduate students, the Board of Governors endorsed a planned domestic undergraduate enrolment level 1,312 FTE higher than our target with PSFS. Similarly, at the graduate level, UVic enrolls an additional 576 FTE beyond our PSFS target, and that enrolment level is expected to persist.

The table below shows expected enrolment levels for both PSFS-funded enrolment accountabilities and UVic's internal enrolment expectations for 2026/27. The recommended enrolment level of 20,300 FTE includes additional FTE for provincially funded expansions: 140 FTE for technology-related programs and 12 FTE for graduate health information science. International undergraduate enrolments and additional graduate as well as domestic undergraduate enrolments are also factored into the recommended enrolment level.

#### Expected enrolment levels

PSFS-funded undergraduate FTE	14,648
PSFS-funded graduate FTE	2,424
<b>Total PSFS-funded FTE for 2026/27</b>	<b>17,072</b>
International enrolments*	1,340
Additional domestic undergrad enrolments*	1,312
Additional graduate enrolments*	576
<b>Recommended enrolment level for 2026/27</b>	<b>20,300</b>

Table 4: Expected and recommended enrolments for UVic. \*Recommended in consultation with the Board of Governors.

Faculty plans have been developed to accommodate at least this level of enrolment and enrolment management supports are available to the faculties in consultation with VPAC. Admission standards will continue to vary by program based on demand, but will remain well above Senate-approved minimums of 67% for high school entrants and 60% for college transfers.

This recommended enrolment level informs our financial outlook and annual Planning and Budget Framework, which is approved by the Board of Governors in March. Provided these enrolment levels are approved and achieved, the university's financial modeling indicates a balanced budget for 2026/27, without the need for planned reductions.

#### Motion

*THAT Senate approve and recommend to the Board of Governors that it also approve a recommended enrolment level of 20,300 FTE for the 2026/27 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*



# memo

To: Senate

From: Todd Milford, A/Dean, Education and Cindy Holder, Professor, Philosophy,  
Co-chairs, AWR Working Group

CC: Elizabeth Adjin-Tettey, AVP Academic Programs, VPAC

Date: January 30, 2026

Re: **Consultation: Core Writing & Research Requirement proposal**

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The purpose of this memo is to provide Senate with an overview of the proposed Core Writing & Research Requirement and to invite feedback on the key recommendations arising from the 2024/25 review of the Academic Writing Requirement (AWR). Specifically, Senate is invited to provide feedback on the proposal to eliminate the current AWR and replace it with a mandatory, university-wide Core Writing & Research Requirement.

The proposal is not being brought forward for approval at this time. Feedback received from Senate will inform refinement of the proposal prior to seeking formal Senate approval. A detailed proposal outlining the rationale, structure, consultation findings, and proposed implementation considerations is attached for reference.

## Background

The AWR has been UVic's principal approach to ensuring foundational academic writing skills for several decades (first introduced in the 1970s as the Undergraduate English Requirement and changed to the [Academic Writing Requirement](#) in 2012). A university-wide review conducted in 2024/25 by the AWR Working Group identified several systemic challenges that limit the requirement's effectiveness, including:

- A significant and growing proportion of students satisfying the AWR on admission through high school English grades, compounded by the elimination of the English 12 provincial exam.
- A disconnect between the increasing rates of AWR satisfaction on admission and ongoing concerns about student readiness for university-level work, leading to program-level remediation strategies that further strain AWR-designated course capacity.
- Persistent bottlenecks and capacity issues in AWR-designated courses, particularly in large programs requiring a specific AWR-designated course for progression.



- Misalignment between the AWR's intended purpose as an early foundational requirement and actual completion patterns, with approximately 32% of eligible students completing the requirement after first year.
- The absence of shared university-level learning outcomes, university-level oversight, or mechanisms to assess institutional effectiveness in foundational skills instruction.

Collectively, these issues have implications for academic standards, student progression, and advising clarity, among others.

### Overview of the proposed requirement

The Core Writing & Research Requirement is intended to establish a shared institutional baseline for foundational academic skills early in students' undergraduate studies. Key elements include:

- Six high-level Core Competencies (described in Appendix E of the attached proposal) that articulate university-level expectations for foundational academic skills, rather than prescriptive course-level learning outcomes
- Recognition of all current AWR-designated courses as satisfying the Core Requirement, reflecting their existing alignment with the proposed competencies
- Mandatory completion for all incoming undergraduate students expected in year 1, except where appropriate transfer credit applies
- A proposed institutional launch in May 2028, informed by preliminary consultation with the Office of the Registrar and Enrolment Management (OREM)

The proposal also recommends the establishment of a university-level governance mechanism to support quality assurance, consistency, and ongoing review. While governance and implementation are beyond the scope of Senate approval, they have been key areas of consultation and are addressed at a high level in the attached proposal.

### Scope and consultations

Key themes from consultations included strong support for a mandatory first-year foundational academic skills requirement, broad endorsement of a competency-based, institution-wide model, and recognition of the need for improved coordination and governance.

In consultation with the Office Indigenous Academic and Community Engagement (IACE), it was determined that the inclusion of Indigenous-specific curricular requirements or learning outcomes is out of scope for the proposed new requirement.

### Recommendations requiring Senate feedback

The Working Group seeks Senate's feedback on the following recommendations:

1. That the AWR be discontinued and replaced with a Core Writing & Research Requirement grounded in six university-level Core Competencies
2. That the Core Writing & Research Requirement be mandatory for all undergraduate students and satisfied exclusively through approved Core-designated coursework or



appropriate transfer credit, with high school grades not eligible to satisfy the requirement

#### Planned further action

Feedback from Senate will inform refinement of the proposal, which is anticipated to be submitted to Senate for approval in April 2026.

#### Attachments

- Core Writing & Research Requirement Proposal (draft)



# Core Writing & Research Requirement Proposal

**Prepared for:** Senate (for information)

**Prepared by:** Academic Writing Requirement Working Group

January 29, 2026



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## Executive summary

In 2023, the Office of the Vice-President Academic and Provost launched a comprehensive review of the Academic Writing Requirement (AWR) to address ongoing challenges regarding its effectiveness, accessibility, and alignment with current student learning needs. The review was led by the AVP Academic Programs and supported by a Working Group that included faculty, librarians, writing experts, and colleagues from Learning and Teaching Innovation (LTI).

The mandate of the Working Group was to assess how well the current AWR, as structured and implemented, supports student learning, identify barriers that limit its effectiveness, and explore opportunities to clarify, strengthen, and modernize the requirement. The central question guiding this review was whether the existing AWR reliably ensures that students receive timely, foundational supports in writing, research, digital literacy, and academic integrity needed for academic success and retention.

The review process included an environmental scan of peer institutions, analysis of institutional data, consultations with academic units, an inventory of current AWR-designated courses, and assessment of student pathways and equity considerations.

Findings revealed several systemic challenges with the current requirement:

- Increasing numbers of students satisfying the AWR through high school grades
- Capacity constraints and bottlenecks in AWR-designated courses
- Uneven access across programs
- Confusion around expectations due to lack of shared learning outcomes
- Lack of centralized oversight and quality assurance

Collectively, these findings indicate that the AWR, in its current form, no longer functions as a reliable mechanism for ensuring that all undergraduate students receive instruction in foundational academic competencies at the university level in a timely manner. Based on these findings, the proposal recommends replacing the AWR with a new, university-wide Core Writing & Research Requirement.

The proposed requirement emphasizes foundational academic competencies, supports disciplinary choice and flexibility, and increases institutional capacity. Additionally, the proposal recommends establishing university-level governance for the Core requirement to ensure consistency, quality, and accountability.

The proposed model ensures that all undergraduate students—regardless of program—gain a timely, consistent foundation in the academic skills that will prepare them for success throughout their degree.

## What is the AWR? (Current state)

The Academic Writing Requirement is a university-level writing requirement intended to ensure that undergraduate students develop the reading, writing, and research skills necessary for academic success. All undergraduate students must satisfy the AWR to graduate unless granted an exemption, which include:

- A grade of 86% or higher in English 12, English First Peoples 12, or an approved equivalent Canadian curriculum English 12 course completed within three years prior to admission
- Transfer credit for one of the six AWR-designated courses
- A degree from a recognized English-speaking university

### Current AWR-designated courses

All courses currently approved to satisfy the AWR are delivered exclusively by the Academic and Technical Writing Program (ATWP) and the Department of English (ENSH):

- [ATWP 110](#) Academic Reading and Writing Support and Development (3.0 units)
- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (1.5 units)
- [ENSH 102](#) Literature in Action (1.5 units)
- [ENSH 103](#) Writing, Culture, Power (1.5 units)
- [ENGR 110](#) Design and Communication (2.5 units) | for Engineering students only<sup>1</sup>

### Overview of the review process

The review of the AWR aimed to assess its effectiveness, identify areas for improvement, and determine whether it meets the academic needs of our students. This work formed the basis for the recommendations that ultimately led to the development of the proposed Core Writing & Research Requirement.

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<sup>1</sup> ENGR 110 is a collaboratively delivered course between the Academic and Technical Writing Program (ATWP) and the Faculty of Engineering and Computer Science (FECS), in which the ATWP delivers the communication and professional writing components, while FECS provides instruction on design principles.

The review involved institutional data analysis, research of similar requirements at peer institutions, and extensive campus consultation.

The Working Group focused on three key aspects of the AWR:

1. **Current implementation:** Examined AWR courses, syllabi, learning objectives, enrolment and waitlist data, program-specific requirements, and student supports.
2. **Historical rationale and guiding documents:** Reviewed the rationale, history, and foundational documents of the AWR, including ATWP's program self-study, BC graduation assessments, and the original rationale for using high school grades as an admission-based method of satisfying the requirement.
3. **Comparator Models:** Explored how first-year writing and foundational academic skills requirements are structured and delivered at peer institutions provincially, nationally, and internationally.

## Consultations

The Working Group and project team engaged extensively with faculty, academic leaders, advisors, librarians, students, and Senate committees through targeted meetings, presentations, and a virtual town hall. Of UVic's ten faculties, eight offer undergraduate programs that require an AWR-designated course and will therefore be directly affected by any changes to the requirement.<sup>2</sup>

To date, academic leaders in the faculties with undergraduate programs (except Law) have been made aware of this proposal through discussion at governance and advisory bodies, including Deans' Council, Associate Deans Academic Advisory Council (ADAC), SCLT, and SCAS. Direct consultations have been held with all eight relevant undergraduate faculties. Continued engagement continues with the faculties as well as Deans' Council, ADAC, and OREM.

A detailed consultation summary is included in [Appendix D](#).

## Findings from the review

### *English 12 grade inflation and inconsistent readiness*

Increasing numbers of incoming students are satisfying the AWR through a high school English 12 grade of 86% or higher. However, this threshold no longer reflects the same level of preparation for university-level academic work as it was purported to in the past.

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<sup>2</sup> The Faculties of Graduate Studies and Law are not included, as neither offers undergraduate programs to which the Academic Writing Requirement applies.

Between 2019/20 and 2023/24, the percentage of direct-entry undergraduate students satisfying the AWR through an approved high school English grade of 86% or higher increased by 42%. This inflation has weakened the predictive validity of high school English grades as an indicator of academic preparedness.

**Why 86%?** The 86% threshold originates from the historical use of the BC “A-level” grade as an indicator of advanced proficiency. The threshold was intended to reflect a high level of academic writing readiness at the time it was adopted. However, changes in curriculum, assessment practices, and grading patterns have eroded its reliability.

Academic Calendar language related to the 86% exemption is included in [Appendix A](#).

#### *Waitlists, bottlenecks, and access issues*

Many programs require specific AWR-designated courses (particularly ATWP 135) for program progression or major admission—even for students who have already satisfied the requirement (either upon admission, with transfer credit, or by taking an AWR-designated course at UVic).

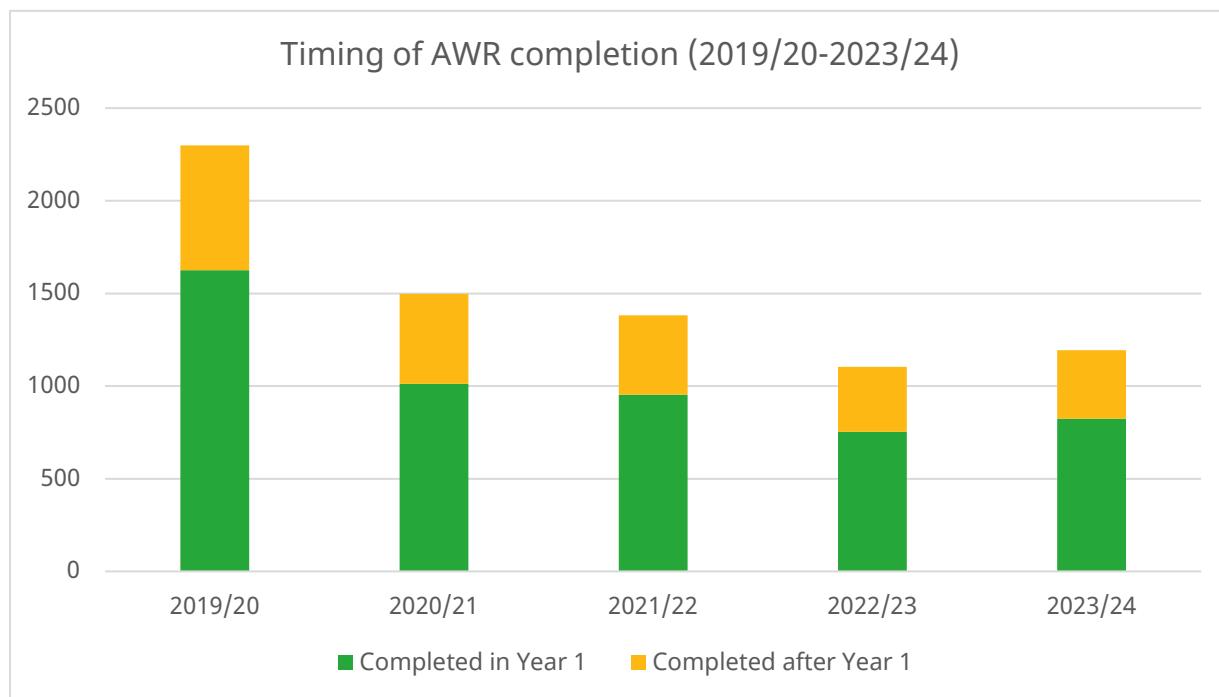
Across UVic, all eight undergraduate faculties have programs that either require, recommend, or rely on specific AWR-designated in their programs. For examples of programs that require specific AWR-designated courses, please refer to [Appendix C](#).

Program-based course requirements:

- Reduce seat availability
- Concentrate demand on a limited number of courses
- Delay student progression
- Increase advising complexity

#### *Misalignment with intended purpose*

Although the AWR is intended to be a first-year requirement, a significant proportion of students defer completion into their second, third, or even fourth year. Between 2019/20 and 2023/24, thousands of students entered UVic without having satisfied the AWR, yet only about two-thirds completed it in their first year. Roughly 32% postponed it into later years, limiting the requirement’s effectiveness as an early academic intervention.



**Figure 1.** Number of first-year undergraduate students who entered UVic without having satisfied the AWR through high school English 12 grades ( $\geq 86\%$ ) and completed the requirement in their first year versus in subsequent years, 2019/20-2023/24.

#### *Unclear expectations*

The AWR as written in the Academic Calendar (see [Appendix A](#)) does not include university-level learning outcomes specific to the requirement. While best practice for AWR courses indicate that instructors are encouraged to use similar learning outcomes, there is no standardization of these outcomes.

Additionally, AWR-designated courses are aligned with the [BCCAT Aims for First-Year Writing Courses](#), which identify more than 20 recommended learning outcomes. The number and scope of these outcomes exceed what is pedagogically feasible in a single 12-week course.

#### *Decentralized responsibility and limited oversight*

There is currently no centralized oversight of the AWR. Responsibilities for course development, learning outcomes, and student advising are not coordinated and are therefore inconsistent. This fragmentation contributes to uneven course expectations, challenges in assessing effectiveness of the university requirement, and inconsistent advising messages.

### *Impact on student retention and success*

Each year, thousands of students enter UVic with the AWR satisfied through their high school English grades or transfer credit, even though these pathways do not consistently demonstrate readiness for university-level academic work. Among students who *do* enter UVic without having satisfied the requirement and must complete an AWR-designated course, ~32% delay completion until after their first year. As a result, a significant proportion of students do not receive essential academic preparation when it is most impactful.

## Recommendations

The following recommendations emerged from the AWR review and extensive consultation with faculty, librarians, academic advisors, and learning specialists across disciplines. They are also informed by research on first-year writing and foundational skills requirements at peer and comparator institutions, both nationally and internationally.

### **1. Replace the AWR with a Core Writing & Research Requirement grounded in university-level Core Competencies**

The current AWR does not reliably ensure that students acquire foundational academic skills early in their degree, nor does it reflect contemporary expectations related to digital literacy, research literacy, and ethical use of GenAI.

It is therefore recommended that the AWR be replaced with a mandatory, university-wide Core Writing & Research Requirement that must be satisfied through completion of an approved Core-designated course or appropriate transfer credit. This requirement reframes foundational academic skill development as a shared university responsibility, rather than the purview of a single course type or disciplinary approach.

The Core Writing & Research Requirement is grounded in six university-level Core Competencies. These competencies articulate the foundational academic skills that all undergraduate students, regardless of program, are expected to acquire during their first year at UVic. Core Competencies include:

1. Written and multimodal communication
2. Active reading and listening
3. Information and digital literacy
4. Critical thinking
5. Research skills
6. Academic integrity

The Core Competencies are intentionally broad and high-level. They serve as institutional standards—not prescriptive learning outcomes—and are designed to be applied flexibly within disciplinary contexts. Academic units contributing Core-designated courses will develop their own course-specific learning outcomes that map to these competencies. All current AWR-designated courses already meet or exceed these competency areas; therefore, once the AWR is retired, these courses will satisfy the Core Requirement without needing substantive revision.

For a more detailed description of the Core Competencies, a full description is included in [Appendix E](#).

## 2. Require completion of the Core Requirement for all undergraduate students

- All incoming undergraduate students must complete a Core-designated course within their first year, unless they have appropriate transfer credit
- High school grades will not satisfy the Core Requirement
- Timely, consistent foundational skill development will be ensured for all learners

## 3. Establish university-level governance for the Core Requirement

The Core Requirement requires university-level governance to ensure:

- Alignment with Senate-approved Core Competencies
- Quality, consistency, and comparability across Core-designated courses
- Timely course review and renewal
- Coordinated communication with students, advisors, and faculties

**Scope of recommendations:** These recommendations aim to *improve* the current system by enhancing student experience, clarifying expectations, expanding capacity, and establishing university-level oversight. They do not claim to solve all the challenges identified in the review of the AWR.

## Oversight & governance

A university-level requirement requires a university-level governance mechanism to ensure quality, alignment, and ongoing oversight. As the formal design and operational details of such a mechanism are beyond the scope of both the AWR Working Group's mandate and Senate's jurisdiction, this proposal does not prescribe a finalized governance structure or identify a specific unit or body responsible for ongoing coordination. Instead, it articulates the need for a university-level stewardship mechanism and confirms that substantive consultation and preliminary planning have already occurred to ensure that

such a mechanism can be successfully established pending Senate approval of the proposed Core Writing & Research Requirement.

Consultations regarding the scope, accountability, and resourcing requirements for a future governance mechanism were conducted with key institutional partners as part of the proposal development process. These consultations included discussions with academic leadership, the faculties, Chairs and Directors, advising partners, and relevant units, among others.

Emerging from these consultations was a broad agreement that a coordinated, light-touch governance mechanism is both necessary and feasible, and that it should ensure:

- Alignment of Core-designated courses with the Core Competencies
- Quality assurance and periodic review
- Coordination across academic units, advisors, and support services
- Support for instructors and units developing Core-designated courses
- Clear communication to students, advisors, and faculty
- Coordination of Core-designated course enrollment and waitlists

Funding and resourcing considerations for a coordinating role associated with the governance mechanism have also been discussed with university leadership, with recognition that this position would require institutional support.

It is anticipated that the governance mechanism would reside within Office of the Vice-President Academic & Provost. Further refinement of the structure, mandate, and operational details will take place following Senate approval as part of the work of the Implementation Working Group.

## Opportunities for academic units

Academic units across UVic are invited to contribute to the Core Writing & Research Requirement by offering courses that align with the Core Competencies. Units may participate by:

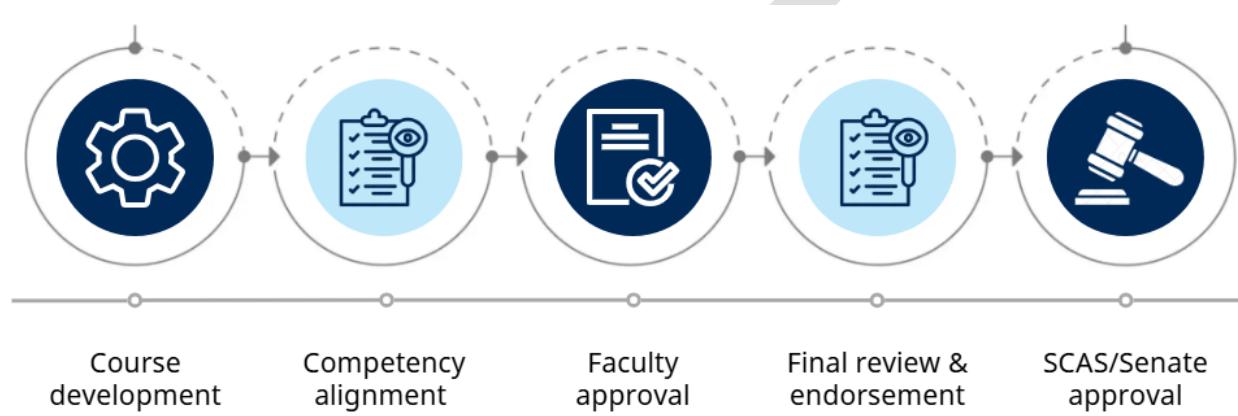
1. **Adapting existing courses** to meet Core Competency requirements, or
2. **Developing new courses** tailored to the requirement

Whichever approach a unit selects, supports will be made available to assist with refining course materials, aligning or integrating learning outcomes, and ensuring that any course designated as meeting the Core Requirement is appropriately designed and academically robust.

## Course approval process

Academic units intending to offer Core-designated courses will follow UVic's standard course approval pathways, with the addition of a competency-alignment review to ensure consistency across Core-designated offerings and fit with the requirement's purpose. This review will be performed by the governance mechanism for the Core-Requirement currently in development.

### Course approval flow



**Figure 2.** Proposed course approval flow for Core-designated courses.

#### Step 1: Course development (unit-led)

Units either adapt an existing course or develop a new course tailored to the criteria of the Core Writing & Research Requirement.

#### Step 2: Competency alignment review *\*new*

Units will submit the draft course proposal for a competency-alignment review, during which designated reviewers will confirm that the course aligns with all six Core Competencies, the proposed disciplinary framing supports foundational skills development, academic integrity and responsible GenAI components are appropriately addressed, and seat availability aligns with implementation needs.

Feedback at this stage is formative, not evaluative. The goal is to support units in finalizing a high-quality proposal before initiating formal governance pathways.

**Note:** This step may be simplified depending on the structure of the proposed governance mechanism.

#### Step 3: Faculty approval

Following review by the governance mechanism, units will submit the course through their faculty's normal curriculum approval process.

#### Step 4: Final review and endorsement \*new

After Faculty approval, the course returns for a final endorsement confirming that the course still aligns with Core Competencies, all requested revisions from the initial review have been addressed, and appropriate instructional supports are in place

This is a requirement quality checkpoint designed to streamline Senate approval, not delay it.

#### Step 5: SCAS/Senate approval

All Core-designated courses will proceed through:

1. SCAS review and recommendation
2. Senate approval, in alignment with the Academic Calendar publication timelines

By the time courses reach SCAS, they will have undergone clarity, alignment, and quality checks, helping ensure a smoother path through Senate.

## Implementation

The Core Writing & Research Requirement is proposed to be rolled out in May 2028. The detailed operational design of the implementation plan is both beyond the scope of the AWR Working Group's mandate and Senate's jurisdiction and is therefore not fully detailed in this proposal. Instead, this section outlines a high-level implementation timeline with key implementation considerations, preparatory work done to date, and structures that will be put in place to ensure successful implementation following Senate approval.



**Figure 3.** The implementation timeline is provisional and may change. Final activities and deadlines will be established by the Implementation Committee following the approval of the Core Writing & Research Requirement.

An important component of implementation will be ensuring that Core-designated courses are clearly identifiable to students and advisors. Consultations with OREM have already taken place to assess system feasibility and implementation considerations, including the potential use of course title markers, scheduling, degree auditing, and potential impacts to advising and recruitment, among others.

Implementation will focus on establishing the requirement at an institutional level, creating a governance mechanism, and preparing university systems for course delivery and degree auditing. The implementation plan will continue to be informed by consultation and refined as appropriate, following approval of the requirement.

### Academic approval and governance cycles

Academic approval and governance processes for curriculum submissions at UVic operate on three annual cycles. These cycles align with Senate and committee meeting schedules and are structured to ensure that new or revised courses/programs move through Faculty, SCAS, and Senate approval in time for inclusion in the Academic Calendar for the fall, winter, and summer terms.

Cycle	Faculty submission	SCAS approval	Senate approval	Publication
Cycle 1	3rd Friday in November	Early December	February	May 1
Cycle 2	3rd Friday in February	Early March	May	September 1
Cycle 3	3rd Friday in July	Mid-August	October	January 1

To support a May 2028 launch, units should ideally submit course proposals by Cycle 2 of 2027/28.

### Distribution of instructional responsibility

Under the current AWR model, the Academic and Technical Writing Program (ATWP) provides the majority of seats, with a smaller contribution from the English department. This structure has limited capacity and has created bottlenecks when high-demand programs require specific AWR-designated courses for progression (e.g., Psychology).

The Core Requirement introduces a more flexible approach:

- Units that do not offer Core-designated courses will continue to have their students served primarily through ATWP and existing AWR-delivery structures.
- Units that choose to participate by adapting existing courses or developing new ones will contribute directly to meeting institutional demand, reducing pressure on ATWP while increasing student choice.

## Resourcing and supports

To support units during the transition, the following resourcing options are under consideration include:

- One-time funding to support course development or redesign
- Instructional design support from LTI, including assistance with aligning learning outcomes to the Core Competencies
- Academic integrity modules and other plug-and-play supports to reduce development workload

These supports recognize the variable capacity across units and aim to lower the barrier to participation.

## Appendix A: AWR Academic Calendar description

### Academic Writing Requirement

Strong reading, writing, and research skills are essential to academic success. Regardless of whether they are native speakers of English or have learned English as an additional language, all students need to develop these skills so that they are able to meet the expectations of advanced literacy associated with university-level academic studies.

To ensure that students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to satisfy one of the following two requirements.

1. Successful completion of a minimum 1.5 unit AWR-designated course ([ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENSH 103](#), [ENGR 110](#)) or a 3.0 unit AWR-designated course ([ATWP 110](#)).
2. One of the following qualifications.
  - A final grade of at least 86% in B.C. English Studies 12, English First Peoples 12, or an approved equivalent Canadian curriculum grade 12 English course taken within the three years immediately prior to admission.
  - A minimum 1.5 units of transfer credit for [ATWP 135](#), [ENGL 135](#), [ENSH 101](#), [ENSH 102](#), [ENSH 103](#), [ENGR 110](#), or ATWP level credit.
  - A degree from a recognized English-speaking university.

### Selecting an AWR-Designated Course

All students who have been admitted to the university may register in the first-year English course of their choice. The following 1.5-unit courses are currently offered that satisfy the AWR:

- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (AWR)
- [ENSH 102](#) Literature in Action (AWR)
- [ENSH 103](#) Writing, Culture, Power (AWR)
- [ENGR 110](#) Design and Communication I (2.5 units), for Engineering students only

To increase their proficiency, students may also benefit from registering in the following 3.0-unit course that satisfies the AWR:

- [ATWP 110](#) Academic Reading and Writing support and Development (3.0 units)

Alternately a student wishing to increase their proficiency may choose to complete the following preparatory course prior to attempting an AWR-designated course:

- [ATWP 101](#) Fundamentals of Academic Literacy (1.5 units).

**Note that this course does not satisfy the Academic Writing Requirement.**

The website '[Which AWR course is right for me](#)' is available to help students in determining the course that best matches their level of proficiency.

#### **Timeline for Completing the AWR**

To gain the greatest benefit to their degree studies, students who have not yet satisfied the AWR are expected to register in a minimum 1.5-unit, AWR-designated course as soon as possible. For most students, this will be before the end of the third term of registration or prior to completing 30 units of credit.

Transfer students who are admitted to UVic for the first time as third-year students must complete the AWR during their first Winter Session. Nursing and block-transfer students should consult their academic advisers for information about their deadline for completing the requirement.

## Appendix B: Academic Calendar description for the proposed Core Writing & Research Requirement

This requirement will take effect starting September 2028. Students admitted before this date will follow the requirements of the calendar under which they were admitted but will have the option of switching from the AWR to the Core Requirement.

### Core Writing & Research Requirement

Strong reading, writing, and research skills and ethical and effective use of digital tools are essential to academic success. All students need to develop these skills so that they can meet the expectations of advanced literacy associated with university-level academic studies and an increasingly digital world.

To ensure that students are prepared to meet these expectations, the university requires all undergraduate students enrolled in a degree program to complete the Core Writing and Research Requirement (Core Requirement).

Upon completion of the Core Requirement, students will have acquired the following competencies:

- **Written and multimodal communication:** Communicate effectively and accessibly in writing and other modes of communication, tailoring messages to specific audiences, purposes and contexts.
- **Active reading and listening:** Comprehend, analyze, interpret, and discuss information presented in written, visual, and auditory forms for academic purposes.
- **Information and digital literacy:** Locate, evaluate, and synthesize information from diverse sources, including digital platforms and tools. Engage with information and technologies critically, ethically, and in alignment with academic and professional contexts.
- **Critical thinking:** Actively question, analyze, interpret, and evaluate information to form sound conclusions. Communicate analysis cohesively and effectively in ways appropriate to audience and purpose.
- **Research skills:** Identify information needs and use research tools and strategies to locate, use, and cite information effectively and ethically, in accordance with relevant standards or conventions.

- **Academic integrity:** Apply principles of academic integrity and professional ethics to academic, public, and professional work, demonstrating respect for intellectual property, disciplinary norms, and diverse perspectives.

Students are expected to complete the Core Requirement within their first year of study at UVic. For most students this will be before the end of their third term of registration.

Students may satisfy the Core requirement by:

1. Successfully completing a minimum of 1.5 units of a designated Core Writing and Research (Core Requirement) course (listed below).
2. Having a minimum of 1.5 units of approved transfer credit for a Core-designated course.

The Core Requirement is waived for students who enter UVic with a degree from a recognized English-speaking university.

### Selecting a Core-designated course

The following is a list of currently offered courses that satisfy the Core Requirement:

- [ATWP 110](#) Academic Reading and Writing Support and Development (3.0 units)
- [ATWP 135](#) Academic Reading and Writing (1.5 units)
- [ENSH 101](#) Themes in Literature (1.5 units)
- [ENSH 102](#) Literature in Action (1.5 units)
- [ENSH 103](#) Writing, Culture, Power (1.5 units)
- [ENGR 110](#) Design and Communication (2.5 units) | for Engineering students only

Students are encouraged to consult with academic advisers for their faculty for advice and guidance in choosing the Core Requirement course best suited to their academic needs.

Students wishing to increase their reading and writing proficiency prior to completing their Core Requirement course may complete the following preparatory course:

- [ATWP 101](#) Fundamentals of Academic Literacy (1.5 units).

**Note: ATWP 101 does not satisfy the Core Requirement.**

### Transfer students

Transfer students who are admitted to UVic must complete the Core Requirement within the first two terms of registration at UVic unless they have at least 1.5 units of transfer

credit for a Core Requirement course or have completed a degree from a recognized English-speaking university.

Transfer students, including Nursing and block-transfer students, should consult an academic adviser for the faculty in which they are registered for information about how this requirement applies in their case.

DRAFT

## Appendix C: Examples of programs that currently require or recommend specific AWR-designated courses

Based on internal review and consultation, many undergraduate programs require, recommend, or make use of AWR-designated courses (ATWP 135, ENSH 101/102/103, ATWP 110, ENGR 110) as part of their program requirements or pre-requisites. While the full landscape is complex and regularly updated, the examples below illustrate the range of programs using AWR courses in this way.

### Programs that require or recommend AWR-designated courses

Across UVic, all 8 relevant undergraduate faculties have at least one program that requires, recommends, or uses AWR-designated courses for admission, degree progression, or graduation requirements. Some examples include:

- **Psychology (BA/BSc)** – requires either ATWP 135 or ATWP 110; ATWP 135 or ATWP 110 are also pre-requisites for PSYCH 201, which is a requirement for both Psychology programs (BA and BSc); large cohort sizes contribute to significant pressure on seat availability.
- **Business (BCom)** – requires 1.5 units of AWR-designated courses, including for those who have satisfied the AWR on admission (completing an AWR course is a pre-requisite for one of BCom's program requirements, namely ATWP 250). This requires all BCom students to complete an AWR course, including those who have satisfied the AWR.
- **English (BA)** – requires one of ENSH 101, ENSH 102, or ENSH 103, including for those who have satisfied the AWR on admission.
- **Computer Science (BSc)** – requires ATWP 135, ENSH 101 or ENSH 102. Students are required to take one of these three courses even if they satisfied the AWR on admission.
- **Elementary curriculum (BEd)** – requires two of ATWP 135, ENSH 101, and ENSH 102; this reduces the number of seats available for students from other programs.
- **Health information Science (BSc)** – requires ATWP 135, including for those who have satisfied the AWR on admission.
- **Theatre (BFA)** – requires ATWP 135 for all Theatre Majors, including those who have satisfied the AWR.
- **Kinesiology (BSc)** – requires ATWP 135, including for those who have satisfied the AWR on admission.

## Appendix D: Consultation summary

This document summarized the consultations that took place regarding the proposal for the Core Writing and Research Requirement, formerly the Academic Writing Requirement (AWR).

### Overview

The AWR Working Group was established by the Office of the Vice-President Academic and Provost in February 2024 to review and update the existing AWR. The project is sponsored by the AVP Academic Programs and co-chaired by Todd Milford (A/Dean, Education) and Cindy Holder (Professor, Philosophy). The review was primarily motivated by the need to ensure the requirement supports students' academic success and reflects evolving expectations around foundational academic skills.

### Internal meetings and consultations

Date	Consultation method	Audience
<b>Phase 1: Initial consultations (September – December 2024)</b>		
Sept. 18-27, 2024	Survey	UVic UG students who completed an AWR-designated course
Oct. 31, 2024	Meeting	Associate Deans Academic
Nov. 4, 2024	Meeting	Senate Committee on Learning and Teaching
Dec. 2, 2024	Meeting	Office of the Vice-President Indigenous
Dec. 6, 2024	Senate meeting	Senate
Dec. 18, 2024	Meeting	Office of the Registrar and Enrolment Management
<b>Phase 2: Focused consultations (January – December 2025); ongoing</b>		
Jan. 21, 2025	Campus-wide townhall	Campus community
Jan. 24, 2025	Meeting	ATWP Steering Committee
March 6, 2025	Meeting	Select academic units (and support units) in HUMS, Fine Arts, Education, LTI [ATWP, WRIT, Germanic and Slavic Studies, Art History and Visual Studies, Linguistics, Curriculum & Instruction, English]
May 22, 2025	Meeting	Senate Committee on Academic Standards
Aug. 6, 2025	Meeting	Faculty of Humanities (SLLC, WRIT, SLAV, PAAS, PHIL)
Aug. 18, 2025	Meeting	Office of the Registrar and Enrolment Management
Aug. 28, 2025	Meeting	Associate Dean Academic, Faculty of Fine Arts

Sept. 9, 2025	Meeting	Psychology Department
Sept. 16, 2025	Meeting	Faculty of Humanities
Oct. 15, 2025	Meeting	Faculty of Humanities
Oct. 25, 2025	Meeting	Faculty of Health
Oct. 31, 2025	Meeting	English Department
Nov. 12, 2025	Meeting	Faculty of Fine Arts (Chairs and Directors)
Nov. 27, 2025	Meeting	Pacific and Asian Studies
Dec. 11, 2025	Meeting	VPAC
Dec. 18, 2025	Meeting	Faculty of Science
Dec. 19, 2025	Meeting	Faculty of Engineering and Computer Science
Jan. 7, 2026	Meeting	Deans' Council
Jan. 8, 2026	Meeting	Associate Deans' Academic Council
Jan. 12, 2026	Meeting	Senate Committee on Academic Standards
Jan. 16, 2026	Meeting	Faculty of Business
Jan. 20, 2026	Meeting	Office of the Registrar and Enrolment Management
Jan. 23, 2026	Meeting	Associate Dean Academic Humanities
Jan. 29, 2026	Meeting	UVic Advising Group

## Upcoming consultations

Additional consultation with the following groups include:

- Learning and Teaching Innovation (February 3, 2026)
- Faculty of Social Sciences (February 4, 2026)
- Libraries (March 5, 2026)

## External consultations (pending)

Consultation with Camosun College and other major transfer institutions is an upcoming action item to communicate the proposed replacement of the current AWR with the new Core Writing and Research Requirement. Coordination with BCCAT regarding articulation and transfer policies will not be necessary, since all courses that currently articulate as AWR transfer credit are anticipated to articulate as Core Requirement credit.

## What we heard from consultations

Consultations yielded support for the direction of the proposed Core Writing and Research Requirement alongside logistical, pedagogical, and resource-based questions and concerns.

*Positive feedback*

- **Foundational requirement:** There is broad support for requiring students to complete the Core Writing and Research Requirement early, ideally in their first year, rather than treating it as a graduation requirement.
- **Mandatory enrolment:** There is enthusiastic support for making the new requirement mandatory for all undergraduate students and eliminating the exemption based on high school grades (e.g., 86% in English 12).
- **Decentralized delivery and oversight:** The proposal to decentralize course delivery to allow units across campus to offer discipline-specific courses was welcomed in principle. The necessity of a university-level governance mechanism to ensure courses meet standards and competencies was also recognized as important for consistency.

*Recurring questions and concerns*

- **Resource and capacity issues:** The most significant recurring concern is the potential logistical challenges and lack of sufficient resources required to offer the requirement to all incoming students in their first year. Specifically, concerns were raised about the cost, staffing, and feasibility of maintaining small class sizes.
- **Student mobility:** Concerns exist that if every program requires its own specific course version, this could create barriers for students who change programs or are undeclared.
- **Quality concerns:** Questions were raised about how to ensure consistency and quality control in new course offerings.

## Appendix E: Core Competencies

### **1. Written and multimodal communication**

Students learn to communicate effectively in writing and other modes, tailoring messages to their audience, purpose, and context.

### **2. Active reading and listening**

Students comprehend, analyze, interpret, and discuss information presented in written, visual, and auditory forms for academic purposes.

### **3. Information and digital literacy**

Students can locate, evaluate, and synthesize information from diverse sources, including digital tools. They engage with information critically, ethically, and in alignment with academic and professional standards.

### **4. Critical thinking**

Students actively question, analyze, interpret, and evaluate information to form sound conclusions. They learn to communicate their analysis clearly and appropriately for the intended audience.

### **5. Research skills**

Students identify information needs and use research strategies and tools to locate, use, and cite information effectively and ethically, following disciplinary standards.

### **6. Academic integrity**

Students apply principles of academic integrity and professional ethics in all academic, public, and professional work. They demonstrate respect for intellectual property, disciplinary norms, and diverse perspectives.

To support consistent instruction in this area, LTI's Academic Integrity modules can be embedded directly into Core-designated courses as a ready-made, scalable resource.

#### **Ex) Disciplinary variation in demonstrating Core Competencies**

A history course and a biology course might both address "research skills," but the specific learning objectives and assignments will differ according to disciplinary conventions. The Oversight Body (addressed in the next section) will ensure all course proposals clearly demonstrate alignment between their objectives and the six Core Competencies.

## Appendix F: Frequently asked questions

1. How will transfer credit be handled under the Core Writing & Research Requirement, including BCCAT-aligned writing courses?

Students who enter UVic with appropriate transfer credit for a Core-designated course will be considered to have satisfied the Core Writing & Research Requirement. As with the current Academic Writing Requirement, transfer credit decisions will continue to be guided by established articulation practices, including BCCAT where applicable, and administered through the Office of the Registrar and will be assessed using established transfer credit processes. The Core Requirement is not a first-year writing requirement but a foundational skills requirement; therefore, it is not required to align directly with the full set of BCCAT learning outcomes for first-year writing courses.

2. How will the elimination of the English 12 (86%) exemption affect admissions advising and student pathways?

Under the proposed model, high school English grades would no longer exempt students from completing the Core Requirement. Instead, all undergraduate students would complete a Core-designated course early in their degree, ensuring consistent access to foundational academic skills. Admissions requirements would remain unchanged. However, advising materials and communications would be updated to clearly distinguish admission standards from degree requirements and to support appropriate course selection in the first year.

3. Can Core-designated courses be restricted to students in a specific program or faculty?

In general, Core-designated courses are intended to be broadly accessible to students across faculties to maximize capacity, flexibility, and student choice. Limited restrictions may be appropriate in some cases (e.g., cohort-based programs or accreditation requirements), subject to established processes for review and approving course proposals. Oversight mechanisms will balance accessibility with programmatic needs.

4. How will course caps and class sizes be determined under the Core Requirement?

Course caps and class sizes will remain the responsibility of academic units and faculties, guided by disciplinary norms, pedagogical considerations, instructor workload, and existing governance processes. The Core Requirement does not impose uniform class sizes across courses.

5. What happens if there are not enough seats for incoming students to complete the Core Requirement?

The Core Requirement is designed to expand institutional capacity through distributed course delivery rather than relying on a small number of centralized units.

Under this approach, ensuring enough seats is a campus-wide responsibility, managed by active coordination of units offering Core-designated courses by a university-level governance mechanism.

6. Do support units (Libraries, Advising, LTI) have sufficient capacity to support increased first-year enrolments?

Engagement with academic support units has been both ongoing and iterative.

Representatives from Libraries and LTI were members of the Academic Writing Requirement Working Group and contributed directly to the review, analysis, and early development of the proposed Core Writing & Research Requirement. In addition, consultations with OREM, which includes advising functions, have informed planning related to student pathways, capacity, and implementation considerations.

7. Will resources be available to support units that choose to develop or adapt Core-designated courses?

A range of transitional supports are under consideration, including instructional design assistance, shared academic integrity resources, and potential one-time funding or course development supports. These measures are intended to lower barriers to participation while recognizing that capacity varies across units.

8. What governance structure will oversee the Core Requirement, and how will membership and workload be determined?

A university-level governance mechanism will be established to support quality assurance, consistency, and periodic review of the Core Requirement. The specific structure, membership, and workload considerations are under development and will be informed by existing governance models and further consultation.

9. If the proposal does not proceed, what will happen to the delivery issues currently experienced under the AWR (e.g., bottlenecks and access constraints)?

If the proposal does not advance, the underlying challenges identified through the AWR review—such as capacity constraints, uneven access, and delayed completion—will remain. The Core Requirement proposal is intended to address these issues through structural change rather than ad hoc adjustments.

## Appendix G: Letters of support

This appendix contains letters of support from seven out of eight relevant faculties and from key academic and administrative units, reflecting broad institutional engagement with and support for the academic principles of the proposed Core Writing & Research Requirement.

- Appendix G-1 Faculty of Humanities
- Appendix G-2 Faculty of Social Sciences
- Appendix G-3: Faculty of Science
- Appendix G-4: Faculty of Education
- Appendix G-5: Faculty of Fine Arts
- Appendix G-6: Peter B. Gustavson School of Business
- Appendix G-7: Faculty of Health



# Core Writing & Research Requirement: Letter of support template

## FACULTY OF HUMANITIES

### **Letter of conditional support – Core Writing & Research Requirement**

**Submitted to:** Carleigh Dean, Office of the Vice-President Academic & Provost

**Purpose:** To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

## 1. General information

- **Unit/Department:** n/a
- **Faculty:** Humanities
- **Name of signatory:** Annalee Lepp
- **Position>Title:** Dean

## 2. Position Statement

The Faculty of Humanities conditionally supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty supports

- 1) the removal of the 86% exemption;
- 2) the proposal that all first-year students at UVic should be required to complete Core;
- 3) the proposal's goals of establishing Learning Objectives for this university-wide requirement; and
- 4) the existing AWR courses count for Core.

Our concerns continue to be as follows:

- 1) Unless well planned, the implementation of Core may cause either a serious enrollment shock in Humanities or serious waitlists that would negatively affect students.
- 2) The data in the latest Core reports are inaccurate and cannot be resolved with our own AWR data pulled from FAST. This inaccuracy calls into question the planning and implementation processes that will be critical for success.



- 3) The planning process will require coordination across multiple Faculties and units and must be resourced to ensure student access to Core.
- 4) Will Core courses be portable across Faculties?

### 3. Intent to Contribute Courses (non-binding)

Depending on the creation of a robust inter-faculty planning structure and process that will predict seat need based on accurate data, review offering based on actual admissions and registrations, and respond in real time to waitlists with appropriate resources from June to September, the Humanities will be able to continue offering its current number of AWR seats in English and ATWP, as well as fully meeting the need of ENGR 110 students.

Our concern for a robust planning structure and process reflects our need to protect our own faculty from enrollment losses if Core seats exceed student need.

Other Core seats may be available through PHIL, PAAS (these units may have filled out their own responses).

### 4. Additional Comments (optional)

### 5. Signature

**Name:** Annalee Lepp

**Position:** Dean

**Date:** 29 January 2026

**Signature:** Click or tap here to enter text.

A handwritten signature in black ink that reads "Annalee Lepp".



# Memo

January 23, 2026

To: Carleigh Dean, Office of the Vice-President Academic & Provost

From: Lois Harder, Dean, Faculty of Social Sciences  
Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences

Re: **Core Writing & Research Requirement Proposal**

---

The Faculty of Social Sciences would like to express its support for the initiative to redesign the University of Victoria's Academic Writing Requirement (AWR) by replacing it with a Core Writing and Research Requirement. We view the proposed Core Requirement as an important and timely enhancement to the university's approach to foundational academic skills. A broader and more integrated requirement has the potential to better prepare students across all disciplines by strengthening their competencies in writing and multi-modal communication, active reading and listening, information and digital literacy, critical thinking, research skills, and academic integrity. Each of these areas plays a vital role in academic success and in students' ability to meet the expectations of contemporary scholarship.

In particular, we fully endorse the proposal's recommendations to: (1) replace the AWR with a foundational skills requirement, (2) deliver the new requirement across disciplines, (3) centralize oversight of the new requirement, and (4) make the new requirement mandatory for all undergraduate students to be taken in their first year (unless they have appropriate transfer credit). We regard these elements as essential to supporting students' development of core academic competencies from the outset of their programs.

At this early stage, there are no confirmed plans for academic units within the Faculty of Social Sciences to offer courses that would fulfill the Core Requirement. However, we will continue to consult with our departments and schools to explore the possibility of developing new courses or redesigning existing ones in ways that align with the competencies outlined for the Core Requirement.

While we are supportive of the proposal's direction and key recommendations, we wish to note two areas that would benefit from clarification. First, the implementation plan for transitioning from the existing AWR to the Core Writing and Research Requirement requires more detailed articulation. We appreciate the complexities of designing governance models, and the need to

balance the community's desire for clarity on these structures with the iterative and engaged efforts that will likely be required to 'get it right.' To that end, we would suggest that the proposal offer at least some principles or broadly structured concepts of what the governance model could be.

Second, we are aware that there are some inconsistencies between the enrollment data provided by Institutional Analysis and incorporated into the report, and the Faculty of Humanities' information drawn from FAST. Some further exploration into these inconsistencies would be welcome in order to support a successful launch of the initiative.

In closing, the Faculty of Social Sciences is pleased to support the development of a Core Writing and Research Requirement and recognizes its potential to substantially strengthen undergraduate education at the University of Victoria. We look forward to working collaboratively toward a final version of the proposal that addresses the remaining concerns regarding the requirement's governance model and data interpretation. We appreciate the considerable work that the AWR Working Group has undertaken in advancing this important initiative.

Sincerely,



Lois Harder  
Dean, Faculty of Social Sciences  
University of Victoria  
[soscdean@uvic.ca](mailto:soscdean@uvic.ca)



Reuben Rose-Redwood  
Associate Dean Academic, Faculty of Social Sciences  
University of Victoria  
[soscasdn@uvic.ca](mailto:soscasdn@uvic.ca)



# Core Writing & Research Requirement: Letter of support

## **Faculty of Science**

### **Letter of support – Core Writing & Research Requirement**

**Submitted to:** Carleigh Dean, Office of the Vice-President Academic & Provost

**Purpose:** To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

## [1. General information](#)

- **Unit/Department:** N/A
- **Faculty:** Faculty of Science
- **Name of signatory:** Chris Eagle
- **Position/Title:** Associate Dean Academic

## [2. Statement of Support](#)

The Faculty of Science conditionally supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty supports:

- the removal of the option for students to fill the requirement through secondary school English grades
- the premise that all students at UVic should be required to take a course in their first year that provides instruction in writing and other transferrable academic skills;
- the proposal's goals of having University-wide learning objectives for courses that meet the Core requirements.

However, we have concerns about the *implementation* of the Core proposal and cannot offer full support of the proposal until more clarity and detail become available. We have two specific concerns that have not yet been addressed.

- Our primary concern relates to our ability to commit resources to these Core courses. A University-wide requirement that all first-year students must complete a Core course needs to come with a commitment from the University ensuring that Faculties have teaching capacity and space to offer such courses. About 650 new first-year students enroll each year



in Faculty of Science programs. Currently about 270-300 Science students take an AWR course each year. We will therefore require the resources currently allocated to teaching these students plus an additional 350 students that currently do not take AWR courses. Additional resources are required for the development of such a course within Science. These numbers may change if we decide to offer two different Core courses instead of a single course or if a significant number of students take more than one Core course.

- A second concern to be addressed at a later stage involves the differentiation of Core courses offered by the different faculties. Transferability of course credits between Faculties will depend on the course content. It is in our interest that the variability between Core courses is small enough that reciprocal course credit transfers are straightforward, as this will facilitate student mobility between programs and Faculties.

### 3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Science anticipates being able to contribute course offerings that align with the Core Requirement.

Our preliminary (non-binding) projections are:

- At this time, we have neither space nor the financial resources to offer a general SCIENCE core course. We can provide the University with an estimate on the resources that are required.
- With appropriate resourcing we will be able to provide such a course (or courses).

These estimates are subject to change and will be refined during implementation planning.

### 4. Additional Comments (optional)

### 5. Signature

**Name:** Chris Eagle

**Position:** Associate Dean Academic

**Date:** 23/01/2026

**Signature:** *Chris Eagle*



# Core Writing & Research Requirement: Letter of support template

## Faculty of Education

### Letter of support – Core Writing & Research Requirement

**Submitted to:** Carleigh Dean, Office of the Vice-President Academic & Provost

**Purpose:** To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

## 1. General information

- **Unit/Department:** Office of the Associate Dean Undergraduate Programs
- **Faculty:** Faculty of Education
- **Name of signatory:** Leslee Francis Pelton
- **Position/Title:** Associate Dean Undergraduate Programs

## 2. Statement of Support

The Faculty of Education fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

The Faculty of Education strongly supports the creation of the new Core Writing and Research requirement to replace the current Academic Writing Requirement. All students completing Teacher Education programs are currently required to complete 3.0 units of coursework in English. Many of our students who met the AWR by entering with a mark of 86% or higher in English 12 were confused about the English requirement and thought they were barred from enrolling in ATWP 135, even when we listed it as a recommended course to meet the English requirement. Requiring all students to complete the new Core Writing and Research Requirement will benefit our students by providing clarity on program requirements, consistency in course content to meet the requirement and make it easier to ensure they are fulfilling the English requirement for their program. Also, Faculty of Education programs incorporate many different forms of communication and projects beyond traditional papers. We are delighted to see the new requirement will include other modes of communication as well as skills in information and digital literacy, critical thinking, and research skills. These are all necessary skills for students in our programs. And finally, understanding and practicing academic integrity is essential in the evolving landscape of a world with so much AI available.



### 3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Education anticipates being able to contribute course offerings that align with the Core Requirement.

Our preliminary (non-binding) projections are:

- 3 sections on campus, May need a 4th section online.
- 25-30 students/section.

These estimates are subject to change and will be refined during implementation planning.

### 4. Additional Comments (optional)

For what it's worth, offering sections within the Faculty of Education would be a very good idea since, like the other disciplines, the types of writing we expect our students to do in this program - and beyond in their careers - are a lot different than what they've traditionally been taught in ATWP 135. We have faculty members who specialize in teaching writing and graduate students, including some who currently teach ATWP 135, who would be very qualified to teach the proposed course. We also note that the majority of students admitted to CYC programs are online and have in the past taken the ATWP course online. We would have to determine if we would wish to offer a section online or have the students do the course through ATWP.

### 5. Signature

**Name:** Leslee Francis Pelton

**Position:** Associate Dean Undergraduate Programs

**Date:** 21/01/2026

**Signature:** *L Francis Pelton*



# Core Writing & Research Requirement: Letter of support template

## Faculty of Fine Arts

### Letter of support – Core Writing & Research Requirement

**Submitted to:** Carleigh Dean, Office of the Vice-President Academic & Provost

**Purpose:** To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

## 1. General information

- **Unit/Department:** N/A
- **Faculty:** Faculty of Fine Arts
- **Name of signatory:** Catherine Harding
- **Position/Title:** Associate Dean Academic

## 2. Statement of Support

The Faculty of Fine Arts fully supports the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

## 3. Intent to Contribute Courses (non-binding)

Based on current planning and instructor availability, the Faculty of Fine Arts anticipates being able to contribute course offerings that align with the Core Requirement.

Our preliminary (non-binding) projections are:

- One per unit (5) and possibly one course at the Fine Arts level
- 25

These estimates are subject to change and will be refined during implementation planning.

## 4. Additional Comments (optional)

N/A

## 5. Signature

**Name:** Catherine Harding

**Position:** Associate Dean Academic

**Date:** January 28, 2026

**Signature:** *Catherine Harding*



January 23, 2026

To: Carleigh Dean, Office of the Vice-President Academic & Provost

Dear Carleigh,

Please accept this letter as evidence of the Business Faculty's firm support of the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement. We applaud the objectives of the proposed Requirement and its focus on strengthening student competency in foundational skills (writing, reading, research, and the ethical use of digital tools across disciplines). These are competency areas that are of importance to all faculties and disciplines across UVic and we appreciate the effort that has gone into the thoughtful design of this new Requirement.

Though it is too early for us to say where and how we might work a Core Requirement course into our programs, we appreciate the flexibility built into this design. The proposal offers numerous pathways through which first-year UVic students may be able to satisfy the Core Requirement, along with opportunities for discipline-alignment.

Again, thank you to you and the rest of your working group for developing and sharing this.

Best,

*Vivien Corwin*

Vivien Corwin  
Associate Dean, Teaching & Learning  
Gustavson School of Business



## Letter of support – Core Writing and Research Requirement

**Submitted to:** Carleigh Dean, Office of the Vice-President Academic and Provost

**Purpose:** To be included as supporting documentation in the Core Writing & Research Requirement proposal for Senate.

**Submitted by:** Maureen Ryan RN PhD  
Associate Dean Academic, Faculty of Health  
Chair, Faculty of Health Consultation Group\*

### Statement of Support:

Schools offering undergraduate programs in the Faculty of Health unanimously support the proposal to replace the current Academic Writing Requirement (AWR) with the Core Writing & Research Requirement.

In order to engage fully in this important discussion, the Associate Dean Academic asked each School in the Faculty of Health that offered an undergraduate program to send a representative to a consultation group. The consultation process took place over three meetings including a meeting with the project leads.

An environmental scan of the undergraduate programs offered revealed that Schools required one to two academic writing courses. Three of five undergraduate programs are transfer programs. Each School had loosely designated courses within their undergraduate programs to address academic writing requirements ( e.g. writing a scholarly paper; writing a research paper). In addition, disciplinary writing and communication requirements are addressed through scaffolding of assignments and expectations.

Members of the consultation group also shared they are actively engaged in exploring the writing requirements in light of artificial intelligence and academic integrity.

The Schools of Nursing, Public Health and Social Policy, Health Information Science, Exercise Science Physical and Health Education and Social Work endorse the objectives of the proposed Requirement and recognizes its importance in strengthening student competencies in writing, reading, research and the ethical use of digital tools across disciplines.

### \*Group members:

Kim Daly	Nursing
Lara Lauzon	Exercise Science, Physical and Health Education
Margaret Scaia	Public Health and Social Policy
Gayle Poyer	Social Work
Dennis Lee	Health Information Science
Jenna Dobson	Health Information Science
Helen Monkman	Health Information Science



# MEMO

## Office of the University Secretary

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2

Phone: 250-721-8101 | Email: [usec@uvic.ca](mailto:usec@uvic.ca)

To: Members of Senate  
From: Carrie Andersen, University Secretary  
Date: January 21, 2026  
Subject: 10-Year Sessional Calendar

Under its authority for the academic governance of the university, Senate approves the 10-Year Sessional Calendar at its February meeting, each year adding one more year to the calendar. This is a request for approval of the attached updated 10-Year Sessional Calendar.

**Recommended motion:**

That Senate approve the 2025 - 2035 10-Year Sessional Calendar.



## UNIVERSITY OF VICTORIA 10-YEAR SESSIONAL CALENDAR

ACADEMIC YEAR	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	2031/2032	2032/2033	2033/2034	2034/2035
SUMMER SESSION	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
May/Aug (Term 1) courses begin	May 7	May 6	May 5	May 3	May 2	May 1	May 7	May 5	May 4	May 3
May and May/June (Terms 4 and 2) courses begin	May 12	May 11	May 10	May 8 May 15 / May 8	May 14	May 13	May 12	May 10	May 9	May 15 / May 8
Victoria Day – University closed	Mon, May 19	Mon, May 18	Mon, May 24	Mon, May 22	Mon, May 21	Mon, May 20	Mon, May 19	Mon, May 24	Mon, May 23	Mon, May 22
May (Term 4) courses end	Jun 4	Jun 3	Jun 2	Jun 7	Jun 6	Jun 5	Jun 4	Jun 2	Jun 1	Jun 7
June (Term 5) courses begin	Jun 5	Jun 4	Jun 3	Jun 8	Jun 7	Jun 6	Jun 5	Jun 3	Jun 2	Jun 8
Spring Convocation - June	June 9,10,11,12,13	June 8,9,10,11,12	June 14,15,16,17,18	June 12,13,14,15,16	June 11,12,13,14,15	June 10,11,12,13,14	June 9,10,11,12,13	June 14,15,16,17,18	June 13, 14, 15, 16, 17	June 12,13,14,15,16
May/June and June (Terms 2 and 5) courses end	Jun 27	Jun 26	Jun 25	Jun 30	Jun 29	Jun 28	Jun 27	Jun 25	Jun 24	Jun 30
Canada Day - University closed	Tue, Jul 1	Wed, Jul 1	Thu, Jul 1	Mon, Jul 3	Mon, Jul 2	Mon, Jul 1	Tue, Jul 1	Thur, Jul 1	Fri, Jul 1	Mon, Jul 3
May/Aug (Term 1) courses Reading Break	Jun 30 – Jul 1	Jul 1 – 2	Jul 1 – 2	Jul 3 – 4	Jul 2 – 3	Jul 1 – 2	Jun 30 – Jul 1	Jul 1 – 2	Jun 30 – Jul 1	Jul 3 – 4
July and July/August (Terms 6 and 3) courses begin	Jul 3	Jul 6	Jul 5	Jul 5	Jul 4	Jul 3	Jul 3	Jul 5	Jul 4	Jul 5
July courses (Term 6) courses end	Jul 25	Jul 28	Jul 27	Jul 27	Jul 26	Jul 25	Jul 25	Jul 27	Jul 26	Jul 27
August (Term 7) courses begin	Jul 28	Jul 29	Jul 28	Jul 28	Jul 27	Jul 26	Jul 28	Jul 28	Jul 27	Jul 28
May/August (Term 1) courses end	Aug 1	Jul 31	Jul 30	Jul 28	Jul 27	Jul 26	Aug 1	Jul 30	Jul 29	Jul 28
B.C. Day - University closed	Mon, Aug 4	Mon, Aug 3	Mon, Aug 2	Mon, Aug 7	Mon, Aug 6	Mon, Aug 5	Mon, Aug 4	Mon, Aug 2	Mon, Aug 1	Mon, Aug 7
Examinations begin - May/August (Term 1)	Aug 5	Aug 4	Aug 3	Aug 8	Aug 7	Aug 6	Aug 5	Aug 3	Aug 2	Aug 8
Examinations end - May/August (Term 1)	Aug 16	Aug 17	Aug 16	Aug 18 Aug 17	Aug 16	Aug 17	Aug 16	Aug 16	Aug 16	Aug 17
July/August and August (Terms 3 and 7) courses end	Aug 20	Aug 21	Aug 20	Aug 18 Aug 21	Aug 19	Aug 18	Aug 20	Aug 20	Aug 19	Aug 18 / Aug 21
WINTER SESSION FIRST TERM	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Labour Day – University closed	Mon, Sep 1	Mon, Sep 7	Mon, Sep 6	Mon, Sep 4	Mon, Sep 3	Mon, Sep 2	Mon, Sep 1	Mon, Sep 6	Mon, Sep 5	Mon, Sep 4
Winter Session/First Term Classes start	Sep 3	Sep 9	Sep 8	Sep 6	Sep 5	Sep 4	Sep 3	Sep 8	Sep 7	Sep 6
National Day for Truth and Reconciliation - University closed	Tue, Sep 30	Wed, Sep 30	Thu, Sep 30	Mon, Oct 2	Mon, Oct 1	Mon, Sep 30	Tue, Sep 30	Thur, Sep 30	Fri, Sep 30	Mon, Oct 2
Thanksgiving – University closed	Mon, Oct 13	Mon, Oct 12	Mon, Oct 11	Mon, Oct 9	Mon, Oct 8	Mon, Oct 14	Mon, Oct 13	Mon, Oct 11	Mon, Oct 10	Mon, Oct 9
Remembrance Day - University closed	Tue, Nov 11	Wed, Nov 11	Thu, Nov 11	Mon, Nov 13	Mon, Nov 12	Mon, Nov 11	Tue, Nov 11	Thur, Nov 11	Fri, Nov 11	Mon, Nov 13
Winter Session/First Term Reading Break	Nov 10 – 12	Nov 9 – 11	Nov 10 – 12	Nov 13 – 15	Nov 12 – 14	Nov 11 – 13	Nov 10 – 12	Nov 10 – 12	Nov 9 – 11	Nov 13 – 15
Fall Convocation - November	November 10 & 12	November 9 & 10	November 10 & 12	November 14 & 15	November 13 & 14	November 12 & 13	November 10 & 12	November 9 & 10	November 14 & 15	November 14 & 15
Winter Session/First Term Classes end	Dec 3	Dec 7	Dec 6	Dec 4 Dec 5	Dec 5	Dec 3	Dec 3	Dec 6	Dec 5	Dec 5
Winter Session/First Term Examinations	Dec 6 - 20	Dec 10 -23	Dec 9 - 22	Dec 7 – 20 Dec 8 – 22	Dec 8 - 22	Dec 6 - 20	Dec 6 - 20	Dec 9 – 22	Dec 8 – 22	Dec 8 – 22
WINTER SESSION SECOND TERM	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Winter Session/Second Term Classes start	Jan 5	Jan 6	Jan 10	Jan 8	Jan 7	Jan 6	Jan 5	Jan 10	Jan 9	Jan 8
Family Day – University closed	Mon, Feb 16	Mon, Feb 15	Mon, Feb 21	Mon, Feb 19	Mon, Feb 18	Mon, Feb 17	Mon, Feb 16	Mon, Feb 21	Mon, Feb 20	Mon, Feb 19
Winter Session/Second Term Reading Break	Feb 16 - 20	Feb 15 - 19	Feb 21 – 25	Feb 19 – 23	Feb 18 - 22	Feb 17 – 21	Feb 16 - 20	Feb 21 – 25	Feb 20 – 24	Feb 19 – 23
Easter weekend – University closed	Apr 3 – 6	Mar 26 - 29	Apr 14 – 17	Mar 30 – Apr 2	Apr 19 - 22	Apr 11 – 14	Mar 26 - 28	Apr 15 – 18	Apr 7 – 10	Mar 23 – 26
Winter Session/Second Term Classes end	Apr 2	Apr 7	Apr 7	Apr 9 Apr 10	Apr 5	Apr 4	Apr 8	Apr 8	Apr 6	Apr 10
Winter Session/Second Term Examinations	Apr 7 – 22	Apr 10 - 26	Apr 10 – 28	Apr 12 – 27 Apr 13 – 28	Apr 8 - 26	Apr 7 – 25	Apr 12 - 27	Apr 11 – 27	Apr 11 – 26	Apr 13 – 28
Summer Session class days	60	60	60	60	60	60	60	60	60	60
Days lost	MMT	MWR	MRF	MMT	MMT	MMT	MTM	MRF	MRF	MMT
Winter Session/First Term class days	61	59	59	5960	61	60	61	59	59	60
Days lost	MTMTW	WMMTW	RMWRF	MMMTW	MMMTW	MMMTW	TMMTW	RMWRF	FMWRF	MMMTW
Winter Session/Second Term class days	59	59	60	5960	60	60	62	60	59	60
Days lost	MTWRF	MTWRRFFM	MTWRF	MTWRRFFM	MTWRF	MTWRF	MTWRRFFM	MTWRF	MTWRF	MTWRRFFM

**UNIVERSITY OF VICTORIA 10-YEAR SESSIONAL CALENDAR  
2025-2035**

Attached is the ten-year calendar for the period 2024- 2034. 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 3 March 2023; 2 February 2024; 7 February 2025.



# MEMO

## Office of the University Secretary

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2

Phone: 250-721-8101 | Email: [usec@uvic.ca](mailto:usec@uvic.ca)

To: Members of Senate  
From: Carrie Andersen, University Secretary  
Date: January 21, 2026  
Subject: Academic Important Dates

Attached for Senate's approval is a revised Academic Important Dates for the period May 2027 through December 2027. As you may recall at the October 3, 2025 Senate meeting, the dates to April 2027 were approved. The key dates in the attached calendar are drawn from the previously approved 10-Year Sessional Calendar.

**Recommended motion:**

That Senate approve the Academic Important Dates for the period May 2027 through December 2027 for submission to the May 2026 undergraduate and graduate academic calendar publications.



# 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.

---

## Winter session - second term

### **January 2026**

University closed (Winter Break)

January 1<sup>st</sup>

---

Second term classes begin for all faculties

January 5<sup>th</sup>

---

Senate meets

January 9<sup>th</sup>

---

Last day for adding or dropping courses in the Faculty of Law

January 15<sup>th</sup>

---

Last day for 100% reduction of second term fees for standard courses

January 18<sup>th</sup>

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

January 18<sup>th</sup>

---

Last day for adding courses that begin in the second term (except Faculty of Law)

January 21<sup>st</sup>

---

Last day for paying second term fees without penalty

January 31<sup>st</sup>

---

### **February 2026**

Senate meets

February 6<sup>th</sup>

---

Last day for 50% reduction of tuition fees for standard courses

February 8<sup>th</sup>

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

February 15<sup>th</sup>

Students completing in the Spring term only

---

---

University Closed (Family Day)  
February 16<sup>th</sup>

---

Reading Break for all faculties  
February 16<sup>th</sup> –February 20<sup>th</sup>

---

Last day for withdrawing from full year and second term courses without penalty of failure  
February 28<sup>th</sup>

---

### March 2026

Senate meets  
March 6<sup>th</sup>

---

First registration date for Summer Session 2026  
March 9<sup>th</sup>  
Course registration important dates and deadlines

---

### April 2026

Last day of classes for all faculties  
April 2<sup>nd</sup>

---

University Closed (Good Friday)  
April 3<sup>rd</sup>

---

University Closed (Easter Monday)  
April 6<sup>th</sup>

---

S.E.L. days (Student Experience of Learning survey)  
April 3<sup>rd</sup> –April 6<sup>th</sup>

---

Examinations begin for all faculties  
April 7<sup>th</sup>

---

Senate meets  
April 10<sup>th</sup>

---

Examinations end for all faculties  
April 22<sup>nd</sup>  
End of Winter Session

---

2026/2027 Official academic year begins

---

### Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

---

### May 2026

May - August (Term 1) courses begin for all faculties  
May 6<sup>th</sup>

---

Senate meets  
May 8<sup>th</sup>

---

May (Term 4) and May-June (Term 2) courses begin  
May 11<sup>th</sup>

---

Last day for Faculty of Law course changes  
May 13<sup>th</sup>  
See Summer 2026 Important Dates for more details

---

University Closed (Victoria Day)  
May 18<sup>th</sup>

---

Last day for graduate students to register in a personal leave in summer  
May 19th

---

Senate Committee on Academic Standards meets to approve Convocation lists  
May 21<sup>st</sup>

---

Fees deadlines for summer  
May 31<sup>st</sup>  
See undergraduate and graduate add and drop dates for standard summer courses

---

## **June 2026**

May (Term 4) Courses End  
June 3<sup>rd</sup>

---

June (Term 5) Courses Begin  
June 4<sup>th</sup>

---

First registration date for Winter Session 2026/2027  
June 8<sup>th</sup>  
Course registration important dates and deadlines

---

Spring Convocation  
June 8<sup>th</sup> –June 12<sup>th</sup>

---

May-June (Term 2) and June (Term 5) Courses End  
June 26<sup>th</sup>

---

## **July 2026**

University Closed (Canada Day)  
July 1<sup>st</sup>

---

Reading Break May-August (Term 1) sections only (except Law)  
July 1<sup>st</sup> and July 2<sup>nd</sup>

---

July (Term 6) and July-August (Term 3) courses begin  
July 6<sup>th</sup>

---

Deadline to apply to graduate for Fall Convocation (all faculties)  
July 15<sup>th</sup>

---

July (Term 6) courses end  
July 28<sup>th</sup>

---

August (Term 7) courses begin  
July 29<sup>th</sup>

---

Supplemental and deferred examinations for Winter Session 2025-2026 (except for Business and Law courses)  
July 29<sup>th</sup> –July 31<sup>st</sup>

---

May-August (Term 1) classes end for all faculties  
July 31<sup>st</sup>

## August 2026

S.E.L. days (Student Experience of Learning survey)  
August 1<sup>st</sup> - August 3<sup>rd</sup>

---

University Closed (British Columbia Day)  
August 3<sup>rd</sup>

---

May-August (Term 1) examinations begin for all faculties  
August 4<sup>th</sup>

---

May-August (Term 1) examinations end for all faculties  
August 17<sup>th</sup>

---

July-August (Term 3) and August (Term 7) courses end  
August 21<sup>st</sup>  
End of Winter Session

---

## Winter session - first term

### September 2026

University Closed (Labour Day)  
September 7<sup>th</sup>

---

First year registration and opening assembly for Faculty of Law  
September 8<sup>th</sup>

---

First term classes begin for all faculties  
September 9<sup>th</sup>

---

Last day for adding or dropping courses in the Faculty of Law  
September 17<sup>th</sup>

---

Last day for 100% reduction of tuition fees for standard first term and full year courses  
September 22<sup>nd</sup>  
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  
September 22<sup>nd</sup>

---

Last day for adding courses that begin in the first term (except Faculty of Law)  
September 25<sup>th</sup>

---

Last day for paying first term fees without penalty  
September 30<sup>th</sup>

---

University Closed (National Day for Truth and Reconciliation)  
September 30<sup>th</sup>

---

## October 2026

Senate meets  
October 2<sup>nd</sup>

---

University Closed (Thanksgiving Day)  
October 12<sup>th</sup>

---

Last day for 50% reduction of tuition fees for standard courses  
October 13<sup>th</sup>

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  
October 21<sup>st</sup>

---

Last day for withdrawing from first term courses without penalty of failure  
October 31<sup>st</sup>

---

## November 2026

Senate meets  
November 6<sup>th</sup>

---

University Closed (Remembrance Day)  
November 11<sup>th</sup>

---

Reading Break for all faculties  
November 9<sup>th</sup> –November 11<sup>th</sup>

---

Fall Convocation  
November 9<sup>th</sup> and November 10<sup>th</sup>

---

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation  
November 15<sup>th</sup>  
Students completing in the Fall term only

---

## December 2026

Senate meets  
December 4<sup>th</sup>

---

Last day of classes in first term for all faculties  
December 7<sup>th</sup>

---

National Day of Remembrance and Action on Violence Against Women  
December 7<sup>th</sup>  
Classes and exams cancelled from 11:30 am - 12:30 pm

---

S.E.L. days (Student Experience of Learning survey)  
December 8<sup>th</sup> and, December 9<sup>th</sup>

---

First-term examinations begin for all faculties  
December 10<sup>th</sup>

---

---

Undergraduate deadline to apply to graduate for Spring Convocation  
December 15<sup>th</sup>

---

First term examinations end for all faculties  
December 23<sup>rd</sup>

---

University closed (Winter Break)  
December 25<sup>th</sup> –December 31<sup>st</sup>

## Winter session - second term

### **January 2027**

University closed (Winter Break)  
January 1<sup>st</sup>

---

Second term classes begin for all faculties  
January 6<sup>th</sup>

---

Senate meets  
January 8<sup>th</sup>

---

Last day for adding or dropping courses in the Faculty of Law  
January 14<sup>th</sup>

---

Last day for 100% reduction of second term fees for standard courses  
January 19<sup>th</sup>

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  
January 19<sup>th</sup>

---

Last day for adding courses that begin in the second term (except Faculty of Law)  
January 22<sup>nd</sup>

---

Last day for paying second term fees without penalty  
January 31<sup>st</sup>

### **February 2027**

Senate meets  
February 5<sup>th</sup>

---

Last day for 50% reduction of tuition fees for standard courses  
February 9<sup>th</sup>

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  
February 15<sup>th</sup>  
Students completing in the Spring term only

---

University Closed (Family Day)  
February 15<sup>th</sup>

---

Reading Break for all faculties  
February 15<sup>th</sup> – February 19<sup>th</sup>

---

Last day for withdrawing from full year and second term courses without penalty of failure  
February 28<sup>th</sup>

---

## March 2027

Senate meets  
March 5<sup>th</sup>

---

First registration date for Summer Session 2027  
March 15<sup>th</sup>  
Course registration important dates and deadlines

---

University Closed (Good Friday)  
March 26<sup>th</sup>

---

University Closed (Easter Monday)  
March 29<sup>th</sup>

---

## April 2027

Senate meets  
April 2<sup>nd</sup>

---

Last day of classes for all faculties  
April 7<sup>th</sup>

---

S.E.L. days (Student Experience of Learning survey)  
April 8<sup>th</sup> and April 9<sup>th</sup>

---

Examinations begin for all faculties  
April 10<sup>th</sup>

---

Examinations end for all faculties  
April 26<sup>th</sup>  
End of Winter Session

---

2027/2028 Official academic year begins

---

## Summer session

See [undergraduate](#) and [graduate](#) Summer Session add and drop dates.

---

## May 2027

May - August (Term 1) courses begin for all faculties  
May 5<sup>th</sup>

---

Senate meets  
May 7<sup>th</sup>

---

May (Term 4) and May-June (Term 2) courses begin  
May 10<sup>th</sup>

---

---

Last day for Faculty of Law course changes  
May 12<sup>th</sup>  
See Summer 2027 Important Dates for more details

---

Last day for graduate students to register in a personal leave in summer  
May 18<sup>th</sup>

---

University Closed (Victoria Day)  
May 24<sup>th</sup>

---

Senate Committee on Academic Standards meets to approve Convocation lists  
May 27<sup>th</sup>

---

Fees deadlines for summer  
May 31<sup>st</sup>  
See undergraduate and graduate add and drop dates for standard summer courses

## June 2027

May (Term 4) Courses End  
June 2<sup>nd</sup>

---

June (Term 5) Courses Begin  
June 3<sup>rd</sup>

---

First registration date for Winter Session 2027/2028  
June 14<sup>th</sup>  
Course registration important dates and deadlines

---

Spring Convocation  
June 14<sup>th</sup> –June 18<sup>th</sup>

---

May-June (Term 2) and June (Term 5) Courses End  
June 25<sup>th</sup>

---

## July 2027

University Closed (Canada Day)  
July 1<sup>st</sup>

---

Reading Break May-August (Term 1) sections only (except Law)  
July 1<sup>st</sup> and July 2<sup>nd</sup>

---

July (Term 6) and July-August (Term 3) courses begin  
July 5<sup>th</sup>

---

Deadline to apply to graduate for Fall Convocation (all faculties)  
July 15<sup>th</sup>

---

July (Term 6) courses end  
July 27<sup>th</sup>

---

August (Term 7) courses begin  
July 28<sup>th</sup>

---

Supplemental and deferred examinations for Winter Session 2026-2027 (except for Business and Law courses)  
July 28<sup>th</sup> –July 30<sup>th</sup>

---

May-August (Term 1) classes end for all faculties  
July 30<sup>th</sup>

---

## August 2027

S.E.L. days (Student Experience of Learning survey)  
July 31<sup>st</sup> - August 2<sup>nd</sup>

---

University Closed (British Columbia Day)  
August 2<sup>nd</sup>

---

May-August (Term 1) examinations begin for all faculties  
August 3<sup>rd</sup>

---

May-August (Term 1) examinations end for all faculties  
August 16<sup>th</sup>

---

July-August (Term 3) and August (Term 7) courses end  
August 20<sup>th</sup>  
End of Winter Session

---

## Winter session - first term

### September 2027

University Closed (Labour Day)  
September 6<sup>th</sup>

---

First year registration and opening assembly for Faculty of Law  
September 7<sup>th</sup>

---

First term classes begin for all faculties  
September 8<sup>th</sup>

---

Last day for adding or dropping courses in the Faculty of Law  
September 16<sup>th</sup>

---

Last day for 100% reduction of tuition fees for standard first term and full year courses  
September 21<sup>st</sup>  
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  
September 21<sup>st</sup>

---

Last day for adding courses that begin in the first term (except Faculty of Law)  
September 24<sup>th</sup>

---

Last day for paying first term fees without penalty  
September 30<sup>th</sup>

---

University Closed (National Day for Truth and Reconciliation)  
September 30<sup>th</sup>

---

---

## **October 2027**

Senate meets  
October 1<sup>st</sup>

---

University Closed (Thanksgiving Day)  
October 11<sup>th</sup>

---

Last day for 50% reduction of tuition fees for standard courses  
October 12<sup>th</sup>  
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  
October 20<sup>th</sup>

---

Last day for withdrawing from first term courses without penalty of failure  
October 31<sup>st</sup>

---

## **November 2027**

Senate meets  
November 5<sup>th</sup>

---

University Closed (Remembrance Day)  
November 11<sup>th</sup>

---

Reading Break for all faculties  
November 10<sup>th</sup> –November 12<sup>th</sup>

---

Fall Convocation  
November 10<sup>th</sup> and November 12<sup>th</sup>

---

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation  
November 15<sup>th</sup>  
Students completing in the Fall term only

---

## **December 2027**

Senate meets  
December 3<sup>rd</sup>

---

Last day of classes in first term for all faculties  
December 6<sup>th</sup>

---

National Day of Remembrance and Action on Violence Against Women  
December 6<sup>th</sup>  
Classes and exams cancelled from 11:30 am - 12:30 pm

---

S.E.L. days (Student Experience of Learning survey)  
December 7<sup>th</sup> and December 8<sup>th</sup>

---

First-term examinations begin for all faculties  
December 9<sup>th</sup>

---

Undergraduate deadline to apply to graduate for Spring Convocation  
December 15<sup>th</sup>

---

**First term examinations end for all faculties**  
December 22<sup>nd</sup>

---

**University closed (Winter Break)**  
December 25<sup>th</sup> –December 31<sup>st</sup>

---



# MEMO

## Office of the University Secretary

Michael Williams Building, Room A138 | PO Box 1700 STN CSC Victoria BC V8W 2Y2

Phone: 250-721-8101 | Email: [usec@uvic.ca](mailto:usec@uvic.ca)

To: Members of Senate  
From: Carrie Andersen, University Secretary  
Date: January 21, 2026  
Subject: 2026/2027 Senate Meeting Dates

The Academic Important Dates, which include the next year's Senate meeting dates, are presented to Senate for approval at its October meeting. Following this set of dates, attached for Senate's approval is the schedule of Senate meetings for 2026/2027, 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 this 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 online six days before the meeting.

**Recommended Motion:**

That Senate approve the 2026/2027 Senate Meeting Dates and Other Important Dates.

/Attachment

# SENATE



## 2026/27 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.	Posting of Agenda and Materials	Meetings will be held on Friday at 3:30 p.m. in the Senate and Board Chambers
-	-	September 11, 2026	September 18, 2026 <i>Senate Orientation and Reception</i>
September 16, 2026	September 18, 2026	September 25, 2026	October 2, 2026
October 21, 2026	October 23, 2026	October 30, 2026	November 6, 2026 Snéqə ?é?lən̄ (Sngeque House) Conference Rooms A & B
November 18, 2026	November 20, 2026	November 27, 2026	December 4, 2026
December 16, 2026	December 18, 2026	December 24, 2026	January 8, 2027
January 20, 2027	January 22, 2027	January 29, 2027	February 5, 2027
February 17, 2027	February 19, 2027	February 26, 2027	March 5, 2027
March 17, 2027	March 19, 2027	March 25, 2027	April 2, 2027
April 21, 2027	April 23, 2027	April 30, 2027	May 7, 2027

## 2026/27 Senate Committee on Academic Standards meetings to approve Convocation lists

Deans' Waivers and Convocation Lists due in USEC by 12:00 p.m. to distribute by end of day	Meeting
Friday, October 16, 2026	Wednesday, October 21, 2026 9:30 a.m. – 11:30 a.m.
Friday, May 21, 2027	Thursday, May 27, 2027 2:30 p.m. – 4:30 p.m.

PLEASE RETAIN THIS SCHEDULE FOR FUTURE REFERENCE

## UVic Undergraduate Program Changes: May 2026

### Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Child and Youth Care	BCYC-CYC	Child and Youth Care	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	BCYC-CYC-CHPR	Child Protection Stream	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Child and Youth Care	BCYC-CYC-EYS	Early Years Stream	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Child and Youth Care	BCYC-CYC-IS	Indigenous Stream	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Indigenous Education	BED-IEEP	Post-Degree Professional Program (Indigenous Education - Elementary)	Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Curriculum and Instruction	BED-STE	Post-Degree Professional Program (Secondary)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	UG-CYC-REQ	Child and Youth Care: Requirements	Other	

## UVic Undergraduate Program Changes: May 2026

### Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Faculty of Engineering and Computer Science	BENG-LNPD	Engineering and Computer Science LaunchPad	Creation	Department of Computer Science, Faculty of Science, Academic and Technical Writing Program, Department of Mathematics and Statistics, Department of Chemistry, Department of Physics and Astronomy, Faculty of Humanities
Department of Mechanical Engineering	BENG-MECH	Mechanical Engineering	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Faculty of Engineering and Computer Science	UG-EN-CSE	Faculty of Engineering and Computer Science: Complementary Studies Elective Courses	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Faculty of Engineering and Computer Science	UG-EN-NSE	Faculty of Engineering and Computer Science: Natural Science Elective Courses	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Faculty of Engineering and Computer Science	UG-EN-REQ	Faculty of Engineering and Computer Science: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	

## UVic Undergraduate Program Changes: May 2026

## Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies BA-AHAW		Art History and Visual Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	CERT-FIFA	Foundations in Indigenous Fine Arts	A modification that significantly changes a program or credential's focus, content, structure, or requirements	
Department of Art History and Visual Studies DIPLO-CCON		Cultural Resource Management	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Canadian Studies	DIPLO-CSIS	Canadian Studies	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program	Department of Political Science, School of Environmental Studies, Department of Art History and Visual Studies, Faculty of Humanities, Faculty of Social Sciences, Faculty of Fine Arts, Social Justice Studies, Department of History, Department of English, Canadian Studies, Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	MNR-DIMA	Digital and Interactive Media in the Arts	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies MNR-MUST		Museum Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Writing	MNR-PRJP	Professional Writing in Journalism and Publishing	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Faculty of Fine Arts	MNR-TESO	Technology and Society	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies PSC-COMG		Collections Management	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies PSC-VICE		Visitor and Community Engagement	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies UG-AHVS-REQ		Art History and Visual Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

## UVic Undergraduate Program Changes: May 2026

## Faculty of Health

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Exercise Science, Physical and Health Education	BA-PHAM	Physical and Health Education	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Exercise Science, Physical and Health Education	BA-RHAM	Recreation and Health Education	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	BSN-NURS	Nursing	Change of the required courses for a program	Indigenous Governance Program, Department of Gender Studies, Associate Vice-President Academic Planning (AVPAP)
School of Nursing	UG-NURS-REQ	Nursing: Requirements	Other	
School of Public Health and Social Policy	UG-PHSP-REQ	Public Health and Social Policy: Requirements	Other	

## UVic Undergraduate Program Changes: May 2026

### Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of English	BA-ENAH	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of English	BA-ENAM	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Gender Studies	BA-GNAH	Gender Studies	Change of the required courses for a program	Media Studies, Social Justice Studies, Associate Vice-President Academic Planning (AVPAP)
Department of Gender Studies	BA-GNAM	Gender Studies	Change of the required courses for a program	Media Studies, Social Justice Studies, Associate Vice-President Academic Planning (AVPAP)
Department of History	BA-HSAH	History	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LAAH	Latin American Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LAAM	Latin American Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BA-MAAH	Mathematics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Media Studies	BA-MDIA*	Media Studies	Creation	Peter B. Gustavson School of Business, Faculty of Social Sciences, Faculty of Education, Faculty of Engineering and Computer Science, Faculty of Fine Arts, Faculty of Law, Faculty of Science, Department of English, Department of Gender Studies, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of History, Indigenous Studies Program, School of Languages, Linguistics, and Cultures, Latin American Studies Program, Medieval Studies Program, Department of Pacific and Asian Studies, Department of Philosophy, Religion, Culture and Society Program, Co-operative Education Program and Career Services, Department of Art History and Visual Studies, Department of Computer Science, School of Music, Department of Sociology, Department of Theatre, Technology and Society, Academic and Technical Writing Program, Department of Writing, Department of Educational Psychology and Leadership Studies, Department of Curriculum and Instruction, Department of Physics and Astronomy, Department of Anthropology, Department of Indigenous Education, Faculty of Health
Department of Mathematics and Statistics	BA-STAH	Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	CERT-GLCP	Language and Cultural Proficiency: German	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	CERT-JLCP	Language and Cultural Proficiency: Japanese	Change of the required courses for a program	School of Languages, Linguistics, and Cultures, Associate Vice-President Academic Planning (AVPAP)

Media Studies	CERT-MDIA	Media Studies	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Department of Anthropology, Academic and Technical Writing Program, Department of Greek and Roman Studies, Latin American Studies Program, Department of Pacific and Asian Studies, School of Languages, Linguistics, and Cultures, Department of Theatre, Faculty of Engineering and Computer Science, Faculty of Fine Arts, Department of Physics and Astronomy
Canadian Studies	DIPL-CSIS	Canadian Studies	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program	Department of Political Science, School of Environmental Studies, Department of Art History and Visual Studies, Faculty of Humanities, Faculty of Social Sciences, Faculty of Fine Arts, Social Justice Studies, Department of History, Department of English, Canadian Studies, Associate Vice-President Academic Planning (AVPAP)
Department of English	MNR-ENGL	English	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
European Studies	MNR-EURX	European Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Indigenous Studies Program	MNR-INST	Indigenous Studies	Change of the required courses for a program	Faculty of Humanities, Associate Vice-President Academic Planning (AVPAP)
Department of Pacific and Asian Studies	MNR-JAPA	Japanese Studies	Change of the required courses for a program	School of Languages, Linguistics, and Cultures, Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	MNR-LATA	Latin American Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Media Studies	MNR-MDIA*	Media Studies	Creation	Peter B. Gustavson School of Business, Faculty of Social Sciences, Faculty of Education, Faculty of Engineering and Computer Science, Faculty of Fine Arts, Faculty of Law, Faculty of Science, Faculty of Health, Department of English, Department of Gender Studies, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of History, Indigenous Studies Program, School of Languages, Linguistics, and Cultures, Latin American Studies Program, Medieval Studies Program, Department of Pacific and Asian Studies, Department of Philosophy, Religion, Culture and Society Program, Co-operative Education Program and Career Services, Department of Art History and Visual Studies, Department of Computer Science, School of Music, Department of Sociology, Department of Theatre, Technology and Society, Academic and Technical Writing Program, Department of Writing, Department of Educational Psychology and Leadership Studies, Department of Curriculum and Instruction, Department of Physics and Astronomy, Department of Anthropology, Department of Indigenous Education

Department of English	MNR-PRCO	Professional Communication	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Media Studies	MNX-MDIA*	Media Studies	Creation	Peter B. Gustavson School of Business, Faculty of Social Sciences, Faculty of Education, Faculty of Engineering and Computer Science, Faculty of Fine Arts, Faculty of Law, Faculty of Science, Faculty of Health, Department of English, Department of Gender Studies, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of History, Indigenous Studies Program, School of Languages, Linguistics, and Cultures, Medieval Studies Program, Department of Pacific and Asian Studies, Department of Philosophy, Religion, Culture and Society Program, Co-operative Education Program and Career Services, Department of Art History and Visual Studies, Department of Computer Science, School of Music, Department of Sociology, Department of Theatre, Technology and Society, Academic and Technical Writing Program, Department of Writing, Department of Educational Psychology and Leadership Studies, Department of Curriculum and Instruction, Department of Physics and Astronomy, Department of Anthropology, Department of Indigenous Education
Faculty of Humanities	UG-HU-REQ	Faculty of Humanities: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	School of Languages, Linguistics, and Cultures, Department of History, European Studies, Latin American Studies Program, Associate Vice-President Academic Planning (AVPAP)
School of Languages, Linguistics and Cultures	UG-LING-REQ	Linguistics: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Pacific and Asian Studies, Associate Vice-President Academic Planning (AVPAP)

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Media Studies	UG-MDIA-REQ	Media Studies: Requirements	Creation	Peter B. Gustavson School of Business, Faculty of Social Sciences, Faculty of Education, Faculty of Engineering and Computer Science, Faculty of Fine Arts, Faculty of Law, Faculty of Science, Faculty of Health, Department of Gender Studies, Department of Germanic and Slavic Studies, Department of Greek and Roman Studies, Department of History, Indigenous Studies Program, School of Languages, Linguistics, and Cultures, Latin American Studies Program, Medieval Studies Program, Department of Pacific and Asian Studies, Department of Philosophy, Religion, Culture and Society Program, Co-operative Education Program and Career Services, Department of Art History and Visual Studies, Department of Computer Science, School of Music, Department of Sociology, Department of Theatre, Technology and Society, Academic and Technical Writing Program, Department of Writing, Department of Educational Psychology and Leadership Studies, Department of Curriculum and Instruction, Department of Physics and Astronomy, Department of Anthropology, Department of Indigenous Education
Medieval Studies Program	UG-MEDI-REQ	Medieval Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of Art History and Visual Studies, Department of History
Religion, Culture and Society Program	UG-RS-REQ	Religion, Culture and Society: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

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## UVic Undergraduate Program Changes: May 2026

## Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biology	BSC-BISH-FORB	Concentration in Forest Biology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biology	BSC-BISM-FORB	Concentration in Forest Biology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC	Climate Science	Change of the required courses for a program	Department of Mathematics and Statistics, Department of Physics and Astronomy, School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC-IAM	Impacts, Adaptations and Mitigation	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC-PCLS	Physical Climate Science	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD	Climate Science	Change of the required courses for a program	Department of Mathematics and Statistics, Department of Physics and Astronomy, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD-IAM	Impacts, Adaptations and Mitigation	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD-PCLS	Physical Climate Science	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BSC-MASH-AMO	Applied Mathematics Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Physics and Astronomy, School of Earth and Ocean Sciences	BSC-OPSC	Physics and Ocean-Atmosphere Sciences	Change of the required courses for a program	Department of Geography, Associate Vice-President Academic Planning (AVPAP)
Department of Physics and Astronomy, School of Earth and Ocean Sciences	BSC-OPSD	Physics and Ocean-Atmosphere Sciences	Change of the required courses for a program	Department of Physics and Astronomy, Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Physics and Astronomy, School of Earth and Ocean Sciences	BSC-PESC	Physics and Earth Sciences (Geophysics)	Change of the required courses for a program	Department of Mathematics and Statistics, Associate Vice-President Academic Planning (AVPAP)
Department of Physics and Astronomy, School of Earth and Ocean Sciences	BSC-PESD	Physics and Earth Sciences (Geophysics)	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Department of Physics and Astronomy, Department of Mathematics and Statistics
School of Earth and Ocean Sciences	MNR-OSC	Ocean Sciences	Change of the required courses for a program	Department of Mathematics and Statistics, Department of Chemistry, Department of Biology, Department of Physics and Astronomy, Department of Geography, Associate Vice-President Academic Planning (AVPAP)
Faculty of Science	UG-SC-COOP	Faculty of Science: Co-op Requirements	Other	

## UVic Undergraduate Program Changes: May 2026

### Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Anthropology	BA-ANAH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAM	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Environmental Studies	BA-ESAM	Environmental Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BA-MAAH	Mathematics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	BA-POAH-EURO	European Studies Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	BA-POAM-EURO	European Studies Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	BA-STAH	Statistics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSM	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC	Climate Science	Change of the required courses for a program	Department of Mathematics and Statistics, Department of Physics and Astronomy, School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC-IAM	Impacts, Adaptations and Mitigation	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSC-PCLS	Physical Climate Science	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD	Climate Science	Change of the required courses for a program	Department of Mathematics and Statistics, Department of Physics and Astronomy, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD-IAM	Impacts, Adaptations and Mitigation	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
School of Earth and Ocean Sciences, Department of Geography	BSC-CLSD-PCLS	Physical Climate Science	Change of the required courses for a program	School of Environmental Studies, Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESH	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESM	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Canadian Studies	DIPL-CSIS	Canadian Studies	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program	Department of Political Science, School of Environmental Studies, Department of Art History and Visual Studies, Faculty of Humanities, Faculty of Social Sciences, Faculty of Fine Arts, Social Justice Studies, Department of History, Department of English, Canadian Studies, Associate Vice-President Academic Planning (AVPAP)
School of Environmental Studies	DIPL-RSNS	Restoration of Natural Systems	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	MNR-CSS	Coastal Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	MNR-GEGS	Geography BSc	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	UG-POLI-REQ	Political Science: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	UG-PSYC-REQ	Psychology: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Sociology, Division of Continuing Studies	UG-SJS-REQ	Social Justice Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Gender Studies, Department of Political Science, Faculty of Education, Associate Vice-President Academic Planning (AVPAP)

## UVic Undergraduate Course Changes: May 2026

## Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYC105	ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Sage	Description	
School of Child and Youth Care	CYC120	Lifespan Development	Description	
School of Child and Youth Care	CYC305	ŠELEJSET XENEN OX ET TFE ŠW ÍY, NONETs Cedar	Description, Supplemental note	
School of Child and Youth Care	CYC410	Advanced Supervised Practicum	Description, Supplemental note	
School of Child and Youth Care	CYC411	Advanced Supervised Block Practicum	Description, Supplemental note, Prerequisite, Pre or corequisite	
School of Child and Youth Care	CYC475	Advanced Practice with Children, Youth, Families and Communities	Title, Cross-listing, Description, Mutually exclusive note (MX), Supplemental note	
Department of Curriculum and Instruction	EDCI339	Digital and Online Education	Title, Description	Technology and Society, School of Health Information Science
Department of Curriculum and Instruction	EDCI355	Literature for Young Adults	Retain	
Department of Curriculum and Instruction	EDCI475	Principles in Teaching French Immersion	Retain, Description	
Department of Curriculum and Instruction	EDCI477	Designs for Learning in French Immersion	Retain, Description, Prerequisite	School of Languages, Linguistics, and Cultures, Division of Continuing Studies
Department of Educational Psychology and Leadership Studies	ED-D333	Critically Analyzing Pseudoscience, Fake News and the Paranormal	New	
Department of Educational Psychology and Leadership Studies	ED-D402	Principles of Inclusive Assessment	Title, Description	
Department of Educational Psychology and Leadership Studies	ED-D405	Practical Strategies for Advancing Inclusive Education	Title, Description	
Department of Educational Psychology and Leadership Studies	ED-D411	Trauma Informed Inclusive Practices in K-12 Education	Title, Description	
Department of Educational Psychology and Leadership Studies	ED-D415	Level B Assessment and Inclusive Instructional Planning	Title, Description	
Department of Educational Psychology and Leadership Studies	ED-D416	Interpersonal Communication Skills in Educational Psychology	Title, Description, Prerequisite	
Department of Educational Psychology and Leadership Studies	ED-D424	Inclusive Education for Children and Youth with Autism	Title, Description	

Department of Educational Psychology and Leadership Studies	ED-D427	Collaboration and Consultation in Applied Psychology Settings	Title, Description, Supplemental note
Department of Educational Psychology and Leadership Studies	ED-D428	Supporting Students with Learning Disabilities in Education	Title, Description
Department of Educational Psychology and Leadership Studies	ED-D445	Career Flourishing and Navigating Uncertainty	Retain, Title, Description
Department of Educational Psychology and Leadership Studies	ED-D450	Leadership for Climate Justice	New
Department of Curriculum and Instruction	ED-P498	Seminar and Two-Week Practicum for BEd (Secondary Curriculum)	Sunset
Department of Indigenous Education	IED250	Indigenous Language Teaching Preparation Seminar	Description, Prerequisite, Supplemental note
Department of Indigenous Education	IED251	Indigenous Language Teaching and Learning Practicum	Description
Department of Indigenous Education	IED302	Literacy and Language in Indigenous Elementary Education	Prerequisite
Department of Indigenous Education	IED303	Foundations of Indigenous and Canadian Education	Prerequisite
Department of Indigenous Education	IED360	Field Experience Seminar	Description, Prerequisite
Department of Indigenous Education	IED361	Six-Week Practicum	Prerequisite, Pre or corequisite
Department of Indigenous Education	IED402	Instructional Principles of Reading Engagement	Prerequisite, Pre or corequisite
Department of Indigenous Education	IED403	Curriculum and Instruction in Indigenous-focused Science	Prerequisite, Supplemental note
Department of Indigenous Education	IED404	Curriculum and Instruction in Indigenous-focused Social Studies	Prerequisite, Description, Supplemental note
Department of Indigenous Education	IED405	Curriculum and Instruction in Indigenous-focused Mathematics	Prerequisite, Description, Supplemental note
Department of Indigenous Education	IED486	Culturally Relevant Arts-Based Pedagogy for Education	Prerequisite
Department of Indigenous Education	IED490	Situating Ourselves with Transformative Inquiry and Practice	Prerequisite

## UVic Undergraduate Course Changes: May 2026

### Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Civil Engineering	CIVE200	Engineering Drawing	Hours, Description	
Department of Civil Engineering	CIVE345	Fluid Mechanics	Hours, Description	
Department of Civil Engineering	CIVE426	Bridge Engineering	New	
Department of Civil Engineering	CIVE450	Green Building Design	Hours, Description	
Department of Civil Engineering	CIVE498	Honours Thesis	New	
Department of Civil Engineering	CIVE499	Research Project	Mutually exclusive note (MX), Supplemental note	
Department of Mechanical Engineering	MECH421	Mechanical Vibrations	Hours, Description, Mutually exclusive note (MX), Supplemental note	
Department of Mechanical Engineering	MECH431	Advanced Fluid Mechanics	Prerequisite	

## UVic Undergraduate Course Changes: May 2026

### Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS329	People and Possessions in Medieval Households	Delete	
Department of Art History and Visual Studies	AHVS333A	Early Arts of Southeast Asia	Sunset	
Department of Art History and Visual Studies	AHVS333B	Later Arts of Southeast Asia	Delete	
Department of Art History and Visual Studies	AHVS337B	Modern and Contemporary Southeast Asian Art	Delete	
Department of Art History and Visual Studies	AHVS341A	Art in Renaissance Florence	Delete	European Studies
Department of Art History and Visual Studies	AHVS343B	The 18th Century in Northern Europe	Sunset	Faculty of Engineering and Computer Science, European Studies
Department of Art History and Visual Studies	AHVS344A	The Art of Travel 1200-1600	Delete	
Department of Art History and Visual Studies	AHVS344B	The Art of Travel 1600 to Present Day	Delete	
Department of Art History and Visual Studies	AHVS348	Introduction to Islamic Archaeology	Sunset	Medieval Studies Program, Religion, Culture and Society Program
Department of Art History and Visual Studies	AHVS351B	Painting in Iran	Delete	
Department of Art History and Visual Studies	AHVS354	Medieval Islamic Art and Architecture	Retain	
Department of Art History and Visual Studies	AHVS368B	Modern and Contemporary Canadian Art	Retain	
Department of Art History and Visual Studies	AHVS382A	Indigenous Arts of the Arctic and Subarctic	Delete	Canadian Studies
Department of Art History and Visual Studies	AHVS382B	Indigenous Arts of the Southwest, California and Great Basin	Delete	
Department of Art History and Visual Studies	AHVS382C	Indigenous Arts of the Plains, Plateau, Woodlands and Southeast	Delete	Canadian Studies
Department of Art History and Visual Studies	AHVS383B	Indigenous Arts and the Internet	Delete	Media Studies
Department of Art History and Visual Studies	AHVS430	Seminar in the Contemporary Art of South and Southeast Asia	Delete	

Department of Art History and Visual Studies	AHVS488V	Museums as Learning Environments	Sunset	
Department of Art History and Visual Studies	AHVS489G	Cultural Landscapes	Retain, Formerly, Supplemental note, Prerequisite	
Department of Visual Arts	ART105E	Foundation Photography and Video Art	Description, Pre or corequisite	
Department of Visual Arts	ART106E	Foundation Core Media Technologies and Arts	Description	
Canadian Studies	CS211	A Cultural Study of Poverty and Homelessness in Canada	New	
Department of Writing	CW150E	Writing for Children from a First Nations' Perspective	Description	Faculty of Fine Arts, Department of English, Division of Continuing Studies
Department of Writing	CW155E	Critical Process and World View	Description	Faculty of Fine Arts, Department of English, Division of Continuing Studies
Department of Writing	CW156E	Critical Process, Symbolism and Oral Tradition	Description	Faculty of Fine Arts, Department of English, Division of Continuing Studies
Department of Writing	CW207E	The Book Publishing Process	New	Faculty of Fine Arts, Department of English, Division of Continuing Studies
Department of Writing	CW212E	Structure in Cinema and Television Drama	Description	Faculty of Fine Arts, Department of English, Division of Continuing Studies
European Studies	EUS390A	Directed Studies in Europe I	Delete	Department of Political Science
European Studies	EUS390B	Directed Studies in Europe II	Delete	
School of Music	MUS305	Music Composition II	Prerequisite	
School of Music	MUS323D	Topics in Music in Media	New	
School of Music	MUS323E	Topics in Vernacular Musics	New	
School of Music	MUS323F	Topics in Music and Identity	New	
School of Music	MUS340	Individual Tuition	Prerequisite	
School of Music	MUS345	Seminar in Performance	Prerequisite	
School of Music	MUS350B	Orchestration	Sunset	
School of Music	MUS365	History of the Guitar	Sunset	
School of Music	MUS405	Music Composition III	Prerequisite	
School of Music	MUS423	Advanced Musicology Topics	Prerequisite	
Department of Theatre	THEA101A	Introduction to Western Theatre I	Delete	
Department of Theatre	THEA101B	Introduction to Western Theatre II	Delete	Faculty of Fine Arts, Department of English, Department of Greek and Roman Studies
Department of Theatre	THEA206	Fundamentals of Play Analysis	Description	

Department of Theatre	THEA334	Director and Designer Relationship II	Sunset	
Department of Writing	WRIT102	Introduction to Professional Writing	Title	Faculty of Engineering and Computer Science, Media Studies
Department of Writing	WRIT306	Digital Publishing	Sunset	
Department of Writing	WRIT417	Publishing Principles	Delete	

## UVic Undergraduate Course Changes: May 2026

### Faculty of Health

Academic unit(s)	Course	Title	Type of change	Consultation
School of Exercise Science, Physical and Health Education	EPHE438	Outdoor Learning and Nature Connection	New	
School of Exercise Science, Physical and Health Education	EPHE439	Rhythmic Movement Activity	Title, Description	
European Studies	EUS390A	Directed Studies in Europe I	Delete	Department of Political Science
European Studies	EUS390B	Directed Studies in Europe II	Delete	
School of Health Information Science	HINF320	Project Management	Prerequisite	
School of Health Information Science	HINF335	Health Information Standards	Prerequisite, Description	Faculty of Fine Arts
School of Health Information Science	HINF381	Epidemiology, Population Health and Public Health	Prerequisite	
School of Public Health and Social Policy	HLTH430	Practicum	Supplemental note	
School of Nursing	NURS370	Consolidated Practice Experience III	Prerequisite	Associate Vice-President Academic Planning (AVPAP), Indigenous Governance Program

## UVic Undergraduate Course Changes: May 2026

### Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Academic and Technical Writing Program	ATWP110	Academic Reading and Writing Support and Development	Mutually exclusive note (MX), Recommendation	Department of Computer Science, Department of Psychology, Faculty of Social Sciences, Department of Anthropology
Canadian Studies	CS211	A Cultural Study of Poverty and Homelessness in Canada	New	
Department of English	DHUM150	Tools, Techniques, and Culture of the Digital Humanities	Sunset	Department of Curriculum and Instruction
Department of English	DHUM491	Directed Studies in Digital Humanities	Sunset	
Department of English	ENSH103	Writing, Culture, Power	Supplemental note	Academic and Technical Writing Program
Department of English	ENSH302	Copy Editing	Prerequisite	Media Studies, Department of Chemistry, Department of Writing
Department of English	ENSH303	Writing for Business and the Private Sector	Prerequisite	Media Studies
Department of English	ENSH304	Writing for Government and the Public Sector	Prerequisite	Media Studies
Department of English	ENSH305	Visual Rhetoric for Professional Writers	Prerequisite	Media Studies, School of Languages, Linguistics, and Cultures, Faculty of Fine Arts
Department of English	ENSH306	Communicating for the Environment	Prerequisite	Media Studies
Department of English	ENSH307	Effective Communication in Health Professions	Hours, Prerequisite	Media Studies
Department of English	ENSH308	Speech Communication for Public and Private Sectors	Prerequisite	Media Studies
Department of English	ENSH309	Fashion Communication	Prerequisite	Media Studies, Faculty of Fine Arts
Department of English	ENSH400	Technical Communication	Prerequisite	Media Studies
Department of English	ENSH401	Web Design	Prerequisite	Media Studies, School of Languages, Linguistics, and Cultures, Faculty of Fine Arts
Department of English	ENSH402	Topics in Professional Communication	Prerequisite	Media Studies
Department of English	ENSH405	Print Media Genres and Techniques for Professional Communication	Prerequisite	Media Studies, Faculty of Fine Arts
Department of English	ENSH406	Strategic Communication in Arts, Culture and Tourism Sectors	Prerequisite	Media Studies
Department of English	ENSH485	Advanced Professional Communication Seminar	Prerequisite	Media Studies

Department of English	ENSH492	Directed Reading in Advanced Topics in Professional Communication	Prerequisite	Media Studies
European Studies	EUS390A	Directed Studies in Europe I	Delete	Department of Political Science
European Studies	EUS390B	Directed Studies in Europe II	Delete	
European Studies	EUS470	Field School in European Studies	New	Department of Political Science
European Studies	EUS470X	Compliance for Field School in European Studies	New	
School of Languages, Linguistics, and Cultures	FRAN327	Voodoo in Popular Francophone Culture and Fiction (in English)	Description, Supplemental note	Religion, Culture and Society Program
Department of Gender Studies	GNDR334	Bodies out of Bounds	Sunset	Media Studies, Social Justice Studies
Department of Gender Studies	GNDR346	Feminist Art and Institutional Critique	New	Media Studies, Film Studies, Department of Art History and Visual Studies, Faculty of Fine Arts, Department of Visual Arts
Department of Greek and Roman Studies	GRS300	Gods and Heroes in Ancient Epic	Title, Description	Medieval Studies Program
Department of Greek and Roman Studies	GRS302	Intoxication and Altered States in the Greek and Roman World	New	Faculty of Health
Department of Greek and Roman Studies	GRS303	Collapse and Resiliency in the Ancient World	New	
Department of Greek and Roman Studies	GRS304	Ecocriticism and the Ancient World	New	Faculty of Science, School of Earth and Ocean Sciences, School of Environmental Studies
Department of Greek and Roman Studies	GRS314	Age of Nero	Description, Recommendation, Prerequisite	European Studies, Medieval Studies Program, Department of History
Department of Greek and Roman Studies	GRS323	Ancient Laughter	Title, Description	European Studies, Medieval Studies Program
Department of Greek and Roman Studies	GRS331	Power and Politics in Greece before Alexander	Title	European Studies, Department of History
Department of Greek and Roman Studies	GRS371	Exploring Art and Archaeology of the Greek world	Title, Description	Faculty of Fine Arts, Faculty of Engineering and Computer Science, European Studies
Department of Greek and Roman Studies	GRS372	Exploring Art and Archaeology of the Roman world	Title, Description	Faculty of Fine Arts, European Studies, School of Languages, Linguistics, and Cultures, Medieval Studies Program
Department of History	HSTR100	History, Power and Justice	Description	Global Development Studies
Department of History	HSTR121	History, Music and the American Century	Sunset	

Department of History	HSTR302B	Antebellum America and the Civil War, 1815-1865	Sunset	
Department of History	HSTR303B	United States since 1945	Sunset	Faculty of Engineering and Computer Science
Faculty of Humanities	HUMA380	Becoming a Humanities Researcher	Prerequisite	
Indigenous Studies Program	IS100	Responsibilities to Coastal Indigenous Peoples and Lands	Grading	Media Studies, Faculty of Engineering and Computer Science, Canadian Studies
Latin American Studies Program	LAS201	Media in Latin America (in English)	New	School of Languages, Linguistics, and Cultures, Media Studies
School of Languages, Linguistics, and Cultures	LING180A	Dynamics of Indigenous Language Empowerment	Title, Description	Canadian Studies, Indigenous Studies Program, Department of Indigenous Education
School of Languages, Linguistics, and Cultures	LING181	The Wisdom in Indigenous Words	Title, Description	Indigenous Studies Program, Department of Indigenous Education
Media Studies	MDIA200	Media in the 21st Century	Prerequisite, Pre or corequisite	Department of English, Faculty of Engineering and Computer Science
Media Studies	MDIA300	Critical Media Practice	Supplemental note, Mutually exclusive note (MX)	Department of Art History and Visual Studies, Department of Computer Science, Faculty of Fine Arts
Media Studies	MDIA325	Current Topics in Media Studies	Repeatable for credit (MTO)	
Media Studies	MDIA360	Game Studies	Supplemental note, Mutually exclusive note (MX)	Department of Computer Science, Department of Art History and Visual Studies, Faculty of Fine Arts
Media Studies	MDIA370	Anthropology of Sound	New	Department of Anthropology
Media Studies	MDIA375	Cultures of Sound	Delete	Department of Anthropology, Faculty of Humanities
Media Studies	MDIA400	Capstone Seminar	Title, Description, Prerequisite, Repeatable for credit (MTO)	
Medieval Studies Program	MEDI361	Archaeology of Medieval Europe	New	Department of Anthropology
Medieval Studies Program	MEDI398	Life and Death in the Viking World	New	Department of Anthropology
Department of Pacific and Asian Studies	PAAS104	A Traveller's Guide to Asian Culture and History	New	School of Languages, Linguistics, and Cultures, Department of History, Department of English
Department of Pacific and Asian Studies	PAAS343	Advanced Comprehension and Conversation in Japanese	Sunset	School of Languages, Linguistics, and Cultures
Department of Pacific and Asian Studies	PAAS488	Fantasy in Japanese Film and Literature	Title, Description	Faculty of Engineering and Computer Science, Media Studies
Department of Philosophy	PHIL462	Advanced Philosophy of Language	Sunset	
Religion, Culture and Society Program	RCS327	Voodoo in Popular Francophone Culture and Fiction (in English)	Description, Supplemental note	School of Languages, Linguistics, and Cultures

School of Languages, Linguistics, and Cultures SLLC230	International Pop Culture	New	Department of Pacific and Asian Studies, Media Studies
School of Languages, Linguistics, and Cultures SPAN201	Media in Latin America (in English)	New	Latin American Studies Program, Media Studies

## UVic Undergraduate Course Changes: May 2026

### Faculty of Law

Academic unit(s)	Course	Title	Type of change	Consultation
Faculty of Law	LAW377	International Arbitration	Retain	
Faculty of Law	LAW385	Comparative Copyright Law	Retain	

## UVic Undergraduate Course Changes: May 2026

## Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biology	BIOL448	Neuroethology	Prerequisite	Department of Mathematics and Statistics, Department of Psychology
Department of Biology	BIOL469	Introduction to Computational Genomics	New	Department of Biochemistry and Microbiology
Department of Chemistry	CHEM405	Professional Development and Societal Engagement for Chemists	Prerequisite, Description	
School of Earth and Ocean Sciences	EOS433	Physics of Climate	Title, Cross-listing, Description, Supplemental note, Mutually exclusive note (MX), Pre or corequisite	Department of Physics and Astronomy
School of Earth and Ocean Sciences	EOS450	Quaternary Geology	Hours, Description, Prerequisite	Department of Geography, Department of Biology
School of Earth and Ocean Sciences	EOS451	Introductory Dynamic Meteorology	Sunset	Department of Physics and Astronomy
School of Earth and Ocean Sciences	EOS460	Earth System Science	Hours, Prerequisite	Department of Biology, Department of Chemistry
Department of Mathematics and Statistics	MATH348	Numerical Methods	Prerequisite	Department of Physics and Astronomy, School of Earth and Ocean Sciences, Department of Computer Science, Department of Economics, Department of Biology
Department of Mathematics and Statistics	MATH352	Introduction to Probability	Prerequisite, Description	Department of Physics and Astronomy, School of Earth and Ocean Sciences, Department of Computer Science, Department of Chemistry, Department of Biology
Department of Mathematics and Statistics	MATH475	Topics in Mathematical Biology	Prerequisite, Supplemental note	
Department of Mathematics and Statistics	MATH477	Stochastic Financial Modelling	Prerequisite, Pre or corequisite	Department of Economics
Department of Physics and Astronomy	PHYS217	Introductory Thermodynamics	Prerequisite, Pre or corequisite	Department of Mathematics and Statistics, School of Earth and Ocean Sciences
Department of Physics and Astronomy	PHYS333	Introductory Quantum Computing	Description	Faculty of Engineering and Computer Science
Department of Physics and Astronomy	PHYS433	Physics of Climate	New	School of Earth and Ocean Sciences
Department of Mathematics and Statistics	STAT490	Directed Studies in Statistics	New	

## UVic Undergraduate Course Changes: May 2026

### Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN314	Public Sector Research and Analysis	Description	School of Health Information Science
Department of Anthropology	ANTH200	Cultural and Social Anthropology	Prerequisite	
Department of Anthropology	ANTH201	Indigenous Peoples, Colonization and Anthropology	Grading, Description	
Department of Anthropology	ANTH240	Archaeology	Prerequisite	
Department of Anthropology	ANTH303	Anthropology of Sound	Cross-listing, Mutually exclusive note (MX), Description	Media Studies, Faculty of Fine Arts, Department of Art History and Visual Studies, Faculty of Social Sciences, Department of Sociology, School of Environmental Studies, Department of Geography
Department of Anthropology	ANTH304	Technology and Culture	Retain	Faculty of Engineering and Computer Science, Faculty of Fine Arts, Medieval Studies Program
Department of Anthropology	ANTH307	Anthropology of Children and Youth	Sunset	
Department of Anthropology	ANTH336	Contemporary Themes in Indigenous Anthropology	Title, Description	Faculty of Engineering and Computer Science, Intercultural Studies, Canadian Studies, Indigenous Studies Program, Social Justice Studies
Department of Anthropology	ANTH361	Archaeology of Medieval Europe	Cross-listing, Description, Mutually exclusive note (MX), Recommendation	Medieval Studies Program, European Studies
Department of Anthropology	ANTH362	Archaeology of Children	Retain	
Department of Anthropology	ANTH398	Life and Death in the Viking World	Cross-listing, Description, Mutually exclusive note (MX), Prerequisite, Recommendation	European Studies, Medieval Studies Program
Department of Anthropology	ANTH411	Indigenous Arctic	New	
Department of Anthropology	ANTH427	Graphic Anthropology	New	Department of Writing
Canadian Studies	CS211	A Cultural Study of Poverty and Homelessness in Canada	New	
Department of Economics	ECON225	Writing for Economists	Supplemental note	
Department of Economics	ECON313	Intermediate Microeconomics II	Prerequisite	Department of Mathematics and Statistics

Department of Economics	ECON316	Principles and Applications of Cost Benefit Analysis	Pre or corequisite	
Department of Economics	ECON320	Economic Development	Prerequisite	School of Health Information Science, Technology and Society, Global Development Studies
Department of Economics	ECON321	The Economic History of Canada	Prerequisite	Canadian Studies
Department of Economics	ECON327	Economic History of North America	Prerequisite	Technology and Society
Department of Economics	ECON336	Topics in History of Economic Thought	Prerequisite	European Studies
Department of Economics	ECON345	Applied Econometrics I	Prerequisite	
Department of Economics	ECON346	Applied Econometrics II	Prerequisite	
Department of Economics	ECON365	Econometrics Part I	Pre or corequisite	Department of Mathematics and Statistics, Department of Computer Science
Department of Economics	ECON405A	International Trade Theory	Prerequisite	
Department of Economics	ECON405B	International Monetary Theory and Policy	Prerequisite, Description	Peter B. Gustavson School of Business
Department of Economics	ECON406	Monetary Economics	Prerequisite	Peter B. Gustavson School of Business
Department of Economics	ECON410A	Problems of Canadian Microeconomic Policy	Prerequisite	Canadian Studies
Department of Economics	ECON410B	Problems of Canadian Macroeconomic Policy	Prerequisite	Canadian Studies
Department of Economics	ECON419	Economic Epidemiology	Prerequisite	
Department of Economics	ECON422	Issues in European Economic Integration	Prerequisite, Description	European Studies
Department of Economics	ECON450	Game Theory in Economics	Prerequisite	
Department of Economics	ECON452	Information and Incentives	Prerequisite	
Department of Economics	ECON457	Computational Economics	Prerequisite	
Department of Economics	ECON481	Economic Theory of Environmental Regulation	Prerequisite	Human Dimensions of Climate Change
Department of Economics	ECON485	Topics in Economics	Pre or corequisite, Description	
Department of Economics	ECON486	Topics in Econometrics	Pre or corequisite, Description	Department of Computer Science
Department of Economics	ECON495	Directed Studies	Pre or corequisite	
School of Environmental Studies	ER325	Ecosystems of British Columbia, Canada and the World	Sunset	Canadian Studies
School of Environmental Studies	ER339	Climate Change in Ecological Restoration	New	
School of Environmental Studies	ES434	Ethnoecology as Deep History	New	
European Studies	EUS390A	Directed Studies in Europe I	Delete	Department of Political Science

European Studies	EUS390B	Directed Studies in Europe II	Delete	
European Studies	EUS470	Field School in European Studies	New	Department of Political Science
European Studies	EUS470X	Compliance for Field School in European Studies	New	
Department of Geography	GEOG332	Urban Development in the Global South	Mutually exclusive note (MX), Supplemental note	Global Development Studies, Social Justice Studies
Department of Geography	GEOG339	Disaster Management and Community Resilience	Mutually exclusive note (MX), Supplemental note	School of Health Information Science, Human Dimensions of Climate Change
Department of Geography	GEOG340	Cities and Planning	Mutually exclusive note (MX), Supplemental note	
Department of Geography	GEOG406	Sustainable Cities	Mutually exclusive note (MX), Supplemental note	School of Environmental Studies, Human Dimensions of Climate Change, Department of Anthropology, Department of Sociology
Department of Geography	GEOG411	Co-creating Research for Sustainable Futures	Title, Mutually exclusive note (MX), Supplemental note	Social Justice Studies, Department of Anthropology, School of Environmental Studies, Department of Sociology
Department of Geography	GEOG415	Indigenous Environmental Relations and Resurgence	Mutually exclusive note (MX), Supplemental note	
Department of Geography	GEOG474	Field Studies in Biogeography	Delete	
Department of Political Science	POLI367	The Politics of Race in Canada	Delete	Canadian Studies, Social Justice Studies
Department of Political Science	POLI383	Global Indigenous Nationalisms	Retain, Description	
Department of Political Science	POLI424	The Politics of Colonialism	Delete	
Department of Political Science	POLI463	Violence to Indigenous Lands and Bodies	Prerequisite, Description	Indigenous Studies Program, Indigenous Governance Program, Canadian Studies
Department of Psychology	PSYC192	Introduction to Positive Psychology	Retain, Description	Indigenous Studies Program
Department of Psychology	PSYC376	Social Psychology of Sexuality	Reinstate, Description	
Department of Psychology	PSYC431B	Social Cognition	Prerequisite	
Department of Psychology	PSYC431G	Self-Regulation and Goals	Prerequisite, Description	
Department of Psychology	PSYC431H	Advanced Interpersonal Relationships	Prerequisite, Description	
Department of Psychology	PSYC431I	Psychology and Law	Prerequisite, Description	
Department of Psychology	PSYC431J	The Self in Social and Personality Psychology	Title, Prerequisite	
Department of Psychology	PSYC431K	The Psychology of Friendship	Prerequisite, Description	
Department of Psychology	PSYC476	Advanced Psychology of Sexuality	Reinstate, Prerequisite	

## UVic Graduate Program Changes: May 2026

### Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Indigenous Education	GCERT-EDIL	Indigenous Language Revitalization	Other	School of Languages, Linguistics, and Cultures
School of Child and Youth Care	MA-CYCF	Child, Youth, Family and Community Studies	Other, Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Educational Psychology and Leadership Studies	MA-EDLS	Leadership Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Educational Psychology and Leadership Studies	MED-EDLS	Leadership Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Curriculum and Instruction	MED-EDSF	Social, Cultural and Foundational Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	PHD-CYFC	Child, Youth, Family and Community Studies	Other	

## UVic Graduate Program Changes: May 2026

### Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Computer Science, Department of Electrical and Computer Engineering	MENG-ADS	Applied Data Science	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Mechanical Engineering	MENG-ASE	Aerospace Systems Engineering	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Civil Engineering	MENG-BEST	Building Envelopes and Structures	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Electrical and Computer Engineering	MENG-MTIS	Telecommunications and Information Security	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)

## UVic Graduate Program Changes: May 2026

### Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies MA-AHVS		Art History and Visual Studies	Other	
Department of Art History and Visual Studies PHD-AHVS		Art History and Visual Studies	Other	

## UVic Graduate Program Changes: May 2026

### Faculty of Health

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Health and Social Policy	GDIPL-PH	Public Health	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Public Health and Social Policy	GR-PHSP-REQ	Public Health and Social Policy: Requirements Other		
Counselling Psychology Program	MA-CNPY	Counselling Psychology	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Social Dimensions of Health	MA-SDH	Social Dimensions of Health	Other, Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), School of Child and Youth Care, Department of Educational Psychology and Leadership Studies, Department of Psychology, Department of Indigenous Education, School of Exercise Science, Physical and Health Education
School of Nursing	MN-NURS-INDW	Indigenous Wellness	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	MN-NURS-NPP	Nurse Practitioner	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	MN-NURS-NPPS	Nurse Practitioner Post-Degree Stream	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Health and Social Policy	MPH-PH	Public Health	Other	
Social Dimensions of Health	MSC-SDH	Social Dimensions of Health	Change of the required courses for a program, Change in the description of a program or credential not involving any change in program or credential requirements	School of Child and Youth Care, Department of Educational Psychology and Leadership Studies, Associate Vice-President Academic Planning (AVPAP), Department of Indigenous Education, School of Exercise Science, Physical and Health Education
Social Dimensions of Health	PHD-SDH	Social Dimensions of Health	Other, Change of the required courses for a program	School of Child and Youth Care, Department of Educational Psychology and Leadership Studies, Department of Sociology, Associate Vice-President Academic Planning (AVPAP), Department of Indigenous Education, School of Exercise Science, Physical and Health Education

## UVic Graduate Program Changes: May 2026

### Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Greek and Roman Studies	MA-GRRS	Greek and Roman Studies	Change of the required courses for a program, Other	School of Languages, Linguistics, and Cultures, Associate Vice-President Academic Planning (AVPAP)

## UVic Graduate Program Changes: May 2026

### Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Geography	MCP-PLAN*	Community Planning	Creation	School of Public Administration, Department of Anthropology, Department of Civil Engineering, Cultural, Social and Political Thought, Division of Continuing Studies, Department of Economics, School of Environmental Studies, School of Public Health and Social Policy, Department of Political Science, Department of Sociology, Faculty of Law, Co-operative Education Program and Career Services, Department of Art History and Visual Studies, Faculty of Humanities, Indigenous Governance Program, Faculty of Engineering and Computer Science
Department of Psychology	MSC-PSYC-SOPY	Social Psychology Track	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	PHD-ADMN	Public Administration	Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)

## UVic Graduate Program Changes: May 2026

### Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MBA-BUSI	Business Administration	Other	Co-operative Education Program and Career Services

## UVic Graduate Course Changes: May 2026

### Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYC562	Advanced Practice with Children, Youth, Families and Communities	Title, Cross-listing, Units, Repeatable for credit (MTO), Mutually exclusive note (MX), Supplemental note	
School of Child and Youth Care	CYC588	Seminar on Project or Thesis Completion	Description	
Department of Curriculum and Instruction	EDCI521	Contemporary Educational Issues in Historical Perspective	Sunset	
Department of Educational Psychology and Leadership Studies	ED-D539B	Leadership, Education and Diversity	Sunset	Social Justice Studies
Department of Educational Psychology and Leadership Studies	ED-D562	Advanced Statistical Methods in Education	Retain, Description, Supplemental note	Social Dimensions of Health

## UVic Graduate Course Changes: May 2026

### Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Electrical and Computer Engineering, Department of Computer Science	ADS596	Applied Data Science Capstone Project	New	
Department of Mechanical Engineering	ASE596	AAV Design-Build-Fly Capstone Project	Pre or corequisite, Corequisite	
Biomedical Engineering, Department of Mechanical Engineering	BME501	Biosensors and Imaging for Medical Device Design	Mutually exclusive note (MX)	
Department of Civil Engineering	CIVE560	Urban Transportation Planning	Description, Cross-listing, Mutually exclusive note (MX)	Faculty of Social Sciences, Department of Geography
Department of Civil Engineering	CIVE596	MEng Project in Civil Engineering	New	
Department of Electrical and Computer Engineering	ECE541	Firewalls and Intrusion Prevention Systems	New	
Department of Electrical and Computer Engineering	ECE591	Professional Foundation	Prerequisite, Mutually exclusive note (MX)	Department of Mechanical Engineering, Biomedical Engineering, Department of Computer Science
Department of Electrical and Computer Engineering	ECE597	Capstone Project	Corequisite	
Faculty of Engineering and Computer Science	ECS501	Professional Practice and Careers	New	Co-operative Education Program and Career Services
Faculty of Engineering and Computer Science	ECS502	Professional Leadership and Community Engagement	New	Co-operative Education Program and Career Services
Faculty of Engineering and Computer Science	ECS503	Professional Design, Collaboration and Teamwork	New	Co-operative Education Program and Career Services
Department of Mechanical Engineering	MECH504	Mechanical Vibration	Hours, Description, Mutually exclusive note (MX), Supplemental note	

## UVic Graduate Course Changes: May 2026

### Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS530	Seminar in the Contemporary Art of South and Southeast Asia	Delete	
Department of Art History and Visual Studies	AHVS540	Seminar in Renaissance Art	Delete	
Department of Art History and Visual Studies	AHVS563	Seminar in Political Art	Delete	
Department of Art History and Visual Studies	AHVS570	Seminar in East Asian Art	Delete	
Department of Art History and Visual Studies	AHVS590	Directed Studies MA Level	Repeatable for credit (MTO)	
Department of Art History and Visual Studies	AHVS598	Research Paper	Description	
Department of Art History and Visual Studies	AHVS699	PhD Dissertation	Description	
School of Music	MUS501	Seminar in Musical Notations	Sunset	
School of Music	MUS502	Musical Aesthetics and the Theory of Criticism	Sunset	
Department of Theatre	THEA599	MA Thesis	Retain, Title	

## UVic Graduate Course Changes: May 2026

### Faculty of Health

Academic unit(s)	Course	Title	Type of change	Consultation
School of Nursing	INDW526	Intergenerational Learning Seminar I	Grading	
School of Nursing	INDW527	Intergenerational Learning Seminar II	Reinstate, Grading, Formerly, Mutually exclusive note (MX)	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	INDW527A	Intergenerational Learning Seminar II	Delete	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	INDW527B	Intergenerational Learning Seminar III	Delete	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	INDW528	Intergenerational Learning Seminar III	Title, Grading, Prerequisite	Associate Vice-President Academic Planning (AVPAP)
School of Public Health and Social Policy	PHSP589	Practicum	Supplemental note	
Department of Psychology	PSYC586A	Advanced Clinical Assessment	Description	
Department of Psychology	PSYC586B	Practice in Advanced Clinical Assessment	Description, Title	
School of Social Work	SOCW526	Seminar in Health Policy and Practice in Indigenous Communities	Delete	

## UVic Graduate Course Changes: May 2026

### Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Media Studies	MDIA500	Critical Media Practice	New	Department of Art History and Visual Studies, Department of Computer Science, Faculty of Fine Arts
Media Studies	MDIA560	Game Studies	New	Department of Art History and Visual Studies, Department of Computer Science, Faculty of Fine Arts

## UVic Graduate Course Changes: May 2026

### Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biology	BIOL536	Human Molecular Genetics	Sunset	
Department of Biology	BIOL569	Introduction to Computational Genomics	New	Department of Biochemistry and Microbiology
School of Earth and Ocean Sciences	EOS551	Introductory Dynamic Meteorology	Sunset	
Department of Mathematics and Statistics	MATH575	Topics in Mathematical Biology	Mutually exclusive note (MX), Supplemental note	
Department of Physics and Astronomy	PHYS501B	Advanced Quantum Field Theory	Sunset	

## UVic Graduate Course Changes: May 2026

## Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN600	Doctoral Seminar	Description, Supplemental note	
School of Public Administration	CD531	Leadership and Transformation	Description	
School of Public Administration	CD540	Community Development and Planning in Action	New	Department of Geography
Department of Geography	GEOG506	Sustainable Cities	New	
Department of Geography	GEOG511	Co-creating Research for Sustainable Futures	New	
Department of Geography	GEOG515	Indigenous Environmental Relations and Resurgence	New	
Department of Geography	GEOG532	Urban Development in the Global South	New	
Department of Geography	GEOG540	Cities and Planning	New	
Department of Geography	GEOG559	Disaster Management and Community Resilience	New	
Department of Geography	PLAN500	Histories and Futures of Planning	New	
Department of Geography	PLAN501	Planning the Resilient City and Region	New	
Department of Geography	PLAN502	Community Plans and Policies	New	
Department of Geography	PLAN510	Urban Design	New	Department of Civil Engineering
Department of Geography	PLAN511	Planning Law	New	Faculty of Law
Department of Geography	PLAN512	Methods in Planning and Community Engagement	New	
Department of Geography	PLAN513	Project Development for Planners	New	
Department of Geography	PLAN520	Planning Theory and Practice	New	
Department of Geography	PLAN521	Planning with Indigenous Communities	New	Indigenous Studies Program, Indigenous Governance Program, School of Public Administration
Department of Geography	PLAN530	Financial Foundations of Planning	New	Department of Economics
Department of Geography	PLAN531	Planning Design Studio	New	
Department of Geography	PLAN540	Community Development and Planning in Action	New	School of Public Administration
Department of Geography	PLAN541	Current Issues in Planning	New	
Department of Geography	PLAN560	Urban Transportation Planning	New	Department of Civil Engineering
Department of Geography	PLAN590	Directed Studies in Community Planning	New	
Department of Geography	PLAN591	Field Studies in Community Planning	New	

Department of Geography	PLAN596	Planning Capstone	New
Department of Psychology	PSYC555A	Environmental Psychology of the Built Environment	Delete
Department of Psychology	PSYC555B	The Psychology of Nature, Sustainability, and Climate Change	Sunset

## UVic Graduate Course Changes: May 2026

### Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	MBA511	Customer Experience Management	Sunset	
Peter B. Gustavson School of Business	MBA512	Quality Management and Service Operations	Sunset	
Peter B. Gustavson School of Business	MBA513	Issues in Service Technology and HR Management	Sunset	
Peter B. Gustavson School of Business	MBA561	Entrepreneurial Planning and Finance	Sunset	
Peter B. Gustavson School of Business	MBA562	New Venture Marketing	Sunset	
Peter B. Gustavson School of Business	MBA563	Entrepreneurial Strategy	Sunset	