

SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 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

a. January 9, 2026 (SEN-MAR 6/26-1) ACTION

Motion: 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.

b. February 6, 2026 (SEN-MAR 6/26-2)

Motion: That the minutes of the open session of the meeting of the Senate held on February 6, 2026 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

a. President's Report INFORMATION

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards – Maureen Ryan, Chair

i. New and Revised Awards (SEN-MAR 6/26-3) 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:

- Eunice Lowe Award for Entrepreneurship Studies* (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Tim Price Scholarship in Entrepreneurship* (Revised)
- Joanne Stewart Award* (New)
- Alzheimer Society of BC and Yukon Doctoral Award (New)
- Anthony Dawson Justice Award* (Revised)
- Anthony (Tony) Chan Memorial Bursary* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation* (Revised)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Ethel Clark Entrance Bursary* (Revised)
- Faculty Association Bursary* (Revised)
- Faculty of Science Research Scholarship* (Revised)
- Langford-Seaborne Scholarship* (Revised)
- Mariane Johnson Scholarship in Education* (New)
- Marine Geoscience and Oceanography Scholarship* (New)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Phyllis Margaret Wilson Scholarship* (Revised)
- Ross & Stephanie Bailey Graduate Award* (Revised)
- Syd Bulman-Fleming Collaborative Piano Award (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- B. Anne Tolmie Wood Scholarship for Indigenous Students* (Revised)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization* (Revised)
- Courage to Persevere Award (Revised)
- Dr. Margaret “Marmie” Perkins Hess Graduate Fellowships in Earth, Ocean, Astronomy and Environmental Sciences* (Revised)
- Jim Ounsworth Graduate Scholarship for Indigenous Students (Revised)
- John Michael Brownutt Graduate Scholarships* (Revised)
- Marianne Johnson Scholarship for Bipolar Disease Research* (New)
- Mary & David Norton Indigenous Leadership Fellowship* (Revised)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (Revised)

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

- i. Proposal to discontinue the Bachelor of Nursing Post-Diploma Program (PDP) **(SEN-MAR 6/26-4)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma program, as described in the document “Bachelor of Science in Nursing Post-Diploma Program (PDP)”.

- ii. Proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory **(SEN-MAR 6/26-5)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Graphics and Gaming, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Communications and Networks, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Theory, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major and Honours Options in Software Systems, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

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|------|--|--------|
| iii. | Proposed changes to the Master of Arts in Community Development
(SEN-MAR 6/26-6) | ACTION |
| | <u>Motion:</u> That Senate approve the proposed changes to the Master of Arts in Community Development, as described in the document "UVic MA in Community Development Program Change – Cycle 2 (Sept 2026)". | |
| iv. | Proposed changes to the Master in Management program
(SEN-MAR 6/26-7) | ACTION |
| | <u>Motion:</u> That Senate approve the proposed changes to the Master in Management program, as described in the document "Master in Management course changes". | |
| v. | Proposed changes to the Business Minor Program
(SEN-MAR 6/26-8) | ACTION |
| | <u>Motion:</u> That Senate approve the proposed changes to the Business Minor, as described in the document "Business Minor program change". | |
| vi. | Proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL)
(SEN-MAR 6/26-9) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), as described in the document "TESOL Professional Specialization Certificate", and that this approval be withdrawn should the program not be offered within five years of the granting of approval. | |
| vii. | Proposed changes to the Master of Engineering - Biomedical Systems program (SEN-MAR 6/26-10) | ACTION |
| | <u>Motion:</u> That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Engineering – Biomedical Systems program, as described in the document "Master of Engineering – Biomedical Systems: Program Change". | |

- c. Senate Committee on Academic Standards – Danu Stinson, Chair
- i. Proposed Admission Requirement for the TESOL Professional Specialization Certificate (**SEN-MAR 6/26-11**) **ACTION**

Motion: That Senate approve the proposed admission requirement for the TESOL Professional Specialization Certificate.
 - ii. Proposed Change to the Non-Thesis Option in the Master of Arts Stream for Holocaust Studies (**SEN-MAR 6/26-12**) **ACTION**

Motion: That Senate approve the proposed change to the non-thesis option in the Master of Arts stream for Holocaust Studies in the Graduate Academic Calendar.
 - iii. Proposed Changes to the Admission Requirement for the Bachelor of Nursing program (**SEN-MAR 6/26-13**) **ACTION**

Motion: That Senate approve the proposed changes to the admission requirements for the Bachelor of Science in Nursing effective September 2026.
 - iv. Proposed Updates to Special Access First Nations, Métis, and Inuit - Undergraduate Calendar Entry (**SEN-MAR 6/26-14**) **ACTION**

Motion: That Senate approve the proposed change to the update to the current Undergraduate Calendar entry “Special Access First Nations, Métis and Inuit” effective September 2026.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

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 and raised points regarding goals in the Indigenous Strategic Plan as they related to academic accommodations. The Senator was 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)

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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-Tetty 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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Draft

January 9, 2026 Senate Meeting				SEN-MAR 6/26-1
Name	In Attendance	Regrets		Page 8 of 9 Position
Adjin-Tetty, 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 Look

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-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

Meeting of Senate
February 6, 2026

MINUTES

A meeting of the Senate of the University of Victoria was held on February 6, 2026 at 3:32 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. January 9, 2026

A member of Senate requested that the minutes be updated under "Business Arising from the Minutes" to include the substantive questions asked.

The Chair agreed to table the minutes to review the request.

Motion: (T. Milford/P. Loock)

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.

TABLED

3. BUSINESS ARISING FROM THE MINUTES

a. Senate Committee on Awards follow-up

Regarding the issue which arose at the last meeting regarding the approval of three Business awards from the Senate Committee on Awards, Ada Saab, Associate University Secretary, reported that the awards would be brought back to Senate for approval next year.

4. REMARKS FROM THE CHAIR

a. President's Report

Qwul'siy'yah'maht Robina Thomas opened her report by noting that, effective February 1, 2026, the Province of British Columbia concluded its illicit substances decriminalization pilot. As a result, possession of any amount of illicit substances is once again illegal in the province, with limited exceptions. She emphasized that despite this provincial policy change, the University of Victoria's institutional approach remains unchanged: students will not face university-level consequences for calling for help, for substance use, or for

possession when seeking support. She reaffirmed UVic's commitment to the principles outlined in the Substance Use Health Strategy, underscoring that promoting the health, safety, and well-being of the campus community continues to be a priority. Members of the community are encouraged to seek assistance without fear of penalty.

R. Thomas announced the appointment of UVic's new Vice-President Indigenous, expressing enthusiasm for the opportunity to work with Dr. Angela Jamie, who joins UVic from her role as Vice-Provost Indigenous Engagement at the University of Saskatchewan. As Dr. Jamie's term will begin in late spring, Lalita Kines has agreed to continue serving as Acting Vice-President Indigenous until that time. R. Thomas extended her appreciation to all individuals involved in the search and appointment process.

R. Thomas highlighted the upcoming United Way Plasma Car Race, a signature campus event that brings together faculty, staff, and students to raise funds in support of the United Way. The event will take place at noon on Thursday, February 12, 2026, in the Michèle Pujol Room. R. Thomas encouraged Senators to attend and support this community initiative.

Finally, R. Thomas provided an update on the Vikes basketball teams. Both the men's and women's teams have three remaining home weekend games this season, with significant matchups scheduled for this evening and tomorrow against UBC, the final home games of the season. She reported that the men's team is currently ranked first in Canada and is pursuing a consecutive national championship title, while the women's team remains in contention for a playoff position.

b. Presentation – Better Data Project

Cassbreea Dewis, Associate Vice-President Equity and Human Rights, expressed her appreciation to Senate members for the opportunity to provide an update on the Better Data Project. She introduced her colleagues, Braedan McKenzie, Equity Data and Research Analyst, and Natasha Goudar, Director of Institutional Equity Initiatives.

C. Dewis reminded Senators of the Better Data Project website and reiterated the importance of collecting high-quality equity data, using it ethically, and understanding its role in supporting informed institutional decision-making.

Drawing on a formal presentation, B. McKenzie offered a reflection on two years of progress within the project. He outlined the limitations of previous data-collection approaches and described how the current project was intentionally designed to be community-centred. He reviewed the project's objectives and implementation process, summarized the feedback received to date, and explained how the resulting information can be applied such as, to inform program admission and recruitment practices, to better understand student success rates, and to support the evaluation of existing support structures. He also provided a guided demonstration of the Better Data Public Dashboard.

C. Dewis and B. McKenzie addressed several questions from Senators. These included inquiries about the potential addition of new identity categories such as "caregiver," the

treatment of “prefer not to answer” responses, the importance of building trust and supporting participant choice, the feasibility of linking data to academic programs while maintaining privacy protections, and the legislative and regulatory constraints that govern the types of questions that may be asked, particularly in relation to pay equity requirements.

In response to a question about how frequently individuals may update their information, B. McKenzie explained that participants may revise their responses at any time. Each update is time stamped, shifting from “effective from” to “effective to” as new information is entered.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Appointments to the Senate Standing Committees

Rob Hancock, Chair of the Senate Committee on Agenda and Governance Nominations Subcommittee, introduced the list of proposed appointments.

A Senator then reported recent resignations from both the University of Victoria Students' Society (UVSS) Board and the Senate Committee on Learning and Teaching and inquired about the process for filling these committee vacancies. A. Saab explained that it is the responsibility of the UVSS to notify the university of resignations to Senate standing committees as well as to inform the University Secretary's Office who will serve as the replacing UVSS representative. A. Saab added that representatives are not required to be members of the UVSS Board in order to serve in these roles.

Another Senator asked for clarification regarding the procedure followed when a UVSS representative resigns. Carrie Andersen, University Secretary, responded that because the UVSS is an independent organization, such matters fall outside the jurisdiction of Senate. A further comment was raised concerning recent events related to a UVSS decision involving a student club and questions of academic freedom, with the Senator asking whether the university sanctions such organizations. It was noted that the concern would be recorded; however, the matter was not included on the February Senate agenda.

Motion: (R. Hancock/M. Laidlaw)

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

CARRIED

b. Senate Committee on Awards

i. Upcoming changes to Indigenous-specific awards

Maureen Ryan, Chair of the Senate Committee on Awards, informed Senate of the forthcoming work to review all award terms of reference. She acknowledged the significant efforts of the Development Office and Student Awards and Financial Aid, particularly as they navigate the incorporation of more inclusive language into award documentation. M. Ryan noted that she is collaborating with the offices of the University Secretary and Equity and Human Rights to develop standardized award templates. She advised that once this work is complete, a coordinated approach will be brought to Senate.

A Senator expressed appreciation for the thoughtful approach being taken regarding Indigenous-specific awards. Regarding the Indigenous language changes, another Senator inquired about the inclusion of Mexico as part of Turtle Island. Julianna Nielson, Acting Director, Indigenous University Initiatives, responded that additional language updates are still under consideration and confirmed that Mexico will be included.

ii. New and Revised Awards

M. Ryan introduced the list of awards.

A member of Senate asked a question of clarity on the eligibility criteria of The Purple Squirrel Award for Academic Diversity. M. Ryan noted this would be confirmed with the Development Officer.

Motion: (M. Ryan/C. Eagle)

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*

CARRIED

c. Senate Committee on Curriculum

i. 2026/2027 Cycle 1 Curriculum Submissions

Dennine Dudley, Chair of the Senate Committee on Curriculum, introduced the curriculum submissions. She thanked committee members and Faculties for the work accomplished for the Cycle 1 curriculum.

Motion: (D. Dudley/M. Ryan)

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

CARRIED

Motion: (D. Dudley/T. Hopper)

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Enrolment Projections for 2026/27

Helga Hallgrímsdóttir, Deputy Provost, introduced the proposal.

Tony Eder, Associate Vice-President Academic Resource Planning, delivered a presentation outlining enrolment projections for the coming year. He began by situating the university within its broader operating context and then provided an overview of current recruitment initiatives. He reviewed trends in annualized student full-time equivalents (FTEs) dating back to 2010–2011, student-to-faculty ratios since 2016–2017, and the number of international undergraduate degree-seeking students over the same period. Mr. Eder also discussed recent funded program expansions, the budget outlook for 2026–2027, and the recommended enrolment level for that year.

In response to a question regarding the marginal cost per FTE, T. Eder explained that average costs vary by program. He offered an example comparing a vacant seat in a

general course with one in the Gustavson School of Business, where students progress through the program as a cohort. He emphasized that program-specific factors significantly influence cost structures.

A Senator asked about the cost effectiveness of recruitment engagement with prospective students in the United States. T. Eder clarified that Kaplan does not recruit students from the U.S.; instead, recruitment in that region is undertaken directly by the university. He noted that interest from various parts of the United States has increased.

Another Senator inquired whether UVic is typically a first-choice institution for applicants. T. Eder responded that ApplyBC does not provide this information, though the university has asked students about their preferences after arrival. Historically, students in British Columbia applied to at least two institutions, but current patterns suggest they now apply to five or six.

In response to a question about delivery modes, T. Eder stated that most students continue to prefer face-to-face instruction. While there are smaller groups of students seeking online options, hybrid formats remain popular.

A Senator asked whether the university anticipated lowering the grade point average required for admission in order to meet enrolment targets. Mr. Eder replied that determining the GPA cut-off is an important component of enrolment planning with the Deans of the Faculties and must balance competitiveness, institutional goals, and academic standards.

A member of Senate suggested that the Better Data Project include a question about students' first-choice institutions. Another Senator asked whether recent declines in university rankings have affected enrolment. T. Eder responded that rankings rarely provide a complete reflection of institutional quality, though they do highlight the influence of research on ranking outcomes. Lisa Kalynchuk, Vice-President Research and Innovation, added that the most recent Times Higher Education rankings placed UVic at 217 globally and noted that reputational surveys were not used in that assessment. A Senator commented on the importance of continuing to support and highlight the university's international activities.

In response to a question on incentives and strategies for international recruitment, T. Eder explained that the university employs targeted approaches, including providing information in students' home languages and offering an international scholarship program.

Finally, a Senator asked whether there were any countries from which the university does not welcome applicants. T. Eder stated that the university follows Canadian law, and given the rigorous study permit process, such situations are extremely rare.

Motion: (R. Hancock/L. Harder)

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.

CARRIED

b. Consultation – Core Writing & Research Requirement proposal

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

Todd Milford, Acting Dean of the Faculty of Education, outlined the purpose of the proposal. Cindy Holder, Faculty of Humanities, commented on the extensive consultation undertaken. E. Adjin-Tettey explained that the proposed changes were motivated by two key factors: the increasing number of students who already satisfy the Academic Writing Requirement (AWR) based on high school performance, and the significant number of students who complete the requirement later in their academic programs. She emphasized the desire to establish a shared baseline that would support the development of core competencies, noting that writing remains central to the proposal. She also clarified that the proposal does not alter existing Senate processes, nor does it require changes to admission requirements. T. Milford added that consultation had occurred across faculties, that broad support had been expressed, and that the committee was seeking Senate's feedback.

A Senator raised concerns about the implications of a pass/fail structure for high-achieving students, particularly in relation to scholarship eligibility. E. Adjin-Tettey responded that the working group is actively examining core requirements and that this could be considered in the next phase. Another Senator requested greater clarity regarding instructional capacity. C. Holder explained that the working group was seeking permission to proceed with planning and that feasibility was a central consideration, especially given the large number of students currently taking AWR courses unnecessarily. She expressed confidence that capacity could be managed and emphasized the need to broaden the pathways through which students may meet the requirement.

A member of Senate suggested that competencies should be embedded across a variety of courses, allowing students flexibility in how they meet each requirement. T. Milford replied that the competency profile would depend on where the courses are offered. C. Holder noted that while many universities adopt a breadth-based model, UVic currently requires 1.5 units. She emphasized that the proposal maintains this structure and that, should Senate ultimately decline to approve the changes, the existing system would remain in place.

Another Senator observed that writing should be explicitly included among the core competencies and suggested that the proposal presents an opportunity to encourage students to complete foundational requirements before beginning their regular coursework.

A further comment referenced the letters of support included in the proposal, noting the importance of the conditions identified by faculties. The Senator also highlighted the

significance of student placement and progression. It was recommended that the proposal be implemented as a three- to four-year pilot, given its complexity, with a formal review every five years in recognition of the rapidly evolving educational environment. T. Milford confirmed that discussions have taken place with the Office of the Registrar and Enrolment Management regarding implementation processes. Another Senator added that it would be good policy to incorporate mechanisms for ongoing evaluation.

A member of Senate asked about the reduced emphasis on French within the requirement. E. Adjin-Tetty explained that this shift reflects the evolution of the requirement over time. She also noted that a project page is available on the VPAC website where Senators may provide additional feedback.

A Senator expressed concern about governance and implementation, emphasizing that these matters fall within Senate's purview. It was suggested that an implementation plan be brought to Senate for approval prior to rollout. It was also observed that the proposal does not appear to include a mechanism to ensure students complete the requirement in their first year. Another Senator raised a question regarding whether the proposed governance structure would return to Senate in April for information or approval. T. Milford confirmed that Senate approval would be sought for both the core competencies and the governance framework.

A member of Senate noted that class sizes vary significantly across faculties and expressed concern that intensive writing courses require smaller enrolments, which may affect the quality of foundational instruction.

A final comment suggested that when the proposal returns to Senate for approval, it should include a clear explanation of how resources will be allocated across faculties to support the delivery of required courses.

9. OTHER BUSINESS

a. 10-Year Sessional Calendar

A. Saab introduced the item.

A member of Senate noted the tight timeline during Term 1 of the Winter Session and said that less than 60 instructional days resulted in a capacity issue. He suggested either beginning the term before Labour Day or having less examination days.

Motion: (M. Caryk/T. Milford)

That Senate approve the 10-Year Sessional Calendar.

CARRIED

b. Academic Important Dates

Motion: (M. Laidlaw/A. Prest)

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.

CARRIED

c. 2026/2027 Senate Meeting Dates

Motion: (M. Laidlaw/M. Caryk)

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

CARRIED

d. Senate vacancy

A. Saab informed member of Senate on the recent resignation from the Continuing Sessional representative.

There being no other business the meeting was adjourned at 5:36 p.m.

February 6, 2026 Senate Meeting				SEN-MAR 6/26-2
Name	In Attendance	Regrets		Page 10 of 11 Position
Adjin-Tetty, 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	X		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	X		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			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	X		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	X		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	X		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	X		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	X		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 Look

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-Tetty

Registrar: Wendy Taylor

Associate University Secretary: Ada Saab

SENATE



SENATE COMMITTEE ON AWARDS

To: Senate
 From: Senate Committee on Awards
 Date: February 18, 2026
 Subject: New and Revised Awards

The Senate Committee on Awards met on February 12 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:

- Eunice Lowe Award for Entrepreneurship Studies* (Revised)
- Michaela Tokarski Entrepreneurship Award* (Revised)
- Tim Price Scholarship in Entrepreneurship* (Revised)
- Joanne Stewart Award* (New)
- Alzheimer Society of BC and Yukon Doctoral Award (New)
- Anthony Dawson Justice Award* (Revised)
- Anthony (Tony) Chan Memorial Bursary* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (New)
- Dr. Ian Stuart MBA Scholarship in Sustainable Innovation* (Revised)
- Elizabeth (Betty) Valentine Prangnell Scholarship* (Revised)
- Ethel Clark Entrance Bursary* (Revised)
- Faculty Association Bursary* (Revised)
- Faculty of Science Research Scholarship* (Revised)
- Langford-Seaborne Scholarship* (Revised)
- Mariane Johnson Scholarship in Education* (New)
- Marine Geoscience and Oceanography Scholarship* (New)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Phyllis Margaret Wilson Scholarship* (Revised)
- Ross & Stephanie Bailey Graduate Award* (Revised)
- Syd Bulman-Fleming Collaborative Piano Award (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- B. Anne Tolmie Wood Scholarship for Indigenous Students* (Revised)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization* (Revised)

- Courage to Persevere Award (Revised)
- Dr. Margaret “Marmie” Perkins Hess Graduate Fellowships in Earth, Ocean, Astronomy and Environmental Sciences* (Revised)
- Jim Ounsworth Graduate Scholarship for Indigenous Students (Revised)
- John Michael Brownutt Graduate Scholarships* (Revised)
- Marianne Johnson Scholarship for Bipolar Disease Research* (New)
- Mary & David Norton Indigenous Leadership Fellowship* (Revised)
- Mya and Marcus Indigenous Graduate Scholarship in Visual Arts* (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

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~~

EUNICE LOWE AWARD FOR ENTREPRENEURSHIP STUDIES* (REVISED)

One or more awards of at least \$1,000 each are given to third or fourth year Bachelor of Commerce students in the ~~entrepreneurship~~ Entrepreneurship and Innovation sSpecialization at the Peter B. Gustavson School of Business who are facing financial or personal hardship. Applicants must submit a personal statement (max 500 words) that outlines their financial or personal challenges and how they have overcome, or are currently overcoming, these challenges and also speaks to their academic and career goals. Preference will be given to students with demonstrated financial need. Graduating students and part-time students ~~(minimum 6.0 units)~~ (registered in a minimum of 6.0 graded units in two of the three terms in an academic year) are eligible for this award.

Applications must be submitted through the online application via Online tools under Student Awards and Financial Aid by April 30 ~~May 31~~.

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

MICHAELA TOKARSKI ENTREPRENEURSHIP AWARD* (REVISED)

One or more awards are given to undergraduate Bachelor of Commerce students in the Peter B. Gustavson School of Business who are completing an ~~entrepreneurial~~ Entrepreneurship and Innovation sSpecialization or completing an entrepreneurial work term. Preference is given to students with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. This award may go to graduating students.

TIM PRICE SCHOLARSHIP IN ENTREPRENEURSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding students in the Gustavson School of Business who are in the Entrepreneurship and Innovation Specialization Program. This scholarship may be awarded to a graduating student.

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



JOANNE STEWART AWARD* (NEW)

One or more scholarships are given to academically outstanding entering, continuing, or transferring undergraduate students or if there are no eligible undergraduate students, for academically outstanding entering or continuing graduate students in the Faculty of Education. Part time students (registered in a minimum of 6.0 units for credit in two terms for undergraduate students or 1.5 units per term for graduate students) are eligible.

In the case of a graduate scholarship, approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

ALZHEIMER SOCIETY OF BC AND YUKON DOCTORAL AWARD (NEW)

Two awards of \$40,000 each are given to academically outstanding doctoral students in the Faculty of Health conducting research in the area of Alzheimer's disease or related dementias, across biomedical, clinical, or public health domains. Recipients are invited to share their research with representatives of Alzheimer Society of BC including people with lived experience. The awards are renewable for the duration of the student's current graduate degree, up to a maximum of three years provided the student has a first-class GPA and is making good academic progress in the same degree.

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

ANTHANY DAWSON JUSTICE AWARD* (REVISED)

One award is given to a ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit, full-time undergraduate or graduate student taking courses in a discipline related to justice in any of the following: Social Work, Child and Youth Care, Law, Political Science, Institute of Dispute Resolution, or Indigenous Governance. Students must submit a one-page letter outlining their community or leadership involvement.

Graduate applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th.

In the case of an undergraduate student, approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE). In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of IACE.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



ANTHONY (TONY) CHAN MEMORIAL BURSARY* (REVISED)

One or more bursaries are awarded to undergraduate students of minority ancestral groups entering or continuing at the University of Victoria with preference given to students of Asian Aancestry and Indigenous Students (inclusive of all Indigenous Peoples locally and globally). ~~those who are First Nations, Inuit and Métis peoples and all other Indigenous peoples.~~

In addition to this, selection of recipients will be based on their department, school or faculty of study, in the following order of priority:

1. Department of Pacific and Asian Studies
2. Department of History
3. School of Social Work
4. Faculty of Education

Applicants who have indicated they are Indigenous Students (inclusive of all Indigenous Peoples locally and globally) for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

DOUGLAS E. BAER TRAINING IN QUANTITATIVE METHODS AWARD* (NEW)

One or more awards of at least \$1,500 are given to graduate students in the Sardul S. Gill Graduate School at the School of Business, Faculty of Health, or the Faculty of Social Sciences to attend a quantitative research methods training program. Preference will be given to students to attend one of the following quantitative educational opportunities:

- Global School in Empirical Research Methods (GSERM), University of St. Gallen, Switzerland.
- The Inter-university Consortium for Political and Social Research (ICPSR) Summer program in Quantitative Methods of Social Research, University of Michigan, Ann Arbor, Michigan, USA.
- Canadian Centre for Research Analysis and Methods, University of Calgary, Calgary, Alberta.

Further preference will be given to students to attend one of the above quantitative educational opportunities in person.

The award is intended to cover, or partially cover, costs related to the recipient's travel to and from the training program location, including accommodation, as well as program registration fees.

The award will not be given to students attending qualitative educational opportunities. Students are required to notify the Sardul S. Gill Graduate School, the Faculty of Health, or the Faculty of Social Sciences, of their intent to attend, provide the name of the educational opportunity, specify how the program relates to their studies, and whether attendance will be in person or virtual, by February 28.



Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School, the Faculty of Health or the Faculty of Social Sciences.

All nominations must be submitted to FGS by March 15 and must include the value of the award for each student.

DR. IAN STUART MBA SCHOLARSHIP IN SUSTAINABLE INNOVATION* (REVISED)

One or more scholarships of at least \$1,350 each are awarded to academically outstanding students in the MBA In Sustainable Innovation program at the Sardul S. Gill Graduate School, Peter B. Gustavson School of Business, who have a degree in Engineering or Applied Math and have an interest in sustainable operations management. Preference will be given to students who demonstrate financial need with an additional preference for students who are Canadian citizens. Applications must be submitted by July 31st ~~April 30~~ to the Dean's Office of the Peter B. Gustavson School of Business. Approval of the recipient(s) will be made by the Faculty of Graduate Studies, Graduate Awards Committee upon the recommendation of the Peter B. Gustavson School of Business.

ELIZABETH (BETTY) VALENTINE PRANGNELL SCHOLARSHIP* (REVISED)

A scholarship will be awarded to two academically outstanding First Nations, Métis and/or Inuit undergraduate and/or graduate ~~Indigenous~~ students majoring in Visual Arts. Preference will be given to students with an interest in Indigenous visual art. ~~If there is only eligible undergraduate student, then a graduate student of a different gender than the undergraduate student recipient may receive the scholarship. If there are not two eligible undergraduate students, then two graduate students may receive the scholarship.~~

In the case of an undergraduate student, approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Visual Arts.

In the case of a graduate student, approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

ETHEL CLARK ENTRANCE BURSARY* (REVISED)

One or more bursaries are awarded to ~~Aboriginal~~ First Nations, Métis and/or Inuit undergraduate students entering the University of Victoria.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



FACULTY ASSOCIATION BURSARY* (REVISED)

One or more bursaries are awarded to single parents, students with ~~a disability~~ visible and/or invisible (physical and/or mental) disabilities or ~~First Nations~~ First Nations, Métis and/or Inuit students.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

FACULTY OF SCIENCE RESEARCH SCHOLARSHIP* (REVISED)

~~One or more~~ A scholarship ~~is~~ are awarded to ~~an~~ academically outstanding graduate students in the Faculty of Science who performs ~~(s)~~ multi-disciplinary and collaborative research that ~~also~~ demonstrates innovation and potential for further development (i.e. a new technology, engineering, robotics, computer and/or data management).

This multi-disciplinary and collaborative research should be

- * between UVic faculties or departments,
- * within a department (cross-divisional), and/or
- * ~~with (or at) other institutions.~~ within the research community at large, such as at other institutions.

Applicants must demonstrate science communication skills. In addition to presenting at conferences or other science events, students are encouraged to for example, by engaging in science public outreach activities, participate in student mentorships, respond to science media questions about their research, and/or obtain formal science education training. ~~or supporting student mentorship and by presenting at conferences or other science events.~~ Preference is for students who are Canadian citizens.

Applicants must submit a 2-page CV and 300-word statement to the Faculty of Science summarizing how the applicant's research and skills meet the award criteria.

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

LANGFORD-SEABORNE SCHOLARSHIP* (REVISED)

One or more scholarships of at least \$1,000 each are awarded to ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit graduate students in the School of Public Administration. If there are no eligible graduate students, ~~Canadian-born Indigenous~~ First Nations, Métis and/or Inuit undergraduate students in the Indigenous Community Development and Governance Diploma in the School of Public Administration may receive the scholarship.

~~Undergraduate students apply via the online in-course scholarship application and Undergraduate students apply via the Online Tools, online undergraduate application by May 31st.~~ Graduate students must apply in writing to the School of Public Administration. Graduate recipients will be approved by the Faculty of Graduate Studies, Graduate Awards Committee and undergraduate recipients will be approved by the Senate Committee on Awards upon the recommendation of the School of Public Administration.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARIANE JOHNSON SCHOLARSHIP IN EDUCATION* (NEW)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit undergraduate students who are pursuing a Bachelor of Education degree.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARINE GEOSCIENCE AND OCEANOGRAPHY SCHOLARSHIP* (NEW)

One or more scholarships are awarded to academically outstanding graduate students in the School of Earth and Ocean Sciences who perform marine geoscience and/or oceanographic research which is multidisciplinary, collaborative, and demonstrates innovation and potential for further development (i.e. a new technology, engineering, robotics, computer and/or data management).

Multi-disciplinary and collaborative research should be

- between UVic faculties or departments,
- within a department (cross-divisional), and/or
- within the research community at large such as at other institutions.

Applicants must demonstrate science communication skills. In addition to presenting at conferences or other science events, students are encouraged to engage in science public outreach activities, participate in student mentorships, respond to science media questions about their research, and/or obtain formal science education training.

Preference is for students who are Canadian citizens.

Applicants must submit a 2-page CV and 300-word statement to the Faculty of Science, summarizing how the applicant's research and skills meet the award criteria. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.



NORAH & CALVIN BANKS INDIGENOUS LEADERSHIP AWARD IN THE SCIENCES* (REVISED)

One or more awards are given to First Nations, Métis and/or Inuit undergraduate or graduate ~~Indigenous~~ students in the Faculty of Science, Faculty of Engineering and Computer Science or School of Environmental Studies. ~~Graduate students must apply via the online graduate scholarship application between July 1st and September 15th. Undergraduate students must apply via the online application by May 31st. Graduate students apply via the Online tools, online graduate application by September 15th.~~

Selection of the recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Director of the Office of Indigenous Academic and Community Engagement (IACE) in consultation with the Dean of the Faculty of Sciences, the Dean of the Faculty of Engineering and Computer Science, and the Director of the School of Environmental Studies.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

PHYLLIS MARGARET WILSON SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students in the School of Nursing. Preference is for students with interest in family health, and/or public health. Students registered in at least 4.5 academic units in a term are eligible for this scholarship.

ROSS & STEPHANIE BAILEY GRADUATE AWARD* (REVISED)

One or more awards, of a minimum of \$2,500 each, are given to graduate students in the Faculty of Engineering and Computer Science who have a learning disability. Preference is for students in Mechanical Engineering working on projects associated with the Institute for Integrated Energy Systems (IESVic) or Accelerated Community Energy Transformation (ACET). Further preference is for students with financial need. Students must apply to the Dean's Office, Faculty of Engineering and Computer Science, by August 15th ~~November 15th~~.

Approval of the recipients is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Engineering and Computer Science.

SYD BULMAN-FLEMING COLLABORATIVE PIANO AWARD* (REVISED)

One or more awards are given to graduate student pianists who demonstrate excellence as a collaborative pianist. The approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Music.



UVIC WIS STEM LEADERSHIP IN DIVERSITY SCHOLARSHIP (NEW)

One or more scholarships are awarded to women graduate students who are Black, Indigenous or People of Colour, and are in a science, technology, engineering and math (STEM) based program in either the Faculty of Engineering and Computer Science or the Faculty of Science. Applicants must have a strong commitment to advocacy for women in STEM and a passion for academic research, leadership and community outreach and must submit:

- a letter (max 300 words) demonstrating their commitment to research, leadership and/or community outreach, and
- a letter of reference (max two pages) from a supervisor, employer or volunteer organization

The Scholarship will alternate years between the Faculty of Engineering and Computer Science and the Faculty of Science. Approval of recipient(s) will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

ÁTOLÁNW: A SEASON OF JUST AND FAIR TREATMENT SCHOLARSHIP* (REVISED)

One or more scholarships are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit graduate students in the School of Social Work whose program relates to social justice, anti-racism, and/or Indigenous resurgence. Students must submit a one-page summary of how their program of study relates to social justice, anti-racism, and/or Indigenous resurgence. Preference will be given to students with community or leadership involvement. Students must apply to the School of Social Work office.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Social Work.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

B. ANNE TOLMIE WOOD SCHOLARSHIP FOR INDIGENOUS STUDENTS* (REVISED)

One or more scholarships are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit graduate students in the School of Indigenous Governance, School of Social Work, School of Public Administration, Department of Political

Science, Department of Economics or the Department of Psychology. Applicants must submit a statement (maximum 500 words) describing how, through their studies and community involvement, they plan to address a significant social challenge facing Indigenous Peoples. Preference is for students with demonstrated financial need.

~~Students must apply via the online graduate scholarship application between July 1st and September 15th.~~ Students apply via the Online tools, online graduate application by September 15th. Approval of the recipient is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

CECILIA TATTI TUTCHO GRADUATE SCHOLARSHIP IN INDIGENOUS LANGUAGE REVITALIZATION* (REVISED)

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

Part-time students (minimum 1.5 units per term) are eligible for this scholarship.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

COURAGE TO PERSEVERE AWARD (REVISED)

One award of at least \$1,000 is given to an academically outstanding ~~Indigenous~~ First Nations, Métis and/or Inuit graduate student who submits a one-page statement outlining a time where they were required to persevere. The essay may include what they learned/are learning through the experience. The essay may include what they learned/are learning through the experience or activities that the student has participated in, such as: leadership, tutoring, peer mentoring, advocacy or self-care, which demonstrate how they have achieved personal growth through their experience. Part-time students are eligible (minimum 1.5 units per term). ~~Students must apply via the online graduate scholarship application between July 1st and September 15th.~~ Students apply via the Online tools, online graduate application by September 15th. Approval of the recipient is made by the Faculty of Graduate Studies

Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

DR. MARGARET 'MARMIE' PERKINS HESS GRADUATE FELLOWSHIPS IN EARTH, OCEAN, ASTRONOMY AND ENVIRONMENTAL SCIENCES* (REVISED)

Fellowships of a minimum of \$15,000 are awarded to outstanding domestic or international graduate students whose research focus is on earth, ocean, astronomy and/or environmental sciences.

These fellowships may be renewed for one additional year for a Master's student and up to two additional years for a PhD student providing the student maintains a first class grade point average and full time registration in their graduate degree program.

Students apply via the online graduate scholarship application between July 01 and September 15 and must submit a one-page one-page summary of their research subject, and one academic reference letter (signed), and one-page list of publications, patents, conference presentations and other significant awards or academic accomplishments. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee.

JIM OUNSWORTH GRADUATE SCHOLARSHIP FOR INDIGENOUS STUDENTS (REVISED)

Two scholarships of \$15,000 each are awarded to academically outstanding ~~Canadian-born~~ Indigenous First Nations, Métis and/or Inuit graduate students entering the University of Victoria, with preference for students with demonstrated financial need. The scholarships are renewable for the duration of the student's current graduate degree, up to a maximum of three years, provided the student has a first-class GPA and is making good academic progress in the same degree.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



JOHN MICHAEL BROWNUTT GRADUATE SCHOLARSHIPS*(REVISED)

One or more scholarships are awarded to academically outstanding First Nations, Métis and/or Inuit graduate ~~Indigenous (First Nation, Status, Non-Status, Inuit and Metis)~~ students at the University of Victoria. Students must have demonstrated community involvement. Applications may be obtained from The Faculty of Graduate Studies, Office of the Dean and must be submitted to that office by September 15th. Approval of the recipients will be made by the Faculty of Graduate Studies, Graduate Awards Committee, upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MARIANNE JOHNSON SCHOLARSHIP FOR BIPOLAR DISORDER RESEARCH (NEW)

One or more scholarships are awarded to academically outstanding graduate students studying bipolar disorder illness in the Faculty of Health. Preference is for students in the School of Nursing.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Award Committee upon the recommendation of the Faculty of Health.

MARY & DAVID NORTON INDIGENOUS LEADERSHIP FELLOWSHIP* (REVISED)

One or more fellowships, of at least \$5,000 each, are awarded to ~~First Nations, Inuit or Metis~~ First Nations, Métis and/or Inuit PhD students in the latter stages of thesis or dissertation preparation, whose studies are focused on improving the lives of Indigenous communities. Students must submit an outline (maximum 250 words) describing how their research is focused on improving lives in Indigenous communities ~~via the online graduate scholarship application between July 1st and September 15th~~ via the Online tools, online graduate application by September 15th. Students may receive this fellowship more than once.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Applicants who have indicated are they First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).

MYA AND MARCUS INDIGENOUS GRADUATE SCHOLARSHIP IN VISUAL ARTS* (REVISED)

One or more scholarships are awarded to ~~Indigenous~~ First Nations, Métis and/or Inuit graduate students in the Department of Visual Arts. A preference is for students who have experience working with wood material in an Indigenous context (for example carving,

construction or expanded material examinations) and a further preference is for students from Northwest Territories. Students with a GPA of 6.0 and above are eligible. Applications must be submitted to the Department of Visual Arts by April 15.

Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts.

Applicants who have indicated they are First Nations, Métis and/or Inuit for this award are required to demonstrate their eligibility for Indigenous-specific awards in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810).



SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Subject: Proposal to discontinue the Bachelor of Science in Nursing Post-Diploma Program (PDP)

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to discontinue the Bachelor of Science in Nursing (BSN) Post-Diploma Program.

The BSN-Post-Diploma Program allowed Registered Nurses (RN) with a Diploma to upgrade and graduate with a BSN. Diploma programs were phased out in BC by 2005 with new RNs entering the workforce with a BSN. The number of diploma-prepared RNs seeking to upgrade has declined steadily. This, combined with the province's health care labour force goals for RNs, strategic directions, and budget priorities, have made the closure of the Post-Diploma Program necessary.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Bachelor of Science in Nursing Post-Diploma program, as described in the document "Bachelor of Science in Nursing Post-Diploma Program (PDP)".

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Bachelor of Science in Nursing Post-Diploma Program (PDP)

(Template must be submitted as a Word document)

Submitted by:	Name and title	Email
Dean or designate	Tammy Hopper, Dean, Faculty of Health	tammyhopper@uvic.ca
Academic unit, department, or school	Lenora Marcellus, Director, School of Nursing	nursingdirector@uvic.ca
Name, title, and email of contact person	Kim Daly, Associate Director UG Programs and Partnerships School of Nursing	kimdaly@uvic.ca
Anticipated implementation date of discontinuation		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	24-Oct-23
Departmental/School approval	26-Sept-23
Faculty Curriculum Committee approval	12-Nov-25
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	19-Nov-25

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jessica Mussell, Distance Learning and Research Librarian jmussell@uvic.ca	7-Apr-2025	Yes
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	7-Apr-2025	Yes
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	15-May-25	Yes
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	14-Apr-25	Yes
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	NA	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

BSN Post-Diploma Program (PDP)

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The BSN – Post-Diploma Program (PDP) was open to students in Canada and the USA by distance education. This program allowed Registered Nurses with a diploma to upgrade and graduate with a Bachelor of Science in Nursing. Since 1980, over four-thousand nurses graduated from the program which filled a unique need for nurse education across North America.

The PDP's primary mission was to support the BC's mandate for "BSN as entry to practice" during the period of transition and ramping up of direct-entry BSN programs from diploma programs. Diploma programs were phased out in BC by 2005. New RNs entering the workforce in BC have been prepared at the BSN level since this time and thus the number of diploma-prepared RNs seeking to upgrade declined steadily. This trend also occurred in all Canadian provinces except Quebec.

While most PDP enrollees and graduates were initially from BC, by 2016 85% of the students were from outside the province. With less than 15% of students from BC, and most students now from Quebec, the School faced significant operational challenges including, but not limited to:

- ESL issues increased and the SON does not have the capacity to deliver programming in French;
- Quebec gives our students the lowest priority for clinical placements, making it increasingly difficult to offer our clinical courses in that province;
- As our courses are offered through distance education with synchronous teleconferences, the time difference has proven challenging for both instructors and students

The UVic School of Nursing admitted its final cohort of students to the BSN Post-Diploma Program (PDP) in January 2016. The School made this decision in 2015 primarily because of a significant decline in applications from students to the point where continuation of the program was no longer viable or necessary. The program completion limit was within six years from the time of admission. The School provided a transition plan and supported students registered in the program, including those admitted to the final cohort in January 2016, to successfully complete their BSN degree within the six year program completion time limit. The last student registered in the program was granted their Bachelor of Science in Nursing in October 2022. Since [May 2016/17 the academic calendar](#) has stated that no new students will be admitted.

The School of Nursing continues to offer a wide range of programs at the undergraduate and graduate levels and is focusing our resources on these programs. During the past 10 years, the School has opened and/or expanded a number of its programs at the undergraduate and graduate level in response to provincial priorities: 1) increased seats in the Collaborative BSN and the Nurse Practitioner programs 3) an innovative Indigenous Wellness MN program stream has been developed and 4) a Nurse Educator Certificate has been launched.

In summary, the SON concluded that based on the value to the province's health care labor force goals for RNs, its own strategic plans, and budget priorities, closure of the PDP is necessary.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

The last student registered in the program completed the degree requirements in August 2022 with the credential being granted in October 2022.

B. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

This program hasn't admitted new students since January 2016 and with that the School implemented a plan to discontinue the program and re-allocate faculty and staff resources to the other programs that have recently experienced growth. There were no space issues as the PDP was delivered on-line.

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

NA. The Post Diploma Program was offered by the School of Nursing and no other programs are affected by this discontinuation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: nursing, health information science, social work, child and youth care,

continuing studies

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada

Telephone: 250-472- 5090 Email: jmussell@uvic.ca

DATE: April 7, 2025

TO: Kim Daly

Associate Director of Undergraduate Programs and Partnerships

School of Nursing, University of Victoria

FROM: Jessica Mussell, Librarian

RE: Library response to the proposal for discontinuation of the PDP program

Thank you for the opportunity to review the proposal to discontinue the Bachelor of Science in Nursing (BSN) Post-Diploma Program (PDP) for the School of Nursing.

In accordance with the final intake to the PDP program in the 2015/16, distance library instruction for the PDP program ceased shortly thereafter, particularly with the sunseting of the course NURS 325 which the nursing librarian regularly supported. As the last student registered in the program was granted their Bachelor of Science in Nursing in October 2022, I foresee no further library implications for the program's discontinuation and appreciate being made aware of the dissolution.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,

A handwritten signature in blue ink that reads "J. Mussell".

Jessica Mussell, BA, MLIS
Nursing Librarian

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

From: Andrea Giles <agiles@uvic.ca>

Date: Monday, April 7, 2025 at 10:29 AM

To: Kim Daly <kimdaly@uvic.ca>

Cc: Sandy Polomark <polomark@uvic.ca>

Subject: RE: Discontinuation of the Bachelor of Science in Nursing Post Diploma Program in the School of Nursing.

Hello Kim,

Thank you for reaching out to consult. And, thank you for your comprehensive email outlining your rationale for the Discontinuation of the Bachelor of Science in Nursing Post Diploma Program in the School of Nursing. Your explanation and description of the changing landscape in the PDP environment in Canada and the USA provides a clear justification and motivation for your discontinuance.

The discontinuation of your the Bachelor of Science in Nursing Post Diploma Program does not have impact on the Co-op program – therefore, no concerns with respect to my unit.

Please consider this email as my acknowledgement of the consultation process and support of your proposal.

Best,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services
University of Victoria
Jamie Cassels Centre (JCC), Room
B271n PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

From: [Wendy Taylor](#)
To: [Wendy Taylor](#); [Kim Daly](#)
Cc: [Sandy Polomark, Undergraduate BSN Student Advisor](#)
Subject: RE: Discontinuance of the Post Diploma Program in Nursing
Date: May 15, 2025 9:09:20 AM
Attachments: [image001.png](#)

Hi Kim,

Thanks for forwarding this proposal to OREM for consultation. It is always a difficult decision to discontinue a program and we can tell that this decision has been made after much deliberation by you and your team.

Please accept this email as support for your proposal from the Office of the Registrar and Enrolment Management.

Best,

Wendy Taylor
Registrar

Wendy Taylor (she/her)
Registrar
Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
250-721-8135
wtaylor@uvic.ca | uvic.ca/registrar
Together, we transform students' lives.



We acknowledge and respect the Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

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STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Nursing, Faculty of Human and Social Development

Name of Program: BSN Post-Diploma Program

Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☐ Revision of Program ☒ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The BSN Post-Diploma Program (PDP) was open to students in Canada and the USA by distance education. This program allowed Registered Nurses with a diploma to upgrade and graduate with a Bachelor of Science in Nursing. Since 1980, over four-thousand nurses graduated from the program which filled a unique need for nurse education across North America.

The PDP's primary mission was to support the BC's mandate for "BSN as entry to practice" during the period of transition and ramping up of direct-entry BSN programs from diploma programs. Diploma programs were phased out in BC by 2005. New RNs entering the workforce in BC have been prepared at the BSN level since this time and thus the number of diploma-prepared RNs seeking to upgrade declined steadily. This trend also occurred in all Canadian provinces except Quebec.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

The University of Victoria School of Nursing (SON) admitted its final group of students to the BSN Post-Diploma Program (PDP) in January 2016. The School made this decision in 2015 primarily because of a significant decline in applications from students to the point where continuation of the program was no longer viable or necessary. The program was suspended in the academic calendar in May 2016.

Rationale for the proposal (approximately 200 words)

While most PDP enrollees and graduates were initially from BC, by 2016 85% of the students were from outside the province. With less than 15% of students from BC, and most students from Quebec, the School faced significant operational challenges including, but not limited to:

- ESL issues increased and the SON does not have the capacity to deliver programming in French;
- Quebec gives our students the lowest priority for clinical placements, making it increasingly difficult to offer our clinical courses in that province;
- As our courses are offered through distance education with synchronous teleconferences, the time difference has proven challenging for both instructors and students

During the past 10 years, the School has opened and/or expanded a number of its programs at the undergraduate and graduate level in response to provincial priorities: 1) the Collaborative BSN program currently delivered with four partner colleges has increased seats; 2) the Nurse Practitioner Program has increased seats; and 3) two additional innovative MN program streams have been developed including a dual degree health informatics MN stream and an Indigenous Wellness MN stream offered collaboratively with six other PSIs across British Columbia; 4) the PhD program has increased seats; and 5) a Nurse Educator Certificate has been launched.

In summary, the SON concluded that based on the value to the province's health care labor force goals for RNs, its own strategic plans, and budget priorities, closure of the PDP is necessary.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

No Indigenous students are currently enrolled in the PDP. The last intake of students to the PDP was in January 2016 and the last student registered in the program was granted their Bachelor of Science in Nursing in October 2022.

For new programs, how many Indigenous students do you envision enrolling?

N/A

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
 Please provide details (approximately 100 words)
 Registration was significantly declining overall for BC students leading up to 2016. With the closure of the BSN PDP program more emphasis and resourcing has been and will continue to be focused on attracting and retaining Indigenous students into the BSN degree program and graduate programs.
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
 Please provide details (approximately 100 words)
 Not required as students have not been admitted since 2016.
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
 Please provide details (approximately 100 words)
 Since the PDP was suspended in 2016, the SON has increased the number of Indigenous faculty members. These faculty are supporting Indigenous courses across undergraduate and graduate programs.
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
 Please provide details (approximately 100 words)
 The program was suspended in 2016, with no students admitted since that time. The final students graduated from the program in 2022.
- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
 Please provide details (approximately 100 words)
 Closure of the PDP allows more SON resources to focus on engaging with Indigenous territories, lands and/or waters in other ways.

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

Since the last cohort of students were admitted in January 2016 and the last student graduated in 2022, no IACE resources are required to close the PDP program.

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Not applicable as this proposal is for a discontinued program.

Part IV: Consultation and Approvals

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



14-APR-25

Robert L. A. Hancock, PhD
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Subject: Proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to discontinue the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory.

The rationale for discontinuing the Computer Science Major and Honours Options in Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory are:

- Options create scheduling constraints and administrative overhead,
- Low or uneven uptake across several options; limited recruitment value,
- Shift toward flexible clusters allowing tailored study without formal option declarations.

All declared students will be contacted and required courses will continue to be run to ensure students enrolled prior to September 2026 can complete their program as planned.

Recommended Motions:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Graphics and Gaming, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory".

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major Option in Computer Communications and Networks, as described in the document "Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory".

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major



Option in Theory, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Computer Science Major and Honours Options in Software Systems, as described in the document “Computer Science Major and Honours Options: Computer Graphics and Gaming, Computer Communications and Networks, Software Systems, and Theory”.

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President’s nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Computer Science Major and Honours Options:

- *Computer Graphics and Gaming*
- *Computer Communications and Networks*
- *Software Systems*
- *Theory*

Submitted by:	Name and title	Email
Dean or designate	LillAnne Jackson Associate Dean, Undergraduate Programs Faculty of Engineering and Computer Science	engradu@uvic.ca
Academic unit, department, or school	Computer Science	
Name, title, and email of contact person	Celina Berg, Curriculum Chair Department of Computer Science, Faculty of Engineering and Computer Science	celinag@uvic.ca
Anticipated implementation date of discontinuation		September, 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	July 29, 2025
Departmental/School approval	August 19, 2025
Faculty Curriculum Committee approval	January 16, 2026
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	February 10, 2026 (planned)

Please complete all rows with date or N/A

Consultations (as applicable must be initiated at least 6 weeks before SCP submission deadline; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Aug 26, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sept 3, 2025	Y
Office of the Registrar and Enrolment Management – wtaylor@uvic.ca	Sept 15, 2025	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Oct 25, 2025	Y
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	n/a	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

This document proposes discontinuation of program options within the BSc Major in Computer Science. The BSc Major in Computer Science will remain, as will the BSc Honours in Computer Science and the Computer Science Combined Programs.

We propose discontinuing the following Computer Science program options:

- Computer Graphics and Gaming (CSC Major)
- Computer Communications and Networks (CSC Major)
- Software Systems (CSC Major)
- Software Systems (CSC Honours)
- Theory (CSC Major)

Rationale:

1. Scheduling and Teaching Constraints

These options require the annual delivery of specialized upper-year courses, which places considerable strain on course scheduling and faculty teaching assignments. This challenge has been experienced in the past with the *Computer Graphics and Gaming* option and continues to be an issue for the *Software Systems*, *Communications & Networks* and *Theory* options. Given current faculty resources, maintaining consistent course availability is unsustainable.

2. Enrolment in Options

In our experience, if a student finds that completing the requirements of an option would delay their graduation, they choose to drop the option. Importantly, students still graduate with the Bachelor of Science in Computer Science degree; the option designation only appears on their transcript.

The following table summarizes the number of students graduating with a CS option relative to those graduating without a CS option (e.g. CS Major, CS Honours). These numbers indicate that most students choose not to pursue a CS option in their program.

	Grad Term						Grand Total
	202501	202405	202401	202305	202301	202205	
Communications & Networks-Major	5	6	3	2	3	1	20
Graphics & Gaming-Major	2		7		1		10
Software Systems-Major	19	7	21	8	22	9	86
Software Systems-Honours	1		1			2	4
Theory-Major	2				2		4
No Option	90	51	120	35	99	27	422
Total	119	64	152	45	127	39	546

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Note that some of these options have very limited enrolment (e.g. two students currently in the *Theory* option), which does not justify the disproportionate instructional and administrative resources required to support it.

Although graduation numbers for the **Software Systems – Major Option** appear strong, sustaining this option is increasingly difficult due to teaching resource constraints.

The main challenge arises in **Year 4**, where students must complete three 400-level CSC/SENG courses chosen from:

- Six CSC Software Systems electives, and
- SENG 400-level courses (many of which are restricted to BSENG students first).

These upper-level courses are normally taught by research faculty with software engineering expertise. However:

- Many of these faculty have teaching release or are assigned to support the Bachelor of Software Engineering (BSENG) program.
- With CS enrolments having grown significantly over the past decade, more faculty are also needed to cover lower-level core courses, leaving them able to teach 400-level specialties only every other year.

This results in fewer course offerings, making it difficult for students to complete the option within the four-year time frame of a standard BSc degree.

Historically, students could only choose from the SENG 400-level courses, which created even greater scheduling difficulties. To address this, the program allowed students to also select from six CSC Software Systems electives. While this broadened the options, it did not solve the underlying resourcing issue. As a result, advisors are often asked to approve substitute courses, which is not always possible.

The situation is particularly acute in the **Software Systems – Honours Option**, which continues to require students to complete three SENG 400-level courses. The difficulty of accessing these courses is the likely reason for the very low number of graduates from this option.

3. **Alternative Promotion Strategies**

Key academic strengths reflected in these options will continue to be promoted (as courses) through the department's website, course planning guides and academic advising. This provides a more adaptable and student-centered way to highlight areas of focus without the administrative overhead of formal program options.

4. **Refocusing on High-Demand Combined Programs**

Redirecting resources toward our combined programs allows us to support offerings that are attractive to incoming students. This approach is much like that of [UBC](#), which provides major and

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

honours programs along with a range of CSC combined degrees. While [SFU](#) does have a Software Systems degree (appears on student parchment) in addition to a CS major, this is likely because they do not have a Software Engineering program like we have at UVic.

Current enrolments for the CSC combined programs are:

- Data Science: 6
- Geomatics: 32
- HINF & Computer Science: 38
- Math & Computer Science: 69
- Music & Computer Science: 47
- Physics & Computer Science: 22
- Psychology & Computer Science: 88
- Statistics & Computer Science: 14
- Visual Arts & Computer Science: 40

5. Avoiding Further Strain on Resources

These choice option areas within the BSc Major in Computer Science no longer represent effective topic areas within the degree, rather the development of additional alternatives better aligned with current market needs and available faculty expertise need to be considered. This discontinuation of the current option areas allows the department the opportunity to align their program offerings with their available instructional capacity and then to follow that with thoughtful and effective new alternatives.

Strategic Measures to Improve Flexibility and Advising

To address the resource and scheduling challenges outlined in the previous section, we are making modest adjustments to our CSC Major and Honours programs to improve advising support and student flexibility. Rather than prescribing rigid program options, we will provide guidance through course options within the program requirements and structured course lists at the 300- and 400-levels through advising channels. While these are relatively minor program changes, they will strengthen advising support, help students make informed choices and ensure degrees remain well-rounded, all while aligning more effectively with available teaching resources.

A proposal containing modest adjustment to our CSC Major and Honours programs is also being submitted for **Cycle 2 (September 2026)**. These modest adjustments to the programs will improve student flexibility and ensure degrees remain well-rounded. These proposals are described in separate Kuali entries here for the [Major](#) and [Honours](#) programs, and if required in an SCP proposal. A summary of the key changes is outlined here.

We have proposed to expand the set of Year 3 *core* courses. Currently, students are required to complete three courses from a fixed list of three. Under the new structure, students will complete seven courses from a list of nine, where the new list includes the original three courses plus six additional courses. This change introduces greater flexibility in course selection while still providing scaffolding to ensure breadth of knowledge. It also simplifies scheduling and increases the likelihood of courses being offered more frequently, thereby reducing barriers to timely program completion. This proposed set of nine 300-level

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

courses encompasses all the material currently covered by existing options. It allows and even encourages students to customize their course selection according to various areas of specialization, including possibly the current options.

In addition, we plan to enhance student advising by providing soft advising resources through our website. These will include curated lists of 300- and 400-level courses aligned with different specializations (e.g., graphics, theory, software systems, AI, HCI, networking, quantum computing). This approach allows us to:

- Support a wider range of student interests and specializations.
- Ensure students are able to make informed course selections that align with their academic and career goals.

Given these changes, we believe that discontinuing the specified program options is a necessary and strategic step to ensure sustainable program delivery and better support the most impactful offerings within the department.

B. How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

The discontinuation of the program options will not negatively impact students currently enrolled in them. All 300-level courses required by the various options will remain available and there are no current plans to remove any of the 400-level courses necessary for completion.

We plan to continue offering two 400-level courses in each of the areas of Software Systems, Networking, Graphics and Theory until at least the 2028/29 academic year. This will ensure that students who enrolled in one of the options prior to September 2026 can complete their program as planned. In cases where student degree progress is delayed, we will explore suitable course substitutions, as is current practice.

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

Discontinuing these options will allow us to reallocate faculty, staff and space resources more effectively by streamlining our course offerings. Specialized 400-level courses can then be offered less frequently and more flexibly, based on actual student demand and new, current courses can be developed.

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

These options in the Computer Science program that are not offered in cooperation with other academic unit and so this discontinuation has no impact on other programs or students across campus.

Monday, September 15, 2025 at 9:00:54 AM Pacific Daylight Time

Subject: RE: Program discontinuance consultation
Date: Monday, September 15, 2025 at 8:10:33 AM Pacific Daylight Time
From: Wendy Taylor
To: Celina Berg
CC: Associate Dean Undergraduate Programs, Engineering and Computer Science
Attachments: scp-internal-consultation-template-Computer Science Major and Honours Options - OREM 20250915.docx, image002.png, image003.png

Hi Celina,

Thanks for sharing the updated proposal. My team and I have now reviewed the proposal, and we have no concerns or feedback.

Please find attached the OREM completed consultation document for you to include with your submission to SCP.

Best,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
Division of Student Affairs
University of Victoria
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From: Celina Berg <celinag@uvic.ca>
Sent: August 25, 2025 9:21 AM
To: Wendy Taylor <wtaylor@uvic.ca>
Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Subject: Re: Program discontinuance consultation

Monday, September 15, 2025 at 9:00:54 AM Pacific Daylight Time

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Hi Celina,

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Please find attached the OREM completed consultation document for you to include with your submission to SCP.

Best,
Wendy

Wendy Taylor (she/her)
Registrar

Office of the Registrar and Enrolment Management
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Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ
Peoples whose historical relationships with the land continue to this day.

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From: Celina Berg <celinag@uvic.ca>
Sent: August 25, 2025 9:21 AM
To: Wendy Taylor <wtaylor@uvic.ca>
Cc: Associate Dean Undergraduate Programs, Engineering and Computer Science <engradu@uvic.ca>
Subject: Re: Program discontinuance consultation

Senate Committee on Planning Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Discontinuation: Computer Science Major and Honours Options	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program):	
Academic unit, department, or school: Faculty of Engineering and Computer Science Department of Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean Undergraduate Programs, engradu@uvic.ca	
Dean (or designate) or administrative authority: Colin Bradley, Acting Dean, engrdean@uvic.ca	
Consultation date: August 26, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Aditi Gupta, Engineering and Science Librarian & Jonathan Bengtson, University Librarian	Email from Celina Berg
Feedback provided (please add feedback only in this section)	
<i>"I am pleased to confirm that UVic Libraries is fully equipped to support this transition with its current resources and remains unaffected by the discontinuation of the following Computer Science programs: Computer Graphics and Gaming (CSC Major), Computer Communications and Networks (CSC Major), Software Systems (CSC Major and Honours), and Theory (CSC Major)."</i>	

Signature: 

Date: January 19, 2026



Aditi Gupta
Engineering & Science Librarian,
Advanced Research Services
University of Victoria Libraries

August 26, 2025

Dr. LillAnne Jackson, Associate Dean Undergraduate Programs,
Faculty of Engineering and Computer Science
University of Victoria

Re: Program discontinuation

Thank you for sharing the proposal regarding the discontinuation of specific program options within the BSc Major in Computer Science. I am pleased to confirm that UVic Libraries is fully equipped to support this transition with its current resources and remains unaffected by the discontinuation of the following Computer Science programs: Computer Graphics and Gaming (CSC Major), Computer Communications and Networks (CSC Major), Software Systems (CSC Major and Honours), and Theory (CSC Major).

We remain confident that the revised academic pathways and the options available to students will not compromise our collection development strategies. Our holdings are both robust and diverse, encompassing a wide range of disciplines and emerging areas of inquiry and as such, the library is well-positioned to continue meeting the evolving needs of the Computer Science department and its students.

Please feel free to contact me if you have any questions or require further information.
Sincerely,

Aditi Gupta, M.Sc., M.L.I.S.

Engineering & Science Librarian
Advanced Research Services
University of Victoria

Monday, September 15, 2025 at 9:06:04 AM Pacific Daylight Time

Subject: Re: Program discontinuance consultation
Date: Wednesday, September 3, 2025 at 4:06:29 PM Pacific Daylight Time
From: Celina Berg
To: Andrea Giles
Attachments: image001.jpg

Thank you Andrea!

Celina

Get [Outlook for Mac](#)

From: Andrea Giles <agiles@uvic.ca>
Date: Wednesday, September 3, 2025 at 3:24 PM
To: Celina Berg <celinag@uvic.ca>
Subject: RE: Program discontinuance consultation

Hi Celina,

Thanks for sharing your Discontinuance document for consultation. I have no concerns with these program option discontinuances – your rationale is clear. I don't believe these changes will have any negative effect on our successful Computer Science Co-op program.

Please consider this email as my acknowledgement of the consultation process and support of your proposal.

Best,

Andrea

P.S. One small editorial comment for your document. On page 5, your section **6. Avoiding Further Strain on Resources** should be renumbered to be section #5. (Your numbering is out of sync with your deletion of a section in your earlier version).



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

[University of Victoria](#)
Jamie Cassels Centre (JCC), Room B271n
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty:

Name of Program:

Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☐ Revision of Program ☒ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This form proposes the discontinuation of program options within the BSc Major in Computer Science. The BSc Major in Computer Science will remain, as will the BSc Honours in Computer Science and the Computer Science Combined Programs.

Rationale for the proposal (approximately 200 words)

The department is proposing to discontinue specialized Computer Science (CS) program options due to persistent challenges with scheduling, resource allocation and limited student uptake. Offering options requires annual delivery of upper-year specialized courses, which has proven unsustainable with current faculty capacity. This issue has historically affected the Computer Graphics and Gaming option and continues with Networking, Software Systems and Theory, both of which demand disproportionate instructional resources relative to enrolment. For example, the Theory option currently has only two students enrolled.

Student demand is another factor: most CS students graduate without pursuing an option and those who do often abandon it if requirements delay their graduation. Since options are not noted on degree parchments—only on transcripts—their recognition is limited, reducing their professional value.

Instead, the department plans to highlight academic strengths through course offerings, the website, planning guides and advising, ensuring flexibility without the administrative burden of maintaining formal options. Resources will be redirected toward combined programs such as CS with Data Science, Math, Psychology, Music and others, which have much higher enrolments and are formally recognized on degree parchments. This refocusing avoids further strain on resources while aligning programs with student interests and market needs.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently, the enrollment numbers for indigenous students are:

- Computer Science Major: 8
- Computer Science Honours: 0

The options are linked to these programs but the Registrar's office is unable to tell us if any of the 8 indigenous students have declared into any of the options.

For new programs, how many Indigenous students do you envision enrolling?
n/a

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

19-JAN-26

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: February 18, 2026

Subject: Proposed changes to the Master of Arts in Community Development

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposed changes to the Master of Arts in Community Development (MACD) program.

The proposed changes to the MACD program are in response to an evaluation of the MACD program, as well as a self-study report as part of the UVic external review process. The results of the evaluation, self-study and external review supported the need to refresh and update the MACD program to strengthen its impact, appeal, and commitment to preparing graduates to create meaningful change in their communities and civil society.

Recommended Motion:

That Senate approve the proposed changes to the Master of Arts in Community Development, as described in the document "UVic MA in Community Development Program Change – Cycle 2 (Sept 2026)".

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

UVic MA in Community Development
Program Change – Cycle 2 (Sept 2026)

Submitted by:	Name and title	Email
Dean or designate	Lois Harder, Dean of Social Sciences	soscdean@uvic.ca
Academic unit, department, or school	School of Public Administration	
Name, title, and email of contact person	Jill Chouinard, Program Director; Marlowe Morrison, Program Manager	padirect@uvic.ca ; marlowem@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		September 2027

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Aug. 15, 2025, Oct. 30, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Aug. 15, 2025, Oct. 30, 2025
Departmental/School approval	Oct. 23, 2025
Resource requirements approval (by Dean)	Oct. 31, 2025
Faculty Curriculum Committee approval	Nov. 27, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Jan. 9, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Jan. 12, 2026

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before GEC submission deadline).

Consultations must be initiated at least 6 weeks before GEC submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Nov. 10, 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Nov. 14, 2025	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Nov. 12, 2025	Y
External and Internal Consultation (letters of support as per section I)	Various	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

Launched in 2010 and revised in 2018, the MA in Community Development (MACD) program requires renewal to ensure it has a clear, articulated vision and will meet the needs of graduate students and the evolving community development (CD) sector. In 2024, the School of Public Administration (SPA) conducted an evaluation of the MACD program, as well as a self-study report as part of the UVic external review process. The results of the evaluation, self-study and external review supported the need to refresh and update the MACD program to strengthen its impact, appeal and commitment to preparing graduates to create meaningful change in their communities and civil society.

The proposed changes to the MACD program will enhance current program strengths around leadership, service and community-engaged research and address identified competency gaps, such as the need for increased emphasis on program evaluation, practical human resources management and governance competencies. The proposed program will shorten the duration of the degree to two years without a reduction in units or course requirements, shift the start term to Fall, revise two courses and create one new core course. The proposed changes underpin clarified program-level learning outcomes that support improved student outcomes and enhanced impact in the sector. In addition, the new sequence of courses will have improved flow and be in better alignment with the existing Graduate Certificate in Evaluation, improving students' ability to complete both credentials concurrently. Finally, the reduction in number of on-campus residencies will reduce financial and other barriers to students.

The composition of the School of Public Administration's (SPA) Faculty has changed in recent years, with eight new faculty members joining the school since 2018, many with significant expertise in areas relevant to community development. Secondary goals of the MACD program revision were to centre the program in the expertise of the school's faculty, ensure the program was adequately resourced in the school's operational structure, and align with the unit's strategic plan.

Finally, the proposed changes to the MACD curriculum and learning outcomes increase the program's alignment with the Five Aspirations from [UVic Aspiration 2030](#), in particular Societal Impact - "we mobilize knowledge and creativity to address societal challenges". The renewed program vision explicitly centres Indigenous and local knowledge, decolonial thinking and cultural humility in learning outcomes, articulating the MACD program's pedagogical connection to Learning and Teaching principles outlined in UVic's [X̱w̱ḵw̱ənəṉ istəl | W̱ĠENENISTEL \(Indigenous Plan\)](#). Strengthening the MACD program also supports multiple priority areas of the [UVic Strategic Plan](#) – Distinctly UVic including *People, place & the planet* (*S̱əyəʔəṉx̱w̱ | S̱,ÁĒLA'NW̱*), where the interconnectedness and impact of community-level work on broader societal changes is emphasized, and *Partnering for a shared future* (*ʔəy̱nəw̱əl ʔist | ÍY,NEUELIST*), which highlights the importance of collaborating with community partners to co-create values-led solutions to critical problems.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

A. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

N/A

The proposed revisions strengthen the distribution of core teaching across the current faculty complement and make the administrative load on faculty and staff in administering the on-campus residency portion of the program more feasible with existing resources.

B. Does the proposed change have an impact on admission requirements? If so, please provide details.

N/A

C. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

The proposed changes include a clarification and renewal of program learning outcomes, shifting the start of the program from summer term to fall term, and a reworking of the course sequence to ensure better program flow and create a program timeline more manageable and attractive to students.

At the course level, one new community development core course (CD 532) will be developed, one existing core course (CD 512) will be revised to align with new program-level learning outcomes, one existing elective course (CD 518) will be revised and made a core course, and two existing core courses (CD 526 and CD 530) will be shifted to electives that are offered to graduate students across SPA programs. Please see **Appendix A** for current and revised course descriptions, and **Appendix B** for proposed calendar changes to requirements.

Additionally, there will be only one mandatory, week-long on-campus residency in the first term of the MACD program (fall) to build community among students in the cohort, initiate them to academic supports at UVic and SPA and create opportunities to connect and build relationships with SPA faculty members and graduate students in other programs (e.g., MPA, PhD).

Finally, a monthly research seminar will be offered virtually in terms 4 and 5 of the MACD program, to support students in the research and writing process and provide continuous engagement among students and faculty as they complete their research work.

- Do the proposed curriculum changes provide opportunities for the academic unit/program to incorporate accessible and inclusive pedagogical design, including assessment, into your program? If yes, provide specific examples of your plan.

These proposed changes do not modify the existing goal of all SPA graduate programs to strive for accessible and inclusive pedagogical design and assessment. The reduction of the on-campus residency to a one-week commitment addresses concerns related to cost barriers.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

D. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

Yes, SPA is proposing a revision of MACD program learning outcomes.

Current MACD program description and learning outcomes:

The MACD program at UVic is designed to develop your capacity as a leader in civil society and the social economy. It emphasizes applying new skills and knowledge to social change and social justice. The program culminates in a research project or thesis that is directly applicable to the field of community development. Delivered through a blend of online courses and on-campus summer residencies, it is tailored for working professionals.

The MACD program's unique focus on the application of learning outcomes means that you will graduate:

- with a comprehensive and systematic understanding of the historical and political underpinnings, key concepts and spheres of practice embedded in the social economy and civil society
- equipped to lead transformative change efforts
- able to build and manage effective projects, organizations, enterprises and networks
- able to demonstrate initiative, leadership and originality in identifying challenges and opportunities for organizations and the broader social economy
- able to understand key global trends, challenges, threats and opportunities communities face and strategies to address them
- able to engage in a community-based approach to social change and social justice

Revised MACD program description and learning outcomes:

Strong communities, flourishing worlds.

Enhance your capacity as a leader and make positive change in the non-profit, community and public sectors with the UVic Master of Arts in Community Development (MACD).

Designed for current and aspiring professionals driven to make a difference in the communities they serve, this program will equip you with the necessary practical skills, deep theoretical knowledge and community-centred strategic thinking you need to have a real impact. Delivered through online courses with one on-campus residency, the flexible, interdisciplinary MACD program is tailored for working professionals.

MACD program learning outcomes:

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- **Critically analyze** the historical, political, and theoretical foundations of community development, demonstrating advanced understanding of their intersections, evolutions, and applications in diverse contexts
- **Reflect** on community-driven processes that advance social and ecological justice, equity, and self-determination, centering Indigenous and local knowledge, and relational accountability in leadership
- **Identify and interpret** the legal, governance, policy and societal contexts of organizations, projects and programs, with attention to public participation, community-engagement and multimodal communication
- **Synthesize** complex concepts and translate knowledge for diverse audiences
- **Design, manage, and evaluate** complex projects, programs and organizations using values-based, ethical and participatory approaches grounded in community wellbeing and sustainability
- **Assess complex challenges** and generate innovative problem-solving strategies using critical, creative, and decolonial thinking
- **Lead** systems-level and relational transformation by cultivating equity-centered relationships and navigating complex landscapes with cultural humility and democratic accountability

E. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

The proposed program changes do not alter the MACD program's emphasis on community-focussed learning, however the potential for increased enrollment as a result of program changes also increases the likelihood of additional MACD students participating in the optional MACD co-op program.

The MACD program currently prioritizes engagement with Indigenous knowledges and decolonial thinking, and these priorities are more clearly articulated in revised program learning outcomes included in this proposal. Existing examples of this priority include the current core course CD 531 – Leadership and Transformation which has already been redeveloped to decolonize content, challenge student assumptions and emphasize/develop students' relational and trauma-informed leadership competencies by learning from Indigenous ways of knowing and being. Building on this work, the proposed program changes provide opportunities to further incorporate Indigenous knowledges and ways of knowing into course revisions of CD 518 – Democratic Governance and Community Engagement and CD 512 - Program Evaluation for Community Development, as well as in the development of the new course CD 532 – Managing Community Organizations.

F. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

The UVic MACD program is distinguished from comparable programs in BC in its specific focus on leadership, service and research in the community development sector. In BC, the most similar

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

graduate programs with related content have a significantly different focus on community-based participatory research (UBC), community and regional planning (UBC), development economics (UNBC) or professional community planning (VIU – discontinued, UVic proposal underway). The most similar programs in Canada would likely be the Master of Philanthropy and Nonprofit Leadership (MPNL) at Carleton University (Ottawa) and the Master of Arts in Community Engagement (MACE, Alberta). However, Carleton’s MPNL program does not include an independent, academic research requirement, and Alberta’s MACE program does not focus on core leadership and management development competencies for community development professionals.

The proposed program changes further differentiate the MACD from other programs in BC and Canada because of the incorporation of core evaluation skills, integrated with a focus on leadership, management, governance and applied research in the CD sector. Changes also strengthen the MACD program’s professional orientation within a renowned School of Public Administration.

G. Does the proposed change affect anticipated enrolment? If yes, please provide details.

The proposed changes to MACD clarify the purpose and learning outcomes of the program and their alignment with career development needs of professionals in the CD sector, supporting more effective recruitment of prospective students. The program length of two years creates a more attractive and feasible timeline for professional graduate students, who are often balancing multiple commitments with graduate study. Finally, the reduction in campus residency requirements decreases the burden and expense for students to travel to Victoria more than once.

We anticipate these proposed changes will result in increased applications to the MACD program and admission of an ideal cohort size of 20-25 students each year. In 2027, the estimate would be 50-60 applications received, 25 students admitted and 25 students registered in the MACD program.

MACD applications, admissions, started, by year

Year	Applications	Admitted	Registered
2018	32	18	18
2019	39	22	18
2020	36	18	13
2021	38	24	23
2022	34	26	22
2023	31	22	20
2024	31	14	13
2025	36	23	21

Note: Admission and registration statistics are impacted by factors such as international student visa processes.

H. Impact on Students – does the proposed change (s) have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Proposed MACD changes are designed to support student progression through the program in a timely manner, allowing them to complete all course requirements in the first four terms and then focus on their final requirement (thesis or project). There will not be additional supervision demands, as the unit is already resourced to supervise a cohort size of approximately 25 students in the MACD program each year. We anticipate that the improvements to the program created by proposed changes will result in a more stable cohort size of 20-25 students every year.

Transition plan:

Students will be admitted into the existing program for May 2026, and the revised program for September 2027. Students admitted in May 2026 will have completed all required courses except CD 526 – Communication and Engagement prior to the start of the new program launch in Fall 2027. The school will commit to offering CD 526 online in Spring 2028 to ensure remaining mid-program students are able to complete core requirements without any delay.

Individual students who are out of step with the prescribed program (due to leaves, etc.) will be advised on an individual basis and in consultation with UVic graduate admission and records (GARO). In some cases, students may be given the option to complete the new requirements instead of the previous, depending on their individual status and the recommendation of the unit and records office to complete graduation requirements as efficiently as possible

The MACD on-campus residency component will be transitioned as follows:

June 2026 – Residency offered for first- and second-year students (2025 and 2026 cohorts)

October 2027 – Residency offered for first year students only (2027 cohort)

Residency Note: Current students will follow their original program and will have access to all courses they need to complete, though they may complete fewer on-campus residencies than originally expected. Students will be informed of this change 6-12 months in advance.

- I. **Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix). Describe how you incorporated feedback in the program proposal.**

As part of the evaluation of the MACD program in 2024, evaluators surveyed MACD alumni, interviewed program alumni, faculty and staff, reviewed program materials and reports, and examined CD programs across Canada. The SPA MACD program review working group considered data from the evaluation of the MACD program (final report 2025), a pan-Canadian scan of community development programs (2024), the 'State of the Ontario Nonprofit Sector Report' (ONN Survey 2023), the SPA review self-study (2024), external review of SPA programs (2025), as well as MACD student and faculty feedback (2021-2025). This accumulated data informed the program change proposal.

*Please see **Appendix C** for internal and **Appendix D** for external consultation responses in support of MACD program changes.*

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Appendix A - MACD 2027 - course changes

***NEW* COURSE: CD 532 - Managing Community Organizations**

Description: Examines the principles and practices of building effective, sustainable and value-driven community organizations. Explores key areas of organizational design and development such as fundraising, financial management, human resource management and strategic planning within the community sector. Emphasis is placed on aligning mission with operational functions to foster resilience, relational accountability and sustainability.

Course Revision: CD 518 – Democratic Governance and Community Engagement

Revised description: Examines democracy, governance, public policy and analysis and public participation in community development. Students explore active citizenship and its relationship to accountability, as well as policy tools that promote transparency and responsiveness. The course analyzes how colonialism, patriarchy and economic systems shape democratic practice, while introducing alternative models of engagement.

Current course details:

CD518 - Citizen Participation and Democratic Governance

Description: Introduces students to concepts of citizenship, democracy and governance and addresses different histories and forms of democracy. The meanings of citizenship and its relationship to identity, engagement and participation are discussed. Explores different models of governance and reviews governance practices and structures at multiple levels in different jurisdictions. Also investigates the role of accountability in democratic governance, including forms and techniques of accountability.

Course Revision: CD 512 – Program Evaluation for Community Development

(*MX with ADMN 537 – Foundations for Program Evaluation)

Revised Description: Provides an overview of program evaluation within the community development sector. Students will examine key evaluation approaches and frameworks examining design, data collection and analysis, as well as appropriate data dissemination. Focus will be on evaluation informed by the social, historical, political and cultural context with attention given to challenges and opportunities unique to the sector.

Current course details:

CD512 - Program and Project Design, Management and Evaluation

Description: Examines the various perspectives and approaches to program and project design, management and evaluation. Highlights the analytical activities and decisions involved in effective design, planning, implementation, reporting and evaluation focusing on innovative and practical tools and processes to maximize learning and accountability.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Appendix B**MACD Program Requirements (Calendar):**

Existing requirements on the left and proposed requirements on the right. Courses and requirements to be removed struck through on the left and new/revised courses and requirements are in red on the right.

Current MACD Program	Proposed MACD Program
Term 1 (May-Aug): on-campus and online courses - Complete all of the following - Complete all of: CD501 - Setting the Foundations for Community Change (1.5) CD530 - Systems Thinking, Innovation and Strategic Planning (1.5) - Residency: on campus Term 2 (Sep-Dec): online - Complete all of the following - Complete all of: CD512 - Program and Project Design, Management and Evaluation (1.5) - Complete 1.5 units of: electives (see list below) Term 3 (Jan-Apr): online - Complete all of the following - Complete all of: CD505 - Research Foundations for Community Development (1.5) Complete 1.5 units of: electives (see list below) Term 4 (May-Aug): on-campus and online courses - Complete all of the following - Complete all of: CD531 - Leadership and Transformation (1.5)	Term 1 (Sep-Dec): on-campus and online - Complete all of the following - Complete all of: CD501 - Setting the Foundations for Community Change (1.5) CD512 – Program Evaluation for Community Development (1.5) - Residency: on campus (one week) Term 2 (Jan-Apr): online - Complete all of the following - Complete all of: CD518 Democratic Governance and Community Engagement (1.5) - Complete 1.5 units of: electives (see list below) Term 3 (May-Aug): online - Complete all of the following - Complete all of: CD505 - Research Foundations for Community Development (1.5) CD 532 - Managing Community Organizations (1.5) Term 4 (Sep-Dec): online - Complete all of the following - Complete all of: CD531 - Leadership and Transformation (1.5)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

○ Residency: on campus Term 5 (Sep-Dec): online - Students must be registered in CD 599 or CD 598 (with permission). Term 6 (Jan-Apr): online - Students must be registered in CD 599 or CD 598 (with permission). Term 7 (May-Aug): on-campus and online courses Complete all of the following Complete all of: CD526 – Communication and Engagement (1.5) - Complete 1 of: - CD598 - Master's Project (4.5) - CD599 - Master's Thesis (6.0) ○ Residency: on campus Note - A Master's Project (CD 598) may be completed instead of a Master's Thesis only in exceptional cases requiring confidentiality or other special circumstances. Community Development Electives - Select from: - CD506 - Enterprise Development for Community Benefit (1.5) CD518 – Citizen Participation and Democratic Governance (1.5) - CD522 - Understanding and Mainstreaming Gender (1.5) - CD590 - Directed Studies (1.5) Note	- Complete 1.5 units of electives (see list below) - Students must be registered in CD 599 (6.0) or CD 598 (4.5) - Students will participate in monthly research seminar (0) Term 5 (Jan-Apr): online - Students must be registered in CD 599 (6.0) or CD 598 (4.5) - Students will participate in monthly research seminar (0) Term 6 (May-Aug): online - Students must be registered in CD 599 (6.0) or CD 598 (4.5) Note - A Master's Project (CD 598) may be completed instead of a Master's Thesis when necessary to protect confidentiality of client, or other exceptional circumstances with approval of the graduate advisor and supervisor Community Development Electives - Select from: - CD506 - Enterprise Development for Community Benefit (1.5) - CD522 - Understanding and Mainstreaming Gender (1.5) - CD 526 – Communications and Engagement (1.5) - CD 530 – Systems Thinking, Innovation and Strategic Planning (1.5) - CD 540 – Community Development and Planning in Action (1.5) - CD590 - Directed Studies (1.5) Note - Students will also select program electives from ADMN courses in related topics offered by the School of Public Administration, or by
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UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

• Students will also select program electives from ADMN courses in related topics offered by the School of Public Administration, or by other departments, with permission of the Graduate Adviser. • All elective topics may not be offered each year and are subject to funding and enrolment.	other departments, with permission of the Graduate Adviser. • All elective topics may not be offered each year and are subject to funding and enrolment.
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Appendix C - Internal Consultations

Office of Indigenous Academic and Community Engagement (IACE) Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty:
School of Public Administration, Faculty of Social Sciences

Name of Program:
Master of Arts in Community Development (MACD)

Credential Level:
☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:
☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The proposed changes to the UVic MA in Community Development program will enhance current program strengths around leadership, service and research in the community development sector and address identified competency gaps, such as the need for increased emphasis on evaluation, practical management and governance competencies integrated with applied research skills. The proposed program will shorten the duration of the degree to two years, shift the start term to Fall, revise two courses and create one new core course. The proposed changes underpin clarified program-level learning outcomes that supports improved student outcomes and enhanced impact in the sector.

Rationale for the proposal (approximately 200 words)

The UVic MA in Community Development (MACD) program requires renewal to ensure it has a clear, articulated vision and will meet the needs of graduate students and the evolving community development sector. In 2024, the School of Public Administration (SPA) conducted an evaluation of the MACD program, as well as a self-study report as part of the UVic external review process. The results of the evaluation, self-study and external review supported the need to refresh and update the MACD program to strengthen its impact, appeal and commitment to preparing graduates to create meaningful impacts in their communities and civil society.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

In the last 5 years, there have been 1-3 self-identifying Indigenous students in each MACD cohort.

Year	Self-Identified Indigenous Students
2021	1
2022	3
2023	2
2024	1
2025	2

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The program changes outlined in this proposal are expected to improve attractiveness of the program to all prospective students, including Indigenous professionals working in the community development sector by making the curriculum as relevant as possible to their work and professional goals. Changing the start of the program to the Fall term and shortening the expected duration of the degree to two years are also expected to improve timelines to completion and retention of all students.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
Please provide details (approximately 100 words)

Students in the MA in Community Development program typically complete a final requirement (thesis or project) in partnership with a community client or partner. Past MACD students have worked with Indigenous communities, nations and organizations to complete this final requirement, and it is expected that this will continue or increase with potential increased cohort size following program changes.

- Attracting or retaining Indigenous faculty? ☒ Yes ☐ No
Please provide details (approximately 100 words)

This proposed MACD program change proposal does not require additional resource requirements for faculty; however, it is expected to support the retention of existing core Indigenous faculty members by centring and highlighting their expertise and work already in progress. In addition, the revised learning outcomes more clearly articulate the program's emphasis on centering Indigenous and local knowledge and relational accountability in all aspects of community development, which may support attracting and hiring potential Indigenous sessional instructors as needed.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The MACD program currently prioritizes engagement with Indigenous knowledges and decolonial thinking, and this will be more clearly articulated in revised program learning outcomes. Existing examples of this priority include the current core course CD 531 – Leadership and Transformation which has been redeveloped in recent years to decolonize content, challenge student assumptions and emphasize/develop relational and trauma-informed leadership competencies of students by learning from Indigenous ways of knowing and being. In addition, the proposed program revision will provide additional opportunities to further incorporate Indigenous knowledges and ways of knowing into course revisions of CD 518 – *Democratic Governance and Community Engagement* and CD 512 - *Program Evaluation for Community Development*, as well as in the development of the new course CD 532 – *Managing Community Organizations*.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
Please provide details (approximately 100 words)

During the on-campus residency portion of the MACD program, students often complete land-based learning and cultural activities that specifically engage with Indigenous territories, lands and waters. This will continue to be a priority in the revised program.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
☒ Yes ☐ No

The MACD program has gratefully received the help of IACE with booking Elders for orientation and residency events each year and this will continue, but no additional IACD resources will be tasked. If anything, moving the start of the program to Fall means that some orientation events can be shared with other programs, reducing the requests of IACD to help book Indigenous Elders to provide welcome/opening.

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The proposed changes to the MACD curriculum and learning outcomes increase the program's alignment with the Five Aspirations from [UVic Aspiration 2030](#), in particular Societal Impact - "we mobilize knowledge and creativity to address societal challenges". The renewed program vision explicitly centres Indigenous and local knowledge, decolonial thinking and cultural humility in learning outcomes, articulating the MACD program's pedagogical connection to Learning and Teaching principles outlined in UVic's [Xʷkʷənən istəl | W ŁENENISTEL \(Indigenous Plan\)](#). Strengthening the MACD program also supports multiple priority areas of the [UVic Strategic Plan](#) – Distinctly UVic including *People, place & the planet* (*Sʔeyətenxʷ | S,ÁŁŁA'NŁ*), where the interconnectedness and impact of community-level work on broader societal changes is emphasized, and *Partnering for a shared future* (*ʔaʔnəwəl ʔist | ÍY,NEUELIST*), which highlights the importance of collaborating with community partners to co-create values-led solutions to critical problems.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



10-NOV-25

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal -see below

IACE Comments (approximately 200 words)

As the IACE resources identified are part of our regular scope and responsibilities, a formal letter of support is not required. -RH

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

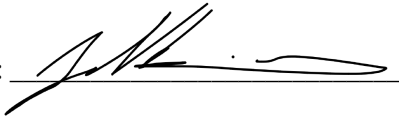
- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: MA in Community Development (MACD)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Program Revision	
Academic unit, department, or school: School of Public Administration	
Name, title, and email of contact person: Jill Chouinard, Director, School of Public Administration, padirect@uvic.ca	
Dean (or designate) or administrative authority: Loise Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: November 5, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Justin Harrison, Humanities & Social Sciences Librarian	SCP proposal	Hello Marlowe, As the Librarian with subject responsibilities for the Community Development program, I am providing feedback on behalf of UVic Libraries for the proposed revisions to the program. Regarding the library collections' abilities to support and resource the program's renewed vision, they are currently very strong

		in topics related to program evaluation, human resources management, and public and community governance, and will continue to build upon this strength going forward in alignment with the program's priorities. Regarding the one proposed new course, Managing Community Organizations, a search of the library's collections provides 7,957 results for a search with "community" in the title and one or more of the following in the title or other metadata: fundraising, financial management, human resource management, or strategic planning. Hence, the new proposed course, with its foci on organizational design and development related to fundraising, financial management, human resource management, and strategic planning within the community sector, is demonstrably well supported. Additionally, the library subscribes to all ten of the top 10 ranked journals in the Journal Citation Report's "Development Studies" category, as well as numerous other journals in community development and related fields. The library holds comprehensive journal subscriptions of the field's leading academic publishers, such as Elsevier, Taylor & Francis, SpringerNature, Emerald, and SAGE. Similarly, the library's monograph and
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		anthology collections include very substantial collections by leading book publishers of the field, such as SpringerNature, DeGruyter, Elgar, Cambridge, SAGE, Oxford, and Taylor & Francis, as well as smaller publishers such as U of Toronto Press, UBC Press, and McGill-Queen's UP. In terms of actively supporting the program's students' research needs, the librarian with subject responsibilities for the program will continue to be available to contribute effective orientation to library resources during their residency, and to provide ongoing expertise and guidance on library research methods by appointment (online or in-person). As well, the librarian will continue to provide workshops on advanced research skills relating to citation management, advanced literature searching, literature reviews, and the use of AI as graduate students. The library will also be available to provide expert guidance related to student research data management planning, access to government documents, and qualitative research tools like NVIVO. All the very best on the new program changes, Justin Harrison
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Signature: 

Date: November 13, 2025



Hello Marlowe,

As the Librarian with subject responsibilities for the Community Development program, I am providing feedback on behalf of UVic Libraries for the proposed revisions to the program.

Regarding the library collections' abilities to support and resource the program's renewed vision, they are currently very strong in topics related to program evaluation, human resources management, and public and community governance, and will continue to build upon this strength going forward in alignment with the program's priorities.

Regarding the one proposed new course, Managing Community Organizations, a search of the library's collections provides 7,957 results for a search with "community" in the title and one or more of the following in the title or other metadata: fundraising, financial management, human resource management, or strategic planning. Hence, the new proposed course, with its foci on organizational design and development related to fundraising, financial management, human resource management, and strategic planning within the community sector, is demonstrably well supported.

Additionally, the library subscribes to all ten of the top 10 ranked journals in the Journal Citation Report's "Development Studies" category, as well as numerous other journals in community development and related fields. The library holds comprehensive journal subscriptions of the field's leading academic publishers, such as Elsevier, Taylor & Francis, SpringerNature, Emerald, and SAGE. Similarly, the library's monograph and anthology collections include very substantial collections by leading book publishers of the field, such as SpringerNature, DeGruyter, Elgar, Cambridge, SAGE, Oxford, and Taylor & Francis, as well as smaller publishers such as U of Toronto Press, UBC Press, and McGill-Queen's UP.

In terms of actively supporting the program's students' research needs, the librarian with subject responsibilities for the program will continue to be available to contribute effective orientation to library resources during their residency, and to provide ongoing expertise and guidance on library research methods by appointment (online or in-person). As well, the librarian will continue to provide workshops on advanced research skills relating to citation management, advanced literature searching, literature reviews, and the use of AI as graduate students. The library will also be available to provide expert guidance related to student research data management planning, access to government documents, and qualitative research tools like NVIVO.

All the very best on the new program changes,
Justin Harrison

Senate Committee on Planning
Required Internal Consultations

Name of program: MA in Community Development (MACD)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Program Revision	
Academic unit, department, or school: School of Public Administration	
Name, title, and email of contact person: Jill Chouinard, Director, School of Public Administration, padirect@uvic.ca	
Dean (or designate) or administrative authority: Lois Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: November 5, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Reuben Rose-Redwood, Professor and Associate Dean, Academic	SCP proposal	Thank you very much for consulting with me regarding the revisions to the MACD program. The proposed revisions – particularly reducing the duration of the program to two years and shifting the start date to September – will likely make the program more accessible to professionals working in the field of community development. I have added some feedback into the SCP proposal document, the majority of which are suggestions of minor copy edits. One more substantive suggestion is to add CD 540 (Community Development and Planning in Action) to the Community Development Electives list. This is the new proposed course cross-listed with PLAN 540 that we co-

		developed with Tamara K. and Sarah W. based on the understanding that students in the MACD program and proposed Master of Community Planning program could both take this course as an elective in their respective programs. Other suggestions include: • making sure that course descriptions align with AC1120. • considering whether the project option should continue to be framed as an ‘exception’ or if both the project and thesis should be described as regular options for any student in the program. I mention this because it might enhance the accessibility of the program, but I will defer to the unit’s judgment about how this is framed based on their priorities for the program’s focus. In sum, I am in full support of the proposed revisions to the MACD program.
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Signature: 

Date: November 12, 2025

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: MA in Community Development (MACD)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Program Revision	
Academic unit, department, or school: School of Public Administration	
Name, title, and email of contact person: Jill Chouinard, Director, School of Public Administration, padirect@uvic.ca	
Dean (or designate) or administrative authority: Loise Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: November 5, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Andrea Giles, Executive Director, Co-operative Education Program and Career Services	SCP proposal	Thank you for forwarding this proposal to me for consultation. Having read through your attached document, I have no concerns with respect to the Co-op program. As participation in our Co-op program remains an option for your MACD students, I anticipate that your changes will have little direct impact on Co-op. You do note in your email communication to me that there may be the potential for increased enrolment which may also result in a few more MACD students completing co-op as part of their degree. However, in Question E of the SCP

		proposal, which asks if these changes will <i>affect opportunities for experiential learning opportunities, including co-op</i>, your answer is N/A. Perhaps it might be clearer for readers of this SCP document to note that the proposed changes have the potential to increase the opportunities for experiential learning in your program. As this is a positive outcome and is reflective of institutional priorities, it might be advantageous to acknowledge this in your SCP submission. Please consider this feedback as my confirmation of consultation and of support of your proposal.
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Signature: Andrea Ailes

Date: November 14-2025

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: MA in Community Development (MACD)	Anticipated start date: September 2027
Proposal type (new, revise or discontinue program): Program Revision	
Academic unit, department, or school: School of Public Administration	
Name, title, and email of contact person: Jill Chouinard, Director, School of Public Administration, padirect@uvic.ca	
Dean (or designate) or administrative authority: Loise Harder, Dean, Faculty of Social Sciences, soscdean@uvic.ca	
Consultation date: November 5, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar; Ashley de Moscoso, Associate Registrar; Asia Longphee, Manager – Curriculum and Calendar; Marc Bavin, Associate Registrar; Rachel Strandquist, Director, Graduate Admissions and Records	Proposal	We're very supportive of the proposed changes. See below for specific feedback related to proposed course changes.

1. [CD512](#) – “one existing core course (CD 512) will be revised to align with new program-level learning outcomes”
 - a. Has this course changed significantly enough to warrant the use of a new course number (as outlined in sec 54.00 of AC1120)?

- b. Course description in SCP proposal does not match the description in Kuali (minor inconsistencies).
- 2. [CD518](#) – “one existing elective course (CD 518) will be revised and made a core course”
 - a. Has this course changed significantly enough to warrant the use of a new course number (as outlined in sec 54.00 of AC1120)?
 - b. Course description in SCP does not match the description in Kuali (minor inconsistencies).
- 3. [CD532](#) – course description in Kuali does not match description in SCP proposal (minor inconsistencies).

Signature: _____ 

Date: _____ January 2, 2026

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
 From: Senate Committee on Planning
 Date: February 18, 2026
 Subject: Proposed changes to the Master in Management program

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposed changes to the Master in Management program.

The proposed changes to the Master in Management program modernize the curriculum to align with broader admissions and program revisions. Foundational business material is now integrated into core courses to ensure that all students—regardless of background—achieve the same essential competencies. A waiver option for students with prior business training avoids redundancy while maintaining academic standards. Overall, the redesign supports accessibility, clarity, and stronger preparation in both business and human-centered skills.

Recommended Motion:

That Senate approve the proposed changes to the Master in Management program, as described in the document “Master in Management course changes”.

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President’s nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – MM PROGRAM

Master in Management course changes

Submitted by:	Name and title	Email
Dean or designate	Dr. Graham Brown	grbrown@uvic.ca
Academic unit, department, or school	Gill Graduate School of Business	
Name, title, and email of contact person	Kate Donovan, Director of Administration, Gill Graduate Master Programs	kdonovan@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 22, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgsirc@uvic.ca)	November 17, 2025
Departmental/School approval	November 27, 2025
Resource requirements approval (by Dean)	N/A
Faculty Curriculum Committee approval	November 12, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	January 28, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	January 5, 2026

CONSULTATIONS (*complete a [consultation form](#) for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before GEC submission deadline).

Consultations must be initiated at least 6 weeks before GEC submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	December 9, 2025	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	November 28, 2025	Y
Libraries – Emily Nickerson, Business Librarian enickerson@uvic.ca	January 5, 2026	Y
External and Internal Consultation (letters of support as per section I)		Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A - Already approved. Change does not affect tuition	

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – MM PROGRAM

A. Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

The proposed changes update the Master in Management (MM) course curriculum to align with two program-level revisions approved in cycle two last year (2025). The following updates build on recent changes to the admissions requirements, which expanded eligibility to include applicants with undergraduate business degrees and removed the five prerequisite courses that previously ensured incoming students had foundational knowledge in accounting, finance, organizational behaviour, and marketing.

With these prerequisites removed, we are proposing two key adjustments to ensure students exit the program with the appropriate level of business knowledge. First, we are reorganizing the core curriculum topics into more clearly defined course titles so that students have more clarity about the content in each course. Additionally, we are integrating foundational business material from the former prerequisites into MM 510 (Integrated Financial Reporting) and MM 512 (Creating Value through Operations and Marketing). This structure introduces foundational concepts within the MM core curriculum, followed by continued practice and application for all students throughout the program. This redesign broadens the admissions pipeline while maintaining consistent academic preparation and program quality.

Second, for students with verified equivalent learning (such as a business degree), we will introduce a waiver option for MM 510 and MM 512. Students receiving waivers will complete a minimum of 16.5 units total (rather than taking substitute courses), compared to 19.5 units for all other students. The program director will verify equivalency through transcript review to confirm students have already mastered the foundational content covered in MM 510 and MM 512 through their prior coursework. Since waived students already possess this foundational knowledge, they skip MM 510 and MM 512 but continue to apply their existing expertise through case studies and integrative projects in later coursework. Meanwhile, students without prior business coursework receive their first exposure to these foundational topics in MM 510 and MM 512, then continue to practice and apply this knowledge throughout the program. This design ensures that all students, regardless of their path, demonstrate the same high level of applied competency through repeated application. This avoids unnecessary duplication of introductory level content while maintaining program-level competency expectations.

The changes also make the program more accessible to a wider range of students. Human-centred skills—such as communication, teamwork, problem-solving, and leadership—are increasingly valued across industries, and employers are actively seeking graduates who bring these strengths into the workplace. By reorganizing the curriculum, students will progress through a more scaffolded learning experience (MM 521A, 521B) that helps them understand themselves as leaders, develop as effective team members, and build confidence as emerging organizational contributors. When paired with the integrated core business content, this structure ensures a balanced development of both technical and interpersonal competencies essential for career success.

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – MM PROGRAM

Pedagogically, the revised curriculum enhances students' ability to master key business and interpersonal skills through repeated, intentional exposure. Greater integration within and across terms creates more opportunities to revisit, deepen, and refine these competencies, supporting improved student learning outcomes. To further strengthen this approach, we will incorporate early diagnostics, target resources, and feedback loops to identify and address individual learning need. Students requiring additional support will have structured pathways, including supplemental workshops, tutorials, and curated online modules, while those with prior exposure will continue to be challenged through integrative expectations embedded in the curriculum.

Overall, these changes support the Gustavson School of Business and the University of Victoria's priorities for academic excellence, curricular relevance, and continuous improvement. It strengthens program coherence and ensures the curriculum reflects the knowledge, skills, and capabilities emphasized in contemporary graduate management education.

B. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

No, the proposed change involves updates to the curriculum content of MM courses but does not require any structural changes to the degree. The changes can be implemented within existing faculty, staff, space, and library resources.

C. Does the proposed change have an impact on admission requirements? If so, please provide details.

No, the proposed change does not affect admissions requirements. It applies only to the curriculum content of MM courses and the total units of the degree.

D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

Yes. The proposed change updates the Master in Management (MM) curriculum to reflect a reorganization and clarification of existing course content following on a structural redesign which took place last year. Most course topics remain consistent with the previous curriculum; however, course titles and descriptions have been updated for all core courses to more clearly communicate to students what they will learn in each course. The degree remains as 19.5 units except for students with prior degrees in Business who can demonstrate sufficient coverage of business fundamental areas (MM 510 and MM 512). Students who receive a course waiver must complete a minimum of 16.5 units.

The MM program has been on pause for the past two years to allow for curriculum refinement. During this period, the program moved away from a cohort-based model and was redesigned around three broad areas of learning: Business Fundamentals, Human-Centered Skills, and a Technical Concentration.

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – MM PROGRAM

These changes focus on improving transparency and alignment between course content and learning outcomes. The revision retires old course numbers and introduces new titles and descriptions to provide clearer differentiation between courses and to help students better understand the program's structure and purpose.

A curriculum comparison table and calendar change summary is provided in the Appendix, outlining the proposed updates and the rationale for each change.

- Do the proposed curriculum changes provide opportunities for the academic unit/program to incorporate accessible and inclusive pedagogical design, including assessment, into your program? If yes, provide specific examples of your plan.

Yes. The revised MM curriculum strengthens accessible and inclusive pedagogical design by integrating these principles directly into new and updated courses. Courses such as MM521A (Self-Awareness and Personal Leadership) and MM521B (Collaborative Leadership and Team Dynamics) expand learning beyond teamwork to emphasize reflection, coaching, and inclusive communication practices. MM522 (Adaptive Organizational Leadership) and MM523 (People and Culture) explicitly incorporate Indigenous perspectives, equity, and human-centered management.

E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

Yes, we are revising the program learning outcomes. Please find the revised program learning outcomes followed by the existing program learning outcomes.

MM Program Level Learning Outcomes – MM 2026 Sep revision

- 1. Integrate core business knowledge with multidisciplinary approaches**
 - a. Integrate knowledge across disciplines to develop solutions that advance environmental, social, cultural and economic sustainability for multiple interest holders.
- 2. Innovation and digital agility**
 - a. Lead and manage innovation processes within organizations, with an emphasis on long-term value creation.
 - b. Integrate emerging technologies and digital tools into business practices to promote productivity and support sustainable development.
- 3. Professional Effectiveness and Adaptability**
 - a. Exhibit readiness to contribute effectively in early-career roles through professional communication, collaboration, and problem-solving skills.
 - b. Demonstrate the ability to engage in continuous learning and adapt effectively to changing environments, technologies, and professional demands.
- 4. Embody a values-driven approach to responsible management**
 - a. Apply ethical principles and consider social and environmental impacts in managerial decision-making.
 - b. Critically evaluate conventional management approaches by integrating Indigenous epistemologies and regenerative principles, articulating alternative strategies for organizational sustainability.

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – MM PROGRAM

Existing MM Program learning objectives

1. Teamwork: MM graduates are Collaborative Relationship Builders
2. Complexity: MM graduates Possess the Skills to Confidently Manage Complex Problems
3. Sustainability: MM graduates are socially responsible leaders who recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.
4. Integration: MM graduates effectively integrate knowledge across silos and disciplines when addressing organizational challenges
5. Communication: MM graduates are compelling communicators, using facts, stories and data effectively to communicate with diverse audiences.

- F. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.**

The changes provide an increased focus on experiential learning with integration across the three terms to maximize student success in areas such as self-leadership and working in teams, skills deemed essential for student success in early career progression. Similarly, Indigenous ways of knowing and being along with other world views are more intentionally woven across the curricula to maximize understanding as part of modern, progressive management perspectives.

- G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.**

Yes. The proposed curriculum strengthens UVic's competitive position among Canadian MM programs by updating course content and sequencing to reflect current standards at institutions such as [UBC Sauder](#), [Calgary Haskayne](#), and [York Schulich](#). The program maintains its accelerated, early-career focus while distinguishing UVic through its integration of sustainability, inclusion, and adaptive leadership across all courses. Clearer course progression and titles improve transparency and alignment with AACSB standards, while the curriculum's emphasis on ethical, data-informed, and human-centered management reflects UVic's institutional priorities for responsible and values-based education.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

We are anticipating 30 - 50 students in the first year of the relaunch (September 2026).

- I. **Impact on Students – does the proposed change (s) have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).**

No. The program is currently paused and will be re-launched in September 2026 with a new set of students.

- J. **Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix). Describe how you incorporated feedback in the program proposal.**

Elizabeth Adjin-Tettey advised us to use the same support letters from the last round of MM changes as these changes are to bring the curriculum up to date to the structural changes approved last year. However, we still consulted with OREM, IACE, Co-op, and UVic libraries. The attached “MM Support Letters and Consultation Documents.pdf” includes these letters and consultations. Here is a table of contents for that document.

TABLE OF CONTENTS

Letter of Support, University of British Columbia Okanagan
Sandy Hilton, Associate Dean Teaching and Learning, Faculty of Management

Letter of Support, University of Northern British Columbia
Ronald Camp II, Dean, Faculty of Business and Economics

Letter of Support, Washington State University
Deborah Compeau, Dean, Carson College of Business

Consultation with OREM
Wendy Taylor, Registrar

Consultation with IACE
Rob Hancock, Associate Director, IACE

Consultation on Co-op
Andrea Giles, Executive Director Co-op and Career

Consultation with UVic Libraries
Emily Nickerson, Business Librarian

APPENDIX

Program requirements

The MM Program consists of a minimum of 19.5 units of coursework. Students with a previous Business degree who have received a waiver for MM 510 and/or MM 512 will complete a minimum of 16.5 units.

- Complete all of the following

- Complete all of:
 - ~~MM510A – Organizations in a Changing World I (0.5 – 1.5)~~
 - ~~MM510B – Organizations in a Changing World II (0.5 – 1.5)~~
 - ~~MM520A – Collaborative Teamwork in Organizations I (0.5 – 1.5)~~
 - ~~MM520B – Collaborative Teamwork in Organizations II (0.5 – 1.5)~~
 - ~~MM530A – Applied Organizational Skills and Knowledge I (0.5 – 1.5)~~
 - ~~MM530B – Applied Organizational Skills and Knowledge II (0.5 – 1.5)~~
 - ~~MM540A – Organizational Analysis and Problem Solving I (0.5 – 1.5)~~
 - ~~MM540B – Organizational Analysis and Problem Solving II (0.5 – 1.5)~~
 - ~~MM596 – Capstone Reflections (1.5)~~
 - **MM510 - Integrated Financial Management (0.5 - 1.5)**
 - **MM512 - Creating Value through Marketing and Operations (0.5 - 1.5)**
 - **MM514 - Information Systems, Data Analytics and AI (0.5 - 1.5)**
 - **MM516 - Strategic Management and Organizational Purpose (0.5 - 1.5)**
 - **MM521A - Self-Awareness and Personal Leadership (0.5 - 1.5)**
 - **MM521B - Collaborative Leadership and Team Dynamics (0.5 - 1.5)**
 - **MM522 - Adaptive Organizational Leadership (0.5 - 1.5)**
 - **MM523 - People and Culture (0.5 - 1.5)**
 - **MM596 - Integrated Capstone Project (1.5)**

Current course # and title	Current course description	Proposed course # and title	Proposed course description
MM510A: Organizations in a Changing World I	Explores organizations as part of broader complex systems. Topics may include: systems thinking; materiality assessments; circular economy; collective decision-making and action; closed-loop supply chain analysis; C2C design principles; biomimicry; evidence-based decision making; change at the individual, organizational and system levels; stakeholder mapping; forcefield analysis; international perspectives on organizational and system level change; leadership without authority.	MM 510 - Integrated Financial Management	Examination of how accounting and finance inform organizational performance and decision-making; coverage of financial statements, capital structure, and sources of debt and equity financing; emphasis on managerial use of accounting information for internal and external purposes; introduction of non-financial and sustainability indicators complementing financial analysis; application of integrated reporting to connect financial results with strategy, stakeholder interests, and long-term organizational value.
MM510B: Organizations in a Changing World II	Further investigation of organizations as part of a broader political, cultural and environmental system. Further exploration of organizations as part of broader complex systems. Topics may include: systems thinking; materiality assessments; circular economy; collective decision-making and action; closed-loop supply chain analysis;	MM 512: Creating Value through Marketing and Operations	Examination of marketing–operations alignment for organizational value creation; focus on process management and quality improvement; overview of the marketing mix; interaction of marketing and operational decisions across functions; development of customer relationships and operational excellence; campaign analysis and design choice evaluation; integration of sustainability principles into planning

	C2C design principles; biomimicry; evidence-based decision making; change at the individual, organizational and system levels; stakeholder mapping; forcefield analysis; international perspectives on organizational and system level change; leadership without authority.		and improvement processes; emphasis on long-term performance and value creation.
MM530B: Applied Organizational Skills and Knowledge II	Continues application of skills necessary for addressing complex organizational issues. Topics may include: data visualization; working with big data; using data to make decisions; AI and the changing future of work; power and influence; stakeholder analysis; negotiation; conflict and communication styles; decision analysis; network analysis.	MM 514: Information Systems, Data Analytics and AI	Introduction to information systems, data analytics, and artificial intelligence in support of organizational performance and strategy; coverage of data-driven decision-making, automation, and emerging digital technologies; emphasis on ethical, legal, and privacy considerations in data and AI use; interpretation of visualizations; evaluation of digital tools; application of analytical methods to real business problems; alignment of technology adoption with strategy, sustainability, and organizational values.
MM530A: Applied Organizational Skills and Knowledge I	Applies skills necessary for addressing complex organizational issues. Topics may include: data visualization; working with big data; using data to make decisions; AI and the changing future of work; power and influence; stakeholder analysis; negotiation; conflict and communication styles; decision analysis; network analysis.	MM 516: Strategic Management and Organizational Purpose	Introduction to strategic management as the study of organizational purpose definition, resource allocation, and long-term value creation; examination of organizational interdependencies, stakeholder relationships, and global contexts shaping competitive and sustainable advantage; development of frameworks for analyzing purpose and performance; integration of knowledge from finance, marketing, and operations; evaluation and communication of strategies addressing complexity, uncertainty, and ethical responsibilities within interconnected systems.
MM520A: Collaborative Teamwork in Organizations I	Examines the broad challenges of teamwork and collaboration in organizational settings. Topics may include: key frameworks and theories in team dynamics; conflict management; giving and receiving feedback; cross-cultural management; diversity, equity and inclusion; collaboration across teams and organizations.	MM 521A: Self-Awareness and Personal Leadership	Development of self-awareness, reflection, and personal effectiveness as foundations for leadership; examination of how individual strengths, biases, and values influence management style and professional relationships; coverage of emotional intelligence, self-regulation, and social awareness in organizational contexts; emphasis on leadership style articulation and growth strategy identification through self-assessment and coaching practice; application of feedback systems and personal networks to support resilience and career development; preparation for adaptive leadership through ongoing self-reflection and performance improvement.
MM520B: Collaborative Teamwork in Organizations II	Further examines the broad challenges of teamwork and collaboration in organizational settings. Topics may include: key frameworks and theories in team dynamics; conflict management; giving and receiving effective feedback; cross-cultural management; diversity, equity and inclusion; collaboration across teams and organizations.	MM 521B: Collaborative Leadership and Team Dynamics	Development of interpersonal and collaborative skills for effective leadership and contribution within diverse teams; examination of team dynamics, communication styles, and cultural influences on collaboration; coverage of trust-building, inclusion, feedback, and constructive conflict management; emphasis on frameworks balancing individual strengths with shared accountability; experiential activities for practicing effective communication and teamwork strategies; preparation for organizational success and leadership in multicultural environments.
MM540B: Organizational Analysis and Problem Solving II	Continued exploration of different models for identifying and addressing increasingly complex, integrative problems. Topics may include the general management and structure of organizations; critical thinking; creative problem-solving tools; user experience mapping; strategic planning;	MM 522: Adaptive Organizational Leadership	Examination of how managers shape organizational culture, performance, and engagement through effective leadership and ethical decision-making; exploration of diverse leadership styles, including approaches informed by Indigenous knowledges and worldviews; coverage of systems thinking, negotiation, culture building, and change or crisis

	business case creation; project management; design thinking tools; adaptive leadership; building trust; psychological safety; understanding complexity; sense-making; framing and reframing leadership.		management; emphasis on perspective-taking, stakeholder analysis, and resilience in leading through uncertainty and transformation; development of leadership capacity to navigate complexity and foster responsible, inclusive, and high-performing organizations.
MM540A: Organizational Analysis and Problem Solving I	Explores different models for identifying and addressing increasingly complex, integrative problems. Topics may include the general management and structure of organizations; critical thinking, creative problem-solving tools; user experience mapping; strategic planning; business case creation; project management; design thinking tools; adaptive leadership; building trust; psychological safety; understanding complexity; sense-making; framing and reframing leadership.	MM 523: People and Culture	Exploration of how people and culture shape organizational capacity and strategic planning; examination of employment structures, workforce policies, and processes of recruitment, training, performance management, and retention; emphasis on future-proofing skills, supporting individual and team growth, and designing inclusive, ethical talent systems; applied projects for developing workforce plans; practice of constructive communication in feedback, discipline, and change conversations; strengthening trust and responsibility in evolving workplaces.
MM596: Capstone Reflections	Builds on learning from across the MM program as well as the student's undergraduate studies. Students are required to demonstrate integrative thinking, critical analysis, and clear communication in preparing three reflection pieces (one for each term, including the work term). These reflection pieces must collectively demonstrate (1) understanding of self; (2) understanding of organizations and the world of work; and (3) an ability to synthesize the knowledge gained in the MM program and make it personally meaningful and relevant.	MM 596: Integrated Capstone Project	Culminating experience of the Master in Management program; individual or team-based integration of knowledge from accounting, finance, marketing, operations, information systems, human resources; analysis of complex organizational or societal challenges; emphasis on systems thinking, responsible innovation, and ethical decision-making; design and evaluation of sustainable solutions; application of digital and analytical tools; demonstration of professional collaboration, adaptability, and communication in diverse, evolving contexts.



Dr. Graham Brown
Associate Dean, Teaching and Learning
Professor and Tim Price Entrepreneurship Fellow
Gustavson School of Business
University of Victoria

RE: PROGRAM CHANGE PROPOSAL – Master in Management

Graham, I appreciate you sharing the program change proposal for your Master in Management (MM) with me and for this opportunity to write a letter of support for your proposal. My comments below are ordered by your five key summary points (section A of your proposal): Concentrations, Work Term, Number of Units, Admission Requirements, and Multiple Entry Points.

Overall, I find the proposed program to be unique (the concentration areas), flexible for students, and it aligns with current employer and market needs. I support your proposal and look forward to hearing more as you begin to offer the program and graduate students.

Concentrations

Business analytics and software engineering are currently two key areas of employment demand and those MM concentration options will likely be of great interest, particularly for students with an undergraduate degree in computer science/computer engineering. I believe that both concentrations would benefit from at least one course on project management; even if the graduates themselves will not be actively managing analytics or software projects, some understanding of the theory and processes involved in projects would be beneficial.

The Software Projects concentration requires students to complete at least one of (and no more than two of) 400-level undergraduate courses (SENG421, SENG426, SENG460). It is possible, and perhaps likely, that a UVic undergraduate student who applies to your MM and pursues this concentration has already completed all three of those courses. In your University calendar, I suggest you clarify how that situation is handled (i.e. up to 1.5 credits of coursework completed in an undergraduate degree counts towards the MM requirements, or an alternative course will be required, etc.).

The General Business concentration requires MM students to complete at least two COM 400-level courses. A brief look at your course requirements in the University calendar indicates that most of your COM 400-level courses have at least one prerequisite. Those subject matter course prerequisites make sense at the undergraduate level however, it's not clear to me in your proposal how you plan to handle those for your MM students. You could of course waive the prerequisites or enforce them. Both options have consequences to the student experience, success and accessibility, and to the overall classroom environment that will impact the other



students (predominately BCom students) and instructors. I imagine you have already considered this issue, it may be worth clarifying how you plan to administer these issues within the proposal document.

Work Term

I support the change to make the work term optional. Given the significant recent changes by Immigration, Refugees and Citizenship Canada for international student study permits and work permits, it would be helpful to understand when students must declare their work term intentions. For instance, you mention that there will be a separate degree code for students choosing to complete a work term, is that code fixed at the point of admission or at a later point? If those degree codes are fixed upon admission, is it possible for students to choose at a later point to opt in/out of the work term? If the intention is to set the degree code later in the program, international students may be at a disadvantage if the timeline is not sufficiently long enough to secure a work permit.

Number of Units

I have no comments on this change. It appears to be necessary in order to accommodate the concentrations which I fully support.

Admission Requirements

Based on our prior discussions about MM programs in Canada, I understand why you have eliminated the significant business course admission requirement that exists in your currently suspended version. This change clearly makes the proposed program much more accessible to a wide set of students including those with a non-UVic undergraduate degree; that was not possible in the suspended version.

Eliminating the admission requirements does however reduce the amount of core functional business/management content that students will have been exposed to when they graduate from the proposed MM program. I note that you are trying to differentiate the MM program from your MBA program which does include core business courses via the “Foundational” MBA 500-level courses. You partially compensate for this by requiring students to complete a pre-program accounting course. However, it is possible or likely, that MM graduates will not have completed a finance course, a marketing course, or an operations/supply chain course. I understand that your faculty may be implicitly teaching and assessing those subjects via well-designed projects in the MM 500-level courses, so perhaps my concern is invalid. If that is the case, then I would encourage you to explicitly market that – in my discussions with both students and employers, I hear constantly how they want a general level of knowledge in all key business functions. There are of course multiple ways to achieve that knowledge and it does not require explicit course requirements but I do think it is, at a minimum, an important marketing message.



Multiple Entry Points

I support flexibility for students and applicants however it's not clear to me in the proposal how you will admit students at multiple entry points. If you mean that applicants could be at diverse points in their undergraduate degree when they apply and are admitted to the MM (conditional on completion of their undergraduate degree), then I do understand and support your intention.

"Multiple entry points" sounds like you mean that students could join the MM at various times in the calendar year. Given the MM 5XXA/B structure of your Foundational courses, I can't imagine that a student could be admitted at the beginning of a "B" course if they hadn't already completed the "A" course?

I believe your change to provide multiple entry points is well-intentioned, I would suggest you clarify what exactly is meant by that change.

Overall

As stated earlier, I find the proposed program to be unique (the concentration areas), flexible for students, and it aligns with current employer and market needs. I support your proposal and look forward to hearing more as you begin to offer the program and graduate students.

A handwritten signature in black ink, appearing to be 'Sandy Hilton'.

Dr. Sandy Hilton, FCPA, PhD
Associate Dean Teaching and Learning
Faculty of Management
UBC Okanagan



Ronald D. Camp II, Ph.D., ICD.D
Dean, Faculty of Business and Economics
Professor of Organizational Behaviour
UNBC
3333 University Way
Prince George, BC
V2N 4Z9

Anita Bhappu, Ph.D.
Dean, Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria BC, V8W 2Y2

11 February 2022

Dear Anita,

It is my pleasure to write a letter of support for the proposed program revisions to the Gustavson School's Master in Management degree program.

Having reviewed the documentation you provided regarding an overview of the program and changes, I believe these changes to be consistent with your stated strategic objectives for the program and the school and consistent with academic quality standards across the research universities in BC. The changes proposed for the degree program appear to be appropriate for both early-career domestic students and for international students lacking Canadian work experience. This proposed early-career approach for admitting students without undergraduate business degrees, including the addition of concentration options, seems to be appropriate both from perspective of the learning needs of this student niche and the organizations in the province likely to employ them.

For these reasons, I believe that the changes proposed are reasonable and worthy of support.

Sincerely,

A handwritten signature in blue ink, appearing to read 'RDC-II', is written over a light blue horizontal line.

Ron



Office of the Dean
CARSON COLLEGE OF BUSINESS

January 8, 2025

Dr. Anita Bhappu
Dean & Professor
Gustavson School of Business
University of Victoria
PO Box 1700 STN CSC
Victoria, BC, V8W 2Y2

Dear Dr. Bhappu,

Thank you for the opportunity to review the revisions to the Master of Management (MM) curriculum. It is clear that considerable thought and effort have gone into addressing the challenges the program has faced since its inception.

The redesigned MM program is a commendable initiative. I strongly support the changes you are implementing. The interdisciplinarity of the revised program is particularly noteworthy, as it aligns with the needs of many employers who seek graduates with broad, integrative knowledge and skills. This approach will undoubtedly enhance the program's appeal and relevance in the job market.

Furthermore, the emphasis on flexibility for students is a critical and timely feature. Graduate students today are a diverse group, often balancing work, family, and educational commitments. By recognizing this diversity and embedding flexibility within the curriculum, you are setting the program up for greater success. The ability to accommodate the varied needs and schedules of students will enhance their educational experience and increase retention and completion rates. I am enthusiastic about the redesigned MM program and its potential to make a significant impact. I wish you all the best in implementing these changes and look forward to hearing about the program's future successes.

Sincerely,

A handwritten signature in blue ink that reads "Deborah Compeau".

Deborah R. Compeau
Phyllis J. Campbell Endowed Dean
Carson College of Business

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master in Management	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): revise	
Academic unit, department, or school: Gill Graduate School of Business	
Name, title, and email of contact person: Kate Donovan, Director of Administration, Gill Graduate Master Programs, kdonovan@uvic.ca	
Dean (or designate) or administrative authority: Dr. Graham Brown, Acting Dean	
Consultation date: November 21, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar; Ashley de Moscoso, Associate Registrar; Marc Bavin, Associate Registrar;	Proposal	See below.

- Recommend outlining the waiver process for MM510 and MM512, particularly in section 'C'.
 - o Will students have to request a waiver and what is that process if so or if not? Will the two courses always be waived together, or can one be waived while the other remains required? (Note that this will have degree audit implications.)
 - o Additionally, if these courses are waived, what will a student's program look like vs a program for students who do not have these courses waived? Will the minimum unit values be reduced for students who receive a waiver for MM 510 and 512?
 - In the table provided in section 'C', there should be reference to the waiver option within the rows where the courses are listed or perhaps a link to a location where the waiver process (and the implications of such a waiver) is outlined in greater detail.

- Curriculum comparison table

- MM510A: *"The course content has been integrated into newly developed courses, including MM516 and MM521, which more effectively address systems thinking, sustainability, and organizational change within updated curricular frameworks. Retiring this course avoids duplication and ensures alignment with the revised program structure."*
 - If there is duplication between 510A, 516 and 521, should MX notes be included on MM516 and 521? Currently, neither of these new courses are MX'd with 510A.

- MM510B: same as MM510A

- MM520A & MM520B both state 'This course is being retired to make space for a new course using the same course number.' Course numbers cannot be reused so new courses (using new course numbers) will need to be created. Kuali is configured to alert when a course number is reused (see below), but the unit has submitted anyway.

MM 520A Self-Awareness and Personal Leadership	
Course Information	
Subject Code MM	Number 520A
Validation Warning: Conflicting subject code and number detected!	

- MM530A: *"The knowledge and skills developed in this course are now addressed within MM514 and MM516..... Retiring this course reduces content redundancy"*
 - If there is redundancy between 530A, 514 and 516, should MX notes be included on MM514 and 516?
 - Currently neither of these new courses are MX'd with 530A.

- MM530B: same as MM530A

- MM540A: *"The concepts and skills from this course are being incorporated across the revised curriculum, including new courses like MM522"*
 - Should MM522 feature an MX note with MM540A?

- MM540B: same as MM540A

- MM596 is the course number used for capstone projects at the graduate level. We recommend adjusting the curriculum comparison table to reflect that 596 is being updated, not retired, as you will want to keep the 596 course number for the Capstone project.

- Note that there is currently no proposal in Kuali for the updated version of this course.

- Recommend adding an appendix to the SCP proposal to show the current and proposed program requirements calendar entries.

Signature: _____ 

Date: _____ January 2, 2026

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Gustavson School of Business

Name of Program: Master in Management

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Course title and description changes. Reorganized the curriculum into three modules to more clearly articulate the content as business fundamentals courses, leadership courses and advanced technology concentration courses.

Rationale for the proposal (approximately 200 words)

The previously approved removal of the business minor (or equivalent) pre-requisite from this program necessitates a change in how the content is delivered. Previously, the business fundamental concepts were integrated into the leadership and more complex program topics. This change will allow those fundamental topics to be taught independently, then applied into more complex course materials as the student progresses through the one-year program. This should provide a more comprehensive, guided learning journey.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?
We are currently in the recruitment phase and we do not have any Indigenous students enrolled yet.

For new programs, how many Indigenous students do you envision enrolling?

We do not have a set number and will be open to any applicants who meet the prerequisites.

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
Please provide details (approximately 100 words)

We will seek out guest speakers and opportunities to conduct place-based learning for students to hear directly from Indigenous leaders and community members as part of Indigenous and world view management topics.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)

Indigenous perspectives and world views have always been woven throughout the curriculum so there is no change other than how it is organized. While not specifically an Indigenous focused program, the program level objectives include, "Critically evaluate conventional management approaches by integrating Indigenous epistemologies and regenerative principles, articulating alternative strategies for organizational sustainability." The MM strives to provide a balanced approach to diverse leadership styles and approaches.

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

This reorganization of curriculum aligns with the Gustavson School of Business 2025-2028 strategic priority of, *"Deepen Indigenous Partnerships and Practices: Embed Indigenous knowledges and co-create pathways with Indigenous Nations and communities to shape teaching, research and engagement—grounded in respect, reciprocity and relationship."*

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



05-JAN-26

Dr. Rob Hancock
Associate Director Academic
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Master in Management	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): Revise a program	
Academic unit, department, or school: Gustavson School of Business – Gill Graduate School	
Name, title, and email of contact person: Kate Donovan, Director of Administration, kdonovan@uvic.ca	
Dean (or designate) or administrative authority: Dr. Graham Brown	
Consultation date: November 28, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Andrea Giles, Executive Director	Email proposal
Feedback provided (please add feedback only in this section)	
Kate Donovan and I had a detail email exchange on this MM SCP proposal. We discussed unit value of the proposed changes along with any potential ramifications for the MM work term and pre-requisite IPP course. The question was: <i>My question is, with these changes, is there a credit bearing course for the Introduction to Professional Practice (IPP) component which acts as a pre-requisite to going on a work term? Or will this be a non-credit seminar style course?</i> To which the answer was: <i>There's no change to the co-op prep course. There's also no change to concentration courses, nor the capstone course.</i>	

Signature: 

Date: Dec9-2025

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

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Name of program: Master in Management	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: Gill Graduate School of Business	
Name, title, and email of contact person: Kate Donovan, Director of Administration, Gill Graduate Master Programs	
Dean (or designate) or administrative authority: Dr. Graham Brown	
Consultation date: Jan 5, 2026	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Emily Nickerson, Law & Business Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for sharing the proposal for curriculum changes to the Master in Management (MM) program. After reviewing the details, I am pleased to confirm that UVic Libraries is well positioned to support these changes with our existing resources. The intent of these changes is to increase eligibility, address gaps in admission requirements, and make the program more accessible to a wider range of students; and does not present significant impacts on library collections, spaces, or services. Specifically: • Library Collections and Licensed Resources: Core business knowledge and human-centered skills such as communication, teamwork, problem-solving, and leadership are already embedded in Gustavson curricula. These elements have been reorganized from previous prerequisites and are well supported by our current licensed	

resources, which will adequately meet the needs of the revised program. We do not anticipate any new ongoing purchases or substantial budget implications.

- **Librarian Time and Services:**

The program anticipates 30–50 students in the first year of the relaunch. No significant additional investment of librarian time is expected. Existing research support, workshops, and outreach activities will be able to serve the revised program effectively.

- **Library Spaces:**

The changes do not require substantial or ongoing use of library spaces beyond current levels.

In summary, the proposed changes do not present major impacts on library collections, budget, spaces, or staffing. UVic Libraries is well prepared to support the revised program within our current resources and service framework.

Signature: _____

Date: _____

From: UVic University Librarians Office <ulo@uvic.ca>
Sent: Monday, January 5, 2026 1:42:23 PM
To: Emily Nickerson <enickerson@uvic.ca>
Cc: Karen Munro <kemunro@uvic.ca>; Kate Donovan <kdonovan@uvic.ca>
Subject: Re: MM cycle 2 program changes

Ok to add e-sig. thanks Emily.

Get [Outlook for iOS](#)

From: Emily Nickerson <enickerson@uvic.ca>
Sent: Monday, January 5, 2026 12:18:11 PM
To: UVic University Librarians Office <ulo@uvic.ca>
Cc: Karen Munro <kemunro@uvic.ca>; Kate Donovan <kdonovan@uvic.ca>
Subject: MM cycle 2 program changes

Hi Kaelan and Jonathan,

Hoping Jonathan can sign this today and get it back to Kate as the consultation is due today.

No substantial impacts on library services, collections, or spaces.

Best,
Emily

Emily Nickerson (she/her)
Business & Law Librarian

enickerson@uvic.ca | uvic.ca/library
Book an appointment: <https://libcal.uvic.ca/appointments/emily>



We acknowledge and respect the Lək̓ʷəŋən (Songhees
and X̱m̓sep̓səm̓/Esqumalt) Peoples on whose territory
the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ
Peoples whose historical relationships with the land
continue to this day

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
 From: Senate Committee on Planning
 Date: February 18, 2026
 Subject: Proposed changes to the Business Minor program

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposed changes to the Business Minor program.

During a review of the Business Minor program, the School of Business determined that some changes would be beneficial to the program experience. Changes include:

- Provide a broader business experience than is currently offered,
- Provide a minor that allows students to move more easily between the major and the minor, and vice versa, thereby supporting the student experience throughout their entire degree.

Recommended Motion:

That Senate approve the proposed changes to the Business Minor, as described in the document "Business Minor program change".

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Wendy Taylor, Registrar

Scott Watson, Faculty of Social Sciences

Jie Zhang, Peter B. Gustavson School of Business

Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

[Business Minor program change]

Template must be submitted as a Word document

Submitted by:	Name and title	Email
Dean or designate	Stuart Snaith on behalf of Graham Brown	ssnaith@uvic.ca grbrown@uvic.ca
Academic unit, department, or school	Gustavson School of Business	
Name, title, and email of contact person	Kali Wilson Cseke, Director of Undergraduate Programs Business	wilsonkd@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	November 18 2025
Departmental/School approval	Nov 26 2025
Resource requirements approval (by Dean)	August 27 2025
Faculty Curriculum Committee approval	Nov 19 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Nov 26 2025

CONSULTATIONS (*complete a [consultation form](#) for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline).

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Nov 10 2025	Y
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Nov 14 2025	Y
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	Nov 17 2025	Y
External and Internal Consultation (letters of support as per section J)		Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

A. Provide a summary of the proposed change. Clearly articulate the rationale for the change How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

Overview of the proposed changes:

- Require COM 100 and include COM 120 as an option, to allow easy transfer from minor to major, and major to minor in Year 1.
- Replace COM 202 Financial Accounting and COM 317 Management Accounting with COM 201 Introduction to Accounting. A full course in financial accounting and management accounting was not necessary in the minor. The new course will take elements of financial accounting and management accounting with more of a focus on bookkeeping. Accounting colleagues felt it would not be problematic if some non-business minor students take the new accounting course and then transfer into the major (and subsequently take COM315 and COM316.)
- COM 301 is now an option. This is a broader course less focused on corporate finance (than COM240), which was deemed attractive for a minor. This would permit exposure to a broader range of topics that could include, for example, foreign exchange and financial markets and institutions. Finance colleagues support this change.
- Require at least 2 of the courses be completed at UVic rather than allow full transfer credit for all elements of the program. This is to ensure that there is a floor to the number of courses that can be used as transfer credit for completing the minor.

Rationale

During our review of our major, we recognized the content and format of our minor had not been reviewed in over 20 years. During a review of the program, it was determined that some changes would be beneficial to the program experience. The intention for the update is to (i) provide a broader business experience than is currently offered (ii) provide a minor that allows students to move more easily between the major and the minor, and vice versa. By keeping our minor to 9.0 units, we also continue with a minor that is of a (unit) size that is attractive to students (based on feedback from students to our Business Minor Advisor). By considering the movement of students between the minor and the major we are supporting their experience throughout their 4-year degree as they continue to learn and find the right fit for them at University.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

- B. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.**

The intention would be to streamline more of our offerings to overlap with some courses for the minor and the major, which would potentially change the size and number of classroom spaces we need during the Winter Session (larger classrooms, fewer classrooms). We would look for access to larger lecture halls for our courses like COM 120 and COM 100. We plan to cap sections at no more than 200. Since we have kept the number of courses the same as our current offerings, we anticipate no change in faculty or staff appointments.

- C. Does the proposed change have an impact on admission requirements? If so, please provide details.**

No it does not.

- D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.**

Yes.

Business Minor core
- Complete all of the following - Complete all of: - COM100 - Understanding World-Class Organizations (1.5) - Complete 7.5 1.5 units from: COM202 - Financial Accounting I (1.5) - COM220 - Organizational Behaviour (1.5) COM240 - Management Finance (1.5) COM250 - Fundamentals of Marketing (1.5) COM317 - Management Accounting I (1.5) - COM321 - Leading People and Organizations I (1.5) - COM120 - Introduction to Organizational Behaviour (1.5) - Complete 1.5 units from: - COM315 - Financial Accounting (1.5) - COM201 - Introduction to Accounting (1.5) - Complete 1.5 units from: - COM240 - Management Finance (1.5) - COM371 - Management Finance (1.5) - COM301 - Finance (1.5) - Complete 1.5 units from: - COM250 - Fundamentals of Marketing (1.5) - COM251 - Marketing in Motion Strategies for a Digital World (1.5) - Complete 1.5 units from COM, ENT, or IB 300 - 499

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

COM 100:

- New requirement for the minor. The course is an introduction course to Commerce that covers introduction to multiple aspects of business education understanding the organizational context, strategy, leadership, accounting and finance, employee motivation, operations, customer and market focus and what successful results look like.

COM 120:

- New choice for the minor: Content in COM 120 will be similar to content in COM 220, but applied in a new way. COM 120 and COM 220 are currently mutually exclusive as credit can only be granted for one. This formalizes COM 120 as the offering we want to have moving forward before we eventually intend to sunset COM 220.

COM 202/COM 317 replaced by COM 201:

- Removes two heavy accounting focused classes that were originally designed to meet CPA requirements and allows for a more practical approach to accounting for a non-specialist.

COM 301:

- A new choice for the minor: A course that moves away from a solely corporate focus and examines finance more broadly. This is the offering ~~will we~~ want to have moving forward when we eventually sunset COM240.

Other additions or changes:

- COM 250: This course has undergone a minor calendar revision to reflect way in which modern marketing is taught.
- Courses from the major added as options in the minor (COM321, COM315, COM371, COM251): to allow any students who may leave the major to more easily achieve a minor if they so wish.

Do the proposed curriculum changes provide opportunities for the academic unit/program to incorporate accessible and inclusive pedagogical design, including assessment, into your program? If yes, provide specific examples or your plan.

~~in~~ COM 120, offered for the first time in January 2026, adopts a flipped classroom experience with the option for students to participate in discussions, and evaluation elements lean more towards participation, preparation and completion of activities during the in-course time. While there is still a written mid-term and final, they are weighted significantly less as more active participation is more readily assessed throughout the term. We are piloting this now from a class size of 50 up to a class size of 250 and intend to continue with this pedagogical approach to have a more active learning environment for larger scale classes.

E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

No change

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

- F. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.**

At present no. However, we note that the co-op is already an option for students completing the Business Minor, where individuals who are participating in Co-op can complete one term in the business co-op program, and there would be no change in this regard.

- G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.**

These changes keep us aligned with what offerings are available at similarly sized institutions. For example, the [Business Minor at UBC](#) and the [University of Alberta Business Minor](#) are both comprised of 7 courses (instead of 6) and has similar course requirements. The UBC Business Minor is offered in a flexible format to fit easier with students in other degrees, as ours would continue to be. This differentiates us from the Business Minor at SFU where students are expected to complete 13 courses to get their credential. The largest differentiator for us to distinguish our minor is that it is inclusive of anyone who wants one. We do not have an application process or a minimum requirement for admission, students only need to complete the classes and declare their minor. This is aligned with our faculty goals of being more inclusive of "non-traditional" business students.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

We do not anticipate any major enrolment changes in the course registrations. We do hope to see more students complete and declare a minor by removing the heavy focus on accounting, as anyone interested in pursuing accounting would hopefully pursue a major in Commerce, specializing in our Financial Management specialization.

- I. Impact on Students – does the proposed change(s) have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).**

These proposed changes account for a transition between our old offerings and our new offerings by the way we have structured the required completion in the calendar. We hope that any students who may have started taking business minor courses with the intention of one day declaring would be able to continue on their existing course of action. Students who have already declared in the existing version of the Business Minor will be able to access the required courses they need as we will continue to offer them for students in the major. The primary example of this is COM 316 Management Accounting I which is offered in our major and is exclusive with COM 317 Management Accounting I in our old Minor. Assuming this proposal is approved, we would communicate directly via email to all declared students about the upcoming changes and when they can expect to see

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

them become available. Our Gustavson Marketing and Communications team has a plan to produce new marketing material and update all of our website information about the minor changes. Our team will help us craft an email to our declared students outlining the change, the new courses that will be available (and when), as well as an FAQ list for students. In addition, our recruiter and advisor for the minor has been tracking students who have expressed interest in the minor and haven't yet declared for prompt reach out, and will have advising appointments readily available if the changes to the minor are approved.

- J. Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix). Describe how you incorporated feedback in the program proposal.**

See Appendix A for consultations letters from UVic academic units and OREM.

The constructive feedback from OREM is reflected in this proposal, as of 19 January 2026, and discussed below:

- On page 2, Section A: language clarified.
- On page 3, Section B: we clarified our proposed intention moving forward. We would note that current enrollments into classroom do not represent our desired or planned program formatting, but were a consequence of the unplanned early roll-out of our new BCom program.
- Page 4, final paragraph: as above.
- Page 6, Section J, the first paragraph: Following up with Curriculum and Calendar to discuss that Calendar Entry.
- Page 5, Section F: Section has been updated to reflect that fact that there is now no change anticipated.

APPENDIX A

Office of Indigenous Academic and Community Engagement (IACE) Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Gustavson School of Business

Name of Program: Business Minor (BUSX)

Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Changes we are proposing are:

- Require COM 100 and COM 120, to allow easy transfer from minor to major, and major to minor in Year 1
- Replace COM 202 Financial Accounting and COM 317 Management Accounting with COM 201 Introduction to Accounting. A full course in financial accounting and management accounting was not necessary in the minor. The new course will take elements of financial accounting and management accounting with more of a focus on bookkeeping. Accounting colleagues felt it would not be problematic if some non-business minor students take the new accounting course and then transfer into the major (and subsequently take COM315 and COM316.)
- Management Finance is replaced with "Finance" A broader course less focused on corporate finance was deemed more appropriate for a minor. This would permit exposure to a broader range of topics that could include, for example, foreign exchange and financial markets and institutions. Finance colleagues support this change.

- Require 2 of the courses be completed at UVic rather than allow full transfer credit for all elements of the program. This is to ensure that there is a floor to the number of courses that can be used as transfer credit for completing the minor.

Rationale for the proposal (approximately 200 words)

During our review of our major, we recognized the content and format of our minor had not been reviewed in over 20 years. During a review of the program it was determined that some changes would be beneficial to the program experience. The intention for the update is to (i) provide a broader business experience than is currently offered (ii) provide a minor that allows students to move more easily between the major and the minor, and vice versa. By keeping our minor to 9.0 units, we also continue with a minor that is of a (unit) size that is attractive to students (based on feedback from students to our Business Minor Advisor).

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently the BUSX program has about 6 students that have self-identified during admissions that they are indigenous.

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)
- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Some proposed changes we are making will include (but are not limited to):

- Increasing the offerings of online courses for courses that can be eligible in both the business minor and major programs
- Removing the mutually exclusive courses between the minor and major that currently inhibit students from transferring between the minor and major without significant cost associated
- Increased emphasis and investment on experiential learning initiatives that take students out of a typical university classroom learning environment

These changes relate to UVic Indigenous initiatives through the Strategic Plan – People, Place & the Planet:

- Goal 2: Including and supporting diverse and talented students who want to make a difference in communities and have a positive impact on people, places and the planet.
- Goal 3: Addressing systemic barriers to equity and inclusion and progressively integrating our guiding principles throughout all decisions, processes and outcomes, to transform practices within UVic.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and
Community Engagement

10-NOV-25_____
Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – coopad@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Business Minor (BUSX)	Anticipated start date: Sept 2026
Proposal type (new, revise or discontinue program): Revise Program	
Academic unit, department, or school: Gustavson School of Business	
Name, title, and email of contact person: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Dean (or designate) or administrative authority: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Andrea Giles, Executive Director, Co-operative Education Program and Career Services	SCP Proposal
Feedback provided (please add feedback only in this section)	
Thank you for forwarding this proposal to me for consultation. Having read through your attached document, I have no concerns with respect to the Co-op program. The curricular changes (removing accounting courses, creation of introductory courses, etc.) will be welcomed changes for opening up access to more students. As participation in our Co-op program remains an option with your Business Minor, I anticipate that your changes will have little direct impact on Co-op. Please consider this feedback as my confirmation of consultation and of support of your proposal.	

Signature: Andrea Giles

Date: November 14-2025

Senate Committee on Planning Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Business Minor (BUSX)	Anticipated start date: Sept 2026
Proposal type (new, revise or discontinue program): Revise Program	
Academic unit, department, or school: Gustavson School of Business	
Name, title, and email of contact person: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Dean (or designate) or administrative authority: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Consultation date: November 17, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Emily Nickerson, Business & Law Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for sharing the proposal for changes to the Business Minor program. After reviewing the details, I am pleased to confirm that UVic Libraries is well positioned to support these changes with our existing resources. The proposed revisions appear to streamline offerings and increase alignment between the minor and the major, which means the impact on library collections, spaces, and services will be minimal. Specifically: • Library Collections and Licensed Resources: Our current licensed resources already support the Business major and will adequately	

meet the needs of the revised minor. We do not anticipate any new ongoing purchases or substantial budget implications.

- **Librarian Time and Services:**

No significant additional investment of librarian time is expected. Existing research support, workshops, and outreach activities will continue to serve both programs effectively.

- **Library Spaces:**

The changes do not require substantial or ongoing use of library spaces beyond current levels.

In summary, the proposed changes do not present major impacts on library collections, budget, spaces, or staffing. UVic Libraries is well prepared to support the revised program within our current resources and service framework.

A handwritten signature in black ink, appearing to be 'J. H. R.', is written over a light gray rectangular background.

Signature: _____

Date: _____ November 17, 2025 _____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Business Minor (BUSX)	Anticipated start date: Sept 2026
Proposal type (new, revise or discontinue program): Revise Program	
Academic unit, department, or school: Gustavson School of Business	
Name, title, and email of contact person: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Dean (or designate) or administrative authority: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Consultation date: October 30 and December 12, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Chris Willmore, Associate Chair, Economics	E-mail chain including details of the proposal
Feedback provided (please add feedback only in this section)	
All the proposed changes seem sensible for a program of this type. It's clear a lot of thought and learning from past experience has gone into the proposals. In particular, replacing the two accounting courses with a new introductory class, and adding the Finance class, should help achieve the goals of increased accessibility and relevance. Adding COM 100 to the Minor seems reasonable and useful to students, especially given it is a prerequisite for COM 251.	

Signature: _____

Date: _____ December 12, 2025 _____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Business Minor (BUSX)	Anticipated start date: Sept 2026
Proposal type (new, revise or discontinue program): Revise Program	
Academic unit, department, or school: Gustavson School of Business	
Name, title, and email of contact person: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Dean (or designate) or administrative authority: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Consultation date: Dec 16, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
LillAnne Jackson, Associate Dean, Undergraduate Programs, Faculty of Engineering and Computer Science	Email proposal. Offer to meet.
Feedback provided (please add feedback only in this section)	
We encourage Engineering program students to take this minor and a number do. This proposal has been circulated to all programs in ECS. We are supportive of these positive changes that are likely to make the minor more appealing for our students. LJackson	

Signature:  _____

Date: December 16, 2025

Senate Committee on Planning Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: Business Minor (BUSX)	Anticipated start date: Sept 2026
Proposal type (new, revise or discontinue program): Revise Program	
Academic unit, department, or school: Gustavson School of Business	
Name, title, and email of contact person: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Dean (or designate) or administrative authority: Kali Wilson Cseke, wilsonkd@uvic.ca , Director, Undergraduate Programs	
Consultation date:	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)
Wendy Taylor, Registrar Ashley de Moscoso, Associate Registrar Tara Britt, Manager – Scheduling and Assessments Amanda Hawkins, Director – Registrar Information Systems Asia Longphee – Manager, Curriculum and Calendar Janine Mayers, Associate Registrar Zane Robison, Associate Registrar	SCP Proposal
Feedback provided (please add feedback only in this section)	
- On page 2, Section A, the proposal states that one of the proposed changes is to “require COM 100 and COM 120, to allow easy transfer from minor to major, and major to minor in Year 1” The curriculum proposal does not ‘require’ COM120. It is an option that may be selected to satisfy the program requirements	

◦ Complete ~~7.5~~ 1.5 units from:

- ~~COM202 - Financial Accounting+ (1.5)~~
- COM220 - Organizational Behaviour (1.5)
- ~~COM240 - Management Finance (1.5)~~
- ~~COM250 - Fundamentals of Marketing (1.5)~~
- ~~COM317 - Management Accounting+ (1.5)~~
- COM321 - Leading People and Organizations I (1.5)
- COM120 - Introduction to Organizational Behaviour (1.5)

- On page 3, Section B, the proposal states that *“the intention would be to streamline more of our offerings to overlap with some courses for the minor and the major, which would potentially reduce the number of classroom spaces we need during the winter session. We would, however, typically be looking for access to larger lecture halls for our courses like COM 120 and COM 100. Essentially we would need less sections but larger classroom spaces to keep our number of seats the same, but reduce the space requirements.”*

- COM 120 enrolment for all sections is currently 397

SUBJECT	NUMB	SECTION ↑≡	MAX_ENROLL	ACT_ENROLL	ACT_WLS	TERM
COM	120	A01	250	248	11	202601
COM	120	A02	50	50	0	202601
COM	120	A03	50	49	11	202601
COM	120	A04	50	50	2	202601

- COM 100 enrolment for all sections is currently 437

SUBJECT	NUMB	SECTION ↑≡	MAX_ENROLL	ACT_ENROLL	ACT_WLS	TERM
COM	100	A01	250	190	0	202509
COM	100	A02	250	247	0	202509

While reducing sections could potentially be helpful for course scheduling purposes, finding larger rooms will be a challenge. Currently, both sections of COM 100 are scheduled in Cinecenta which only holds 300. The largest classroom on campus only holds 358.

It will be important to consider the constraints of available classroom space on campus in planning to increase seats in lecture sections.

- Page 4, final paragraph, *“120 – 200 students”* – These estimates conflict with the FAST Banner Timetable report, which shows:

202509 COM 100 A01 actual enrolment 190;

202509 COM 100 A02 actual enrolment 247.

Perhaps the capacities were increased after this document was written?

-Page 6, Section J, the first paragraph notes that Psychology requested to *“leave the course cross-listed”* PSYC 334 is mutually exclusive with COM 120/220; they are not cross-listed. This seems to be addressed in the attached emails; however, the proposal should be updated for clarity.

- COM 120 is also missing the parallel MX note:

PSYC334	COM120
PSYC 334 Organizational Psychology	COM 120 Introduction to Organizational Behaviour
Note(s) ⓘ • Credit will be granted for only one of PSYC 334, PSYC 334A, COM 120, COM 220.	Pre Forma ⓘ No
	Changes
	Note(s) ⓘ • Credit will be granted for only one of COM 120, COM 220, COM 321.

- Page 5, Section F, indicates that “COM 120 is being designed as a new course to include decolonization and indigenous perspectives (currently the course is being co-designed with an indigenous faculty member who will also be teaching the content to students). This is a change from our existing COM 220 which does not this content, but we hope to have COM 120 include a broader understanding of “business” including the impacts it has on people, profit, and the planet.”

- To clarify, COM120 is not a new course - it was introduced in 202509. The [proposal](#) for 202609 indicates it is a new course, but it is not.
 - The only change indicated in Kuali is the MX note for 202609.
 - At the time of OREM’s review, no adjustments to the course proposal in Kuali had been added to indicate a shift to include “*decolonization and indigenous perspectives*” or “*a broader understanding of “business” including the impacts it has on people, profit, and the planet.*” This may be a timing issue; however, we wanted to mention it for completeness.

Signature: _____



Date: _____ Jan 15, 2026

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: February 18, 2026

Subject: Proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL)

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL).

The proposed Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings and has been organized for a range of student groups seeking qualification in the teaching of English as a foreign/second/additional language.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Professional Specialization Certificate in Teaching English to Speakers of Other Languages (TESOL), as described in the document "TESOL Professional Specialization Certificate", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law

Tania Muir, Division of Continuing Studies

Kristin Semmens, Faculty of Humanities

Ada Saab, Associate University Secretary

Stuart Snaith, President's nominee

Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

TESOL Professional Specialization Certificate

Submitted by:	Name and title	Email
Dean or designate	Dr. Todd Milford (Dean) Dr. Leslee Francis Pelton (ADUP)	educdean@uvic.ca adup@uvic.ca
Academic unit, department, or school	Curriculum & Instruction	cichair@uvic.ca
Name, title, and email of contact person	Dr. Tim Anderson, Associate Professor (Additional Language Learning), Curriculum & Instruction, Faculty of Education	timanderson@uvic.ca
Anticipated start date of proposed program *Note – the program must not be advertised/offered until all approvals are finalized.		
		September 2026

Please provide dates of all approvals

Required approvals	Date (DD/MM/YY)
Pre-consultation with AVPAP (by contact person and Dean/designate)	22/8/2024 16/12/2024
Departmental/School approval	14/10/2025
Resource requirements approval (by Dean)	05/01/2026
Faculty Curriculum Committee approval	22/10/2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	5/11/2025

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before SCP submission deadline).

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date (DD/MM/YY)	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	08/08/2025	Y (Appendix F)
Co-operative Education and Career Services – Executive Director - Andrea Giles – cooped@uvic.ca	26/09/2025	Y (Appendix G)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	25/09/2025	Y (Appendix H)
External and Internal Consultation (letters of support as per section I)	Various	Y (Appendices C, D & E, I)
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

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

Key terms: TESOL (Teaching English to Speakers of Other Languages); TESL (Teaching English as a Second Language); ELL (English Language Learner(s)); ESL (English as a Second Language); EFL (English as a Foreign Language)

This Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings. This certificate has been organized for a range of student groups seeking qualification in the teaching of English as a foreign/second/additional language, with focus on current/recently graduated elementary or secondary Bachelor of Education (B.Ed), post-degree professional program (PDPP) education students*, and in-service teachers pursuing additional for-credit professional development training. Initially this certificate will be offered in an online synchronous/asynchronous combined format.** There may be future circumstances where the audience or delivery mode will be expanded as appropriate. The program may also aim to be [TESL Canada](#) certified (Professional Standard 1) contingent upon approval.

This program will consist of two course option streams to accommodate learners:

- 1) TESOL Certificate: 6.0 units (150 hours) of classroom instruction
- 2) TESOL Certificate with Practicum: 6.0 units (150 hours) of classroom instruction + 20-hour supervised practicum (offered in partnership with the School of Languages, Linguistics and Cultures).

The four course titles (and practicum) are:

- 1) EDCI 481 - Introduction to TESOL (1.5 units)
- 2) EDCI 482 - Language Foundations for TESOL (1.5 units)
- 3) EDCI 483 - TESOL: Sociocultural Perspectives (1.5 units)
- 4) EDCI 484 - TESOL: Curriculum and Pedagogy (1.5 units)
- 5) LING 476 - Seminar and Practicum in Applied Linguistics (1.5 units) – Optional

*Credit obtained within the TESOL Certificate may be transferable to a regular bachelor's degree program; however, such transferability of credit is always subject to the specific requirements of the degree program and regulations of the Faculty offering that degree program. Students interested in taking this program concurrently with a UVic degree program should contact their academic adviser for their main degree program to obtain permission before submitting an application to the program.

**All TESOL PSC courses will be offered in an online synchronous/asynchronous combined format and/or in-person intensive courses (depending on program demand). For those enrolled in the TESOL Certificate with Practicum option, the practicum will be offered in person only in the greater Victoria area.

Alignment with UVic Institutional Plans & Priorities

Equity-centred culture: Our program, in addition to focusing on core methodologies of English language learning and pedagogical training, incorporates critical perspectives of TESOL, its colonial history, and intersections with Indigenization/decolonization. We have also drawn on Indigenous/ILR focused approaches to additional language learning.

Relationality and belonging: The certificate is anchored in the principles of culturally-responsive teaching and UDL, recognizing the diverse linguistic and cultural backgrounds and identities of both

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

teachers and students in the learning process. These tenets are embedded across the curriculum, both theoretically and pedagogically.

Recruitment and retention: In addition to recruiting students currently outside the UVic community (including practicing K-12 teachers), a central aim is to retain current and recently graduated B.Ed and PDPP students from the Faculty of Education to this certificate program. Based on results from a survey (sent to ~200 current and recently graduated B.Ed/PDPP students), there was strong support for a TESOL Certificate program housed in the Faculty of Education (see Appendix A).

Access and support: Based on these survey results, we have designed the initial offering of the program to meet the needs of our K-12 educators and will offer the program as an online synchronous/asynchronous hybrid course. Further delivery modalities (including an on-campus option) may be offered in the future to meet the needs of students.

Institutional accountability: Over the past year, we have engaged in broad consultation for the TESOL Certificate program to determine:

- How this certificate program might compete with and sit apart from similar programs in the University, on Vancouver Island, and in BC more broadly (see Section C below).
- Areas of potential growth for the program.
- Areas of need for our students, teachers, and local school districts.

We have consulted with: current and recently graduated BEd/PDPP students (Appendix A), local school districts SD 61/62/63 (Appendix C), Continuing Studies (Appendix D), Lisa Surridge, Associate Dean Academic (Humanities) (Appendix E), Co-operative Education and Career Services (Appendix G), Libraries (Appendix H), and the Resource Requirements Approval (by Dean) (Appendix I). As a result of these consultations, specifically with Humanities, we will partner with Linguistics to offer the practicum component of this certificate program and engage in cross-promotion of programs in both units related to the teaching and learning of English as an additional language.

B. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages):

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be developed for the proposed program.

Students enrolling in this program must satisfy the minimum undergraduate admission standards set by the University of Victoria (2.0/9.0). All applicants must demonstrate English language proficiency to attend UVic based on these criteria: <https://www.uvic.ca/undergraduate/admissions/language-requirements/index.php>. There are no pre-requisites required in order to apply for the TESOL PSC.

We have completed development of four new courses for this program (1-4 below; see Appendix B for calendar descriptions; full outlines available on request).

1. EDCI 481 - Introduction to TESOL (1.5 units)
2. EDCI 482 - Language Foundations for TESOL (1.5 units)
3. EDCI 483 - TESOL: Sociocultural Perspectives (1.5 units)
4. EDCI 484 - TESOL: Curriculum and Pedagogy (1.5 units)

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

The TESOL Certificate program integrates teaching and research by engaging students in evidence-based pedagogical practices and encouraging critical inquiry into second/additional language teaching and learning. Students will analyze current research on second language learning, language

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

pedagogy, bi/multilingualism, and various other course topics to apply these findings in lesson planning, classroom simulations, and practicum / future teaching settings. Course assignments also inherently represent opportunities to integrate teaching and research.

- Does the program include opportunities for experiential learning (e.g., practica, co-op, work terms) or other forms of community-engaged or research-enriched learning? If yes, describe the unit's plans to develop and support placement opportunities. Obtain line authority signature for any resource commitments.

Students will have the option to take a supervised 20-hour supervised practicum with local institutions. This practicum will be delivered in partnership with Linguistics (School of Languages, Linguistics and Cultures). Details of this partnership are included below (Section I).

- Does the program design include plans for online delivery? If yes, provide details.

Yes. This program will offer a blended synchronous/asynchronous delivery mode to accommodate our teacher educators. This modality has been chosen based on a survey sent to current (at the time) and recently graduated B.Ed and PDPP students in the Faculty of Education. Results from this survey (~200 people, with 50% response rate) are included in Appendix A. There may be future circumstances where the intended delivery mode will be expanded as appropriate based on demand for the program, including face-to-face on-campus delivery.

C. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity and inclusion (maximum 2 pages)

- How does the proposed program provide opportunities to include Indigenous perspectives and decolonization? Please provide details.

The program provides opportunities to include Indigenous and decolonization perspectives through the following topics and associated course readings:

- Additional language teaching approaches: Language Nests, Mentor-Apprentice Programs (MAP), Teaching Proficiency through Reading and Storytelling (TPRS), and Where Are Your Keys? (WAYK).
- Indigenizing and decolonizing the field of TESOL
- Indigenous dialects of English
- Critical approaches to TESOL: Cultural and linguistic imperialism and the global role of English
- Decolonizing English language curriculum and teaching
- Decolonizing approaches to assessment and grading

- How does the proposed program design provide opportunities for global engagement or international perspectives? Please provide details.

The proposed TESOL certificate program provides multiple opportunities for global engagement and perspectives. The curriculum integrates intercultural communication, global English varieties, and teaching methodologies applicable to both ESL (domestic) and EFL (international) contexts. Students will explore research from a diverse range of international TESOL scholars and are encouraged to critically reflect on the global spread of English and its implications for language teaching and learning. This program, in sum, is deeply intertwined with opportunities for global engagement at all stages. The majority of English language learners in British Columbian schools are immigrant, refugee, and international students, and equipping teachers with the skills and knowledge to better

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

support these students will increase intercultural understanding and belonging. This certificate program will also provide qualifications for Canadian-based teachers to teach abroad by meeting the 120-hour threshold of required TESOL certification (in addition to an undergraduate degree) for many countries.

- How does the proposed program promote justice, equity, diversity, and inclusion? Please provide details.

The TESOL Certificate program promotes justice, equity, diversity, and inclusion by embedding culturally responsive pedagogy, anti-oppressive education, and critical approaches to language learning throughout the curriculum. Coursework addresses systemic inequities in language education, such as linguistic discrimination, racialized language ideologies, and the marginalization of multilingual learners and teachers. Students will learn to recognize and counteract bias through inclusive lesson planning, equitable assessment practices, and learner-centered classroom strategies. The program emphasizes teaching that affirms students' diverse language and cultural identities and prepares candidates to advocate for socially-just language policies in both local and global contexts. Opportunities for reflection and engagement with Indigenous and global perspectives will further strengthen students' capacity to create inclusive, respectful, and responsive learning environments.

- How does the proposed program incorporate accessible and inclusive pedagogical design, including assessment? Please share specific examples.

Drawing on UDL principles, we utilize multiple means of representation, expression, and engagement to support diverse learners across the four courses for this certificate program. The course materials are comprised of a variety of sources, including BC Curriculum documents, academic articles, book chapters and books, videos, website materials from professional organizations, and other government documents. Assignments blend between traditional academic papers to podcast creation, lesson plan development, written feedback tasks, reading responses, and critical analyses of TESOL resources. Course readings and other multimodal texts incorporate diverse cultural perspectives.

D. Describe the learning outcomes of the proposed program.

Students in the TESOL Certificate Program will have the opportunity to achieve the following learning outcomes:

- Demonstrate foundational knowledge of second language acquisition (SLA) theories and how they inform TESOL practices.
- Analyze the structure of English through key language systems.
- Design and deliver effective language lessons grounded in communicative and learner-centered pedagogical approaches.
- Adapt instructional approaches for learners from diverse language, cultural, and educational backgrounds.
- Select and evaluate materials and resources for teaching English in a variety of contexts, including ESL (English as a Second Language), EFL (English as a Foreign Language), and content-based teaching and learning environments (standard in most Canadian K-12 schools).
- Implement assessment strategies that are valid, reliable, and appropriate for evaluating English language learners' proficiency and progress.
- Demonstrate classroom management strategies that foster inclusive, respectful, and equitable learning environments.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

- Apply principles of intercultural communication to build rapport with learners and facilitate culturally responsive teaching and inclusive, supportive classrooms.

These outcomes will be achieved through: a combination of live/recorded lectures, small- and whole-group discussion, analysis of course readings, and individual practical application and research exploration. Students will engage in critical readings, lesson/activity planning, and reflective and creative course assignments that connect second language acquisition theory, language systems, inclusive pedagogy, and intercultural communication to build effective TESOL practice.

The proposed program is designed to provide current and aspiring teachers with knowledge of how to work effectively with English language learners in diverse settings through the following core areas of focus:

- **Course 1** provides an in-depth overview of English Language Learner characteristics, a comprehensive history of English language teaching, and an introduction to current approaches in teaching reading, writing, listening, and speaking, including integrating language and content instruction.
- **Course 2** introduces key areas of language structures relevant to the teaching of English as an additional language.
- **Course 3** provides an in-depth exploration of sociocultural topics in English language teaching, including cultural and linguistic diversity, inclusive classroom practices, teacher/learner identities, English as a global language, individual learner differences, translanguaging/codeswitching, social justice in language education, critical approaches to TESOL, and Indigenizing and decolonizing TESOL.
- **Course 4** presents a variety of culturally responsive and inclusive pedagogical concepts and strategies, as well as practical techniques for planning and implementation of curriculum, activities, assessments, and written/oral feedback in English-language teaching contexts.

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

Students enrolling in this program must satisfy the minimum undergraduate admission standards set by the University of Victoria (2.0/9.0). All applicants must demonstrate English language proficiency to attend UVic based on these criteria: <https://www.uvic.ca/undergraduate/admissions/language-requirements/index.php>

F. How is the proposed certificate or diploma aligned with, or is distinct from other related programs at UVic and other BC post-secondary institutions?

Below lists comparables. Only degree awarding institutions with active programs are included.

UVic:

1) Linguistics: *Diploma in Applied Linguistics* (1-year, 15-unit, 20 hour required practicum, on-campus)

2) Continuing Studies (CS):

- A 3-month micro-credential titled: *Teaching English as a Foreign Language*
- An 8-month micro-credential titled: *Teaching English Language Learning*

(Both CS programs are not-for-credit and do not count towards a [TQS](#) salary category upgrade for pre-service and in-service teachers in British Columbia.)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

British Columbia:

- 1) TRU: *Teaching English to Speakers of Other Languages Program* (4 courses + practicum; on-campus only)
- 2) UNBC: *Teaching English to Speakers of Other Languages Program* (2 courses; online)
- 3) UBC-V: *TESL Certificate* (4 courses + practicum option; on-campus only)
- 4) UBC-O: *Teaching English and Additional Languages Certificate* (3 courses [online] + required on-campus practicum)
- 5) SFU: *Teaching ESL Linguistics* (6 courses + required practicum; on-campus only)
- 6) Queens: *British Columbia Post-Graduate Certificate: English Language Learners* (4 core courses + 1 elective; online; cost: \$3,725.00)

The two closest existing programs to the current proposed TESOL Certificate program are (1) UBC-O *Teaching English and Additional Languages Certificate*; and, (2) Queen's University *British Columbia Post-Graduate Certificate: English Language Learners*. However, there are some key differences with our proposal. UBC-O's program offers only three content courses which are available via online delivery but the mandatory practicum requires students to be on-campus. Queen's certificate is a required five courses, does not offer a practicum. The certificate program proposed here differs from UVic comparable programs as well. The *Applied Linguistics Diploma* offered by Linguistics does not focus specifically on English-language teaching and learning and is more extensive and would be an unlikely option for teachers and teacher candidates looking for TESOL certification and TQS upgrades. The Continuing Studies microcredentials are not for credit and do not count towards TQS upgrades.

G. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

Based on results from the survey (Appendix A), we are anticipating strong demand for this program. As noted, the survey was sent to approximately 200 current and recently graduated B.Ed and PDPP students from the Department of Curriculum & Instruction with 101 responses. Of those 101 respondents, 98 answered "Yes" to the question: "Would you be interested in taking a for-credit 6.0-unit TESOL Certificate Program?" With a 30% follow through, our goal is to enroll approximately 25-30 students for the program's first iteration. However, this estimate does not include more recent graduates from our programs, current B.ED and PDPP students, or current in-service teachers in local districts. Based on the strong support from school districts 61, 62, and 63, with total teacher populations of approximately 3000, 400, and 860 respectively (personal communication, SD 61, 62, 63 offices, September 25/26, 2025), actual enrolments will likely exceed these estimates. Our intended start date will be September 2026, depending on full approval.

H. What is the evidence of demand for the proposed program, including labour market indicators?

The following describes two related labour market conditions that this program addresses: (1) K-12 ELLs in BC; (2) K-12 teachers in BC. These have been selected since K-12 teachers' training and obtained credentials positively benefit both their employment and salary trajectories (BCTF, N.D.), including supplemental ELL training. TESOL certificates also allow both trained teachers and other degree holding students in Canada to teach English as an additional language in alternative school settings, both within the country and abroad. Finally, K-12 international, immigrant, refugee, and domestically-born ELL students strongly benefit from proper support from teachers trained to work with culturally and linguistically diverse student populations (Damaschke-Deitrick et al., 2023; Soberon, 2022).

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

- 1) **K-12 ELLs in BC:** 76,091 BC based students were given designated ELL status in 2022-2023 (BC Ministry of Education, 2023). Students in BC receive a maximum 5 years of ELL status and funding (Ministry of Education and Child Care, n.d.). However, the number of students with English-language needs exceeds this official number since it is well documented that ELL students take 5-7 years (on average) to achieve grade-level norms in written and oral academic language proficiency (Cummins, 2017). ELLs require targeted academic and language support from trained teachers to ensure their academic success (Kim & García, 2014), which has long term impacts on their access to postsecondary opportunities and integration into labour markets (Halle et al., 2012). Put simply, ELL students need better support in the province to ensure their short- and long-term success in school, work, and life.
- 2) **K-12 teachers in BC:** According to the [British Columbia Labour Market Outlook \(2024 Edition\)](#), “Over the next decade, five industries will generate more than half (56 percent) of the job openings in British Columbia” of which educational services is one, with 79,800 estimated job openings; between 2024 and 2034, there will be 7,820 job openings for secondary teachers and 14,090 for elementary school and kindergarten teachers in the province. Specialized training and professional development have been shown to increase teacher self-efficacy (Zhou, Shu, Xu, & Padrón, 2023), reduce teacher turnover rates (Nguyen & Redding, 2018), improve pedagogical and content knowledge (Fulton & Britton, 2011), and improve student outcomes (Ventista & Brown, 2023). Specializations and advanced training from degree awarding institutions also enable credential-based placement on higher salary grids for teachers in British Columbia (BCTF, N.D.).

To conclude: there are and will be employment opportunities for teachers across the province, and both teachers and students benefit from advanced professional development opportunities like this TESOL certificate program.

Demand for TESOL Certificate program:

We have consulted with the following to determine demand for this TESOL Certificate program.

First, we surveyed approximately 200 current and recently graduated UVic B.Ed and PDPP students in April 2025 (with a 50% response rate; see Appendix A for full results). 97% responded “YES” to the question “Would you be interested in taking a for-credit 6.0-unit TESOL Certificate Program?” indicating strong support for this proposed program among our local Faculty of Education graduates.

Second, we have engaged in consultations with local school districts (SD 61, 62, & 63) to determine interest, alignment, and to elicit feedback for the proposed program. All three responded with strong support (see Appendix C for letters of support).

I. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix). Describe how you incorporated feedback in the program proposal.

Two related programs at UVic were consulted. See Section C for description of these programs.

- 1) **Department of Continuing Studies:** On June 26, 2025, the acting Chair of C&I (Ralf St. Clair) contacted Jo-Anne Clarke (Dean, DCS) explaining the program in more detail. See Appendix D for the initial response/request and follow up email, both which express support for the proposed TESOL Certificate program.
- 2) **Linguistics (School of Languages, Linguistics and Cultures):** A representative from Linguistics (Li-Shih Huang) was contacted in January 2025 for an initial consultation. On January 27, 2025, the acting Chair of C&I (Ralf St. Clair), Leslee Francis Pelton (ADUP), and Tim Anderson (TESOL Certificate Program lead) met with Dr. Huang to discuss the TESOL Certificate Program. This initial consultation was productive with both sides presenting their

perspectives. On June 26, 2025, the acting Chair of C&I (Ralf St. Clair) contacted Annalee Lepp (Dean of Humanities) explaining the program in more detail. On August 8th, Lisa Surridge (HUM Associate Dean Academic, on behalf of Linguistics) met with Todd Milford (ED Dean), and Tim Anderson to discuss the certificate. We have subsequently maintained communication with HUM and LING and modified the proposal, course titles, and calendar entries as needed. A collaboration between the two units (C&I and LING) was agreed upon where LING would provide the practicum course for the TESOL Certificate students (currently offered as LING 476: Seminar and Practicum in Applied Linguistics). It was also agreed that we could potentially accept LING 374 to be used as credit for EDCI 481 as part of the TESOL Certificate. This collaboration between both units provides a constructive path forward for both the Applied Linguistics Diploma and the TESOL Certificate - as well as for C&I and Linguistics more generally.

In addition, below describes differences between these two programs and why we feel the *Diploma in Applied Linguistics* (DAL) will not be impacted by the proposed TESOL Professional Specialization Certificate (TPSC), and why the *Diploma in Applied Linguistics* is not optimally suited for pre- and in-service teachers:

- a) The DAL is a 1-year full-time program; The TPSC is four courses offered with greater flexibility to suit the needs of full-time working teachers.
- b) The DAL is an on-campus program; The TPSC is online.
- c) The DAL does not focus specifically on the teaching of English as an additional language; The TPSC does.
- d) The DAL has a mandatory practicum; The TPSC offers an optional practicum experience to accommodate our teacher educators (who already have extensive practicum experiences and/or extensive teaching histories as in-service teachers).
- e) The DAL exceeds what countries require to teach English as a Foreign Language abroad; The TPSC is aligned with the 120-hour TESOL certification requirements typically needed to teach in many countries.

In sum, the DAL is an unlikely option for most pre- and in-service teachers who need additional training to obtain ELL designations in local school districts (typically 1-2 courses), or for those seeking TESOL Certification to teach abroad (typically 120 hours). The TPSC addresses these concerns for our teacher educators in K-12 schools in the province: it is focused specifically on ELL issues, it is more flexible in its delivery mode to accommodate full-time teachers, and it is less expensive compared to a full-time year-long program.

References

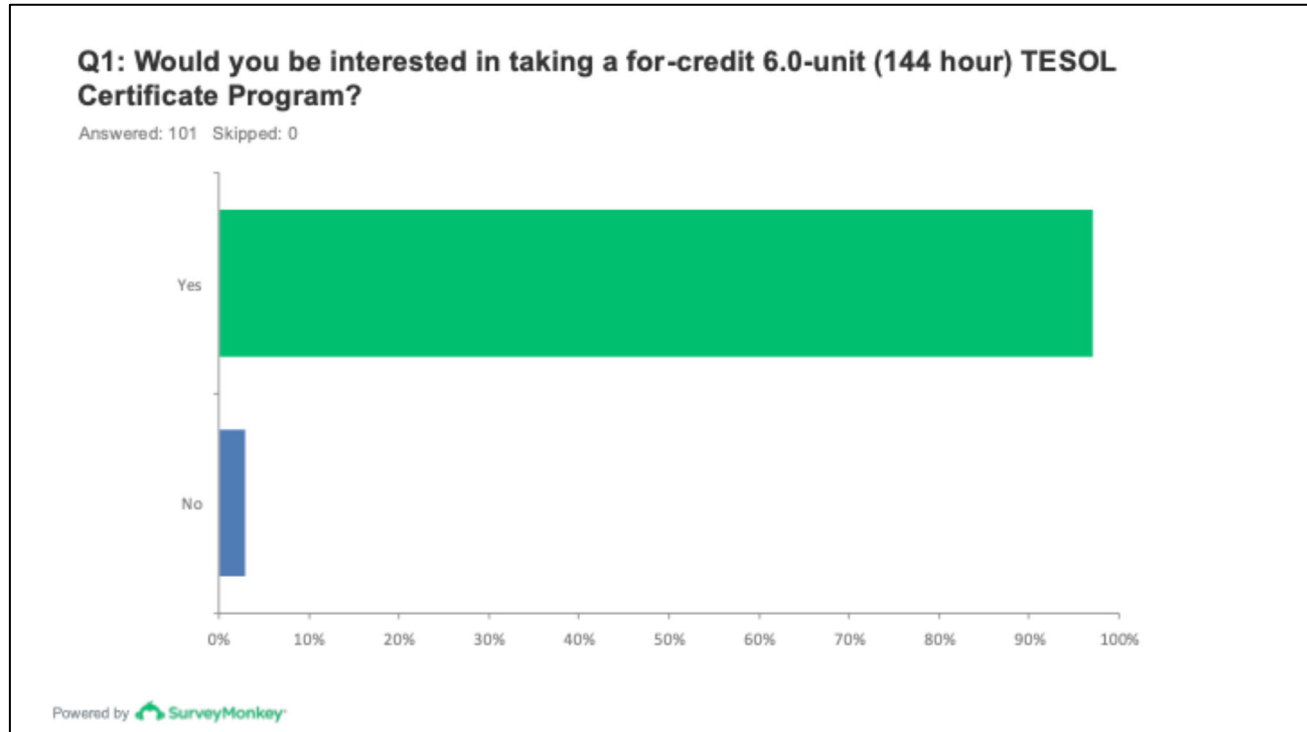
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Appendices

Appendix A: TESOL Certificate Program Survey

101 Total Responses

Date Created: Thursday April 10, 2025



Q1: Would you be interested in taking a for-credit 6.0-unit (144 hour) TESOL Certificate Program?

Answered: 101 Skipped: 0

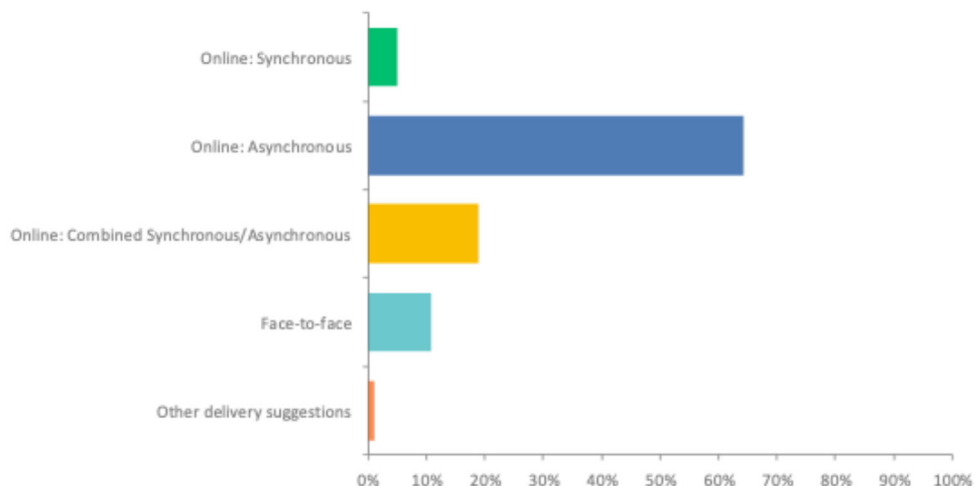
ANSWER CHOICES	RESPONSES	
Yes	97.03%	98
No	2.97%	3
TOTAL		101

Powered by SurveyMonkey

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Q2: How would you prefer the certificate program be delivered?

Answered: 101 Skipped: 0



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Q2: How would you prefer the certificate program be delivered?

Answered: 101 Skipped: 0

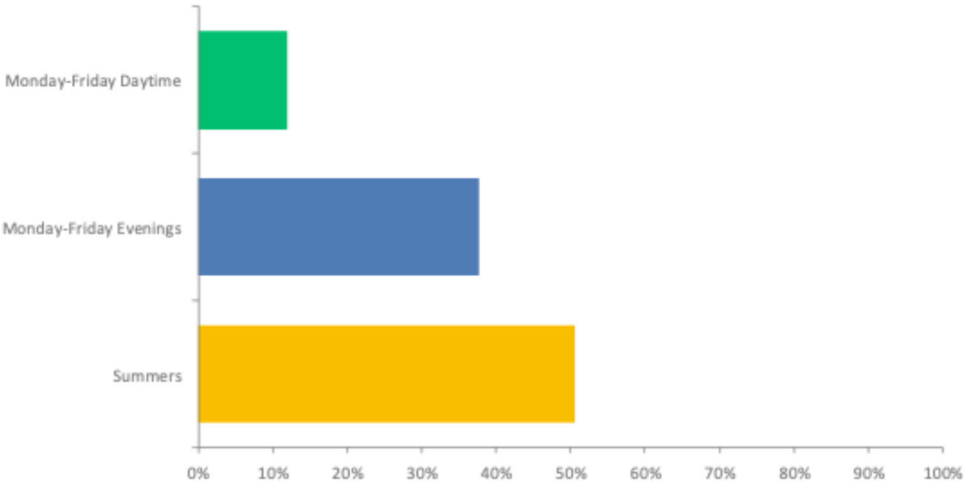
ANSWER CHOICES	RESPONSES	
Online: Synchronous	4.95%	5
Online: Asynchronous	64.36%	65
Online: Combined Synchronous/Asynchronous	18.81%	19
Face-to-face	10.89%	11
Other delivery suggestions	0.99%	1
TOTAL		101

Powered by SurveyMonkey

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Q3: When would you prefer the certificate program be offered?

Answered: 101 Skipped: 0



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Q3: When would you prefer the certificate program be offered?

Answered: 101 Skipped: 0

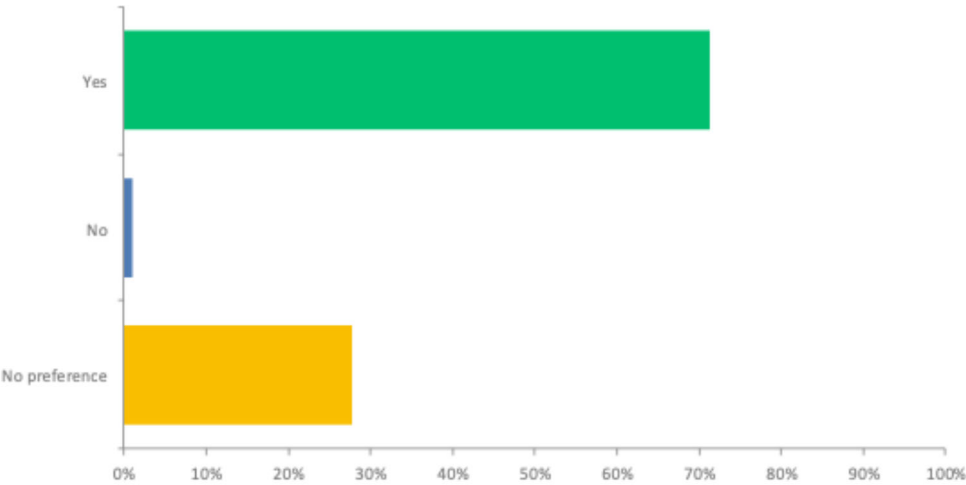
ANSWER CHOICES	RESPONSES	
Monday-Friday Daytime	11.88%	12
Monday-Friday Evenings	37.62%	38
Summers	50.50%	51
TOTAL		101

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**Q4: Would you prefer this certificate program to be “TESL Canada” approved?
(TESL Canada Professional Certification is often required to teach in adult
ESL/EAL contexts in Canada, including the LINC program.)**

Answered: 101 Skipped: 0



Powered by SurveyMonkey

**Q4: Would you prefer this certificate program to be “TESL Canada” approved?
(TESL Canada Professional Certification is often required to teach in adult
ESL/EAL contexts in Canada, including the LINC program.)**

Answered: 101 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	71.29%	72
No	0.99%	1
No preference	27.72%	28
TOTAL		101

Powered by SurveyMonkey

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Appendix B: Draft Calendar Descriptions

Course 1:

EDCI 481: Introduction to TESOL (1.5 units)

Offers an in-depth overview of ELL characteristics, a comprehensive history of English language teaching, and an introduction to current approaches in teaching reading, writing, listening, and speaking, including integrating language and content instruction. Encourages current and future teachers to apply these approaches across various age levels, educational backgrounds, and cultural settings, and to use UDL principles to consider differentiated, equitable options for meeting learning outcomes.

Course 2:

EDCI 482: Language Foundations for TESOL (1.5 units)

Introduces key areas of language structures relevant to the teaching of English as an additional language, with a focus on K-12 teaching and learning settings. Emphasizes the (meta)language teachers need to provide accurate input and feedback on pronunciation, vocabulary, grammar, and how meaning is made in context. Examination of how these language structures function in real-world communication and how to apply this knowledge in planning effective language instruction is explored.

Course 3:

EDCI 483: TESOL: Sociocultural Perspectives (1.5 units)

Provides an in-depth exploration of sociocultural topics in English language teaching, including cultural and linguistic diversity, inclusive classroom practices, teacher/learner identities, English as a global language, individual learner differences, translanguaging/codeswitching, social justice in language education, critical approaches to TESOL, and Indigenizing and decolonizing TESOL. Through course readings, reflective assignments, and practical applications, provide the skills to create equitable and responsive learning environments for culturally and linguistically diverse English language learners.

Course 4:

EDCI 484: TESOL: Curriculum and Pedagogy (1.5 units)

Introduces culturally responsive and inclusive pedagogical concepts and strategies, as well as practical techniques for planning and implementation of curriculum, activities, assessment, and feedback in English-language teaching contexts. Provide techniques for designing and facilitating individual and group work, present effective oral and written feedback, and how to work within common teaching and learning settings. Current issues and implications related to digital literacies and technologies will also be explored.

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Appendix C: Letters of Support

The Greater Victoria School District No. 61



GREATER VICTORIA SCHOOL DISTRICT

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 475-4157 FAX (250) 475-4180

August 22, 2025

Dr. Tim Anderson
Department of Curriculum and Instruction
Faculty of Education
University of Victoria

Dear Dr. Anderson,

On behalf of the Greater Victoria School District, I am pleased to offer our support for the proposed TESOL Certificate Program being developed by the University of Victoria's Faculty of Education.

As a district, we are committed to ensuring that our Multilingual Learners (MLL) receive high-quality instruction that reflects both current research and best practice. We are in the process of expanding our own district requirements for MLL teacher qualifications from two courses to a diploma, and the proposed UVic certificate program aligns closely with this direction.

We believe this program will not only provide valuable professional learning opportunities for teachers currently working in our district but also help prepare new graduates with the skills and expertise necessary to support our growing population of multilingual learners. The inclusion of practicum and TESOL certification options is particularly valuable, as it combines theoretical knowledge with practical classroom experience.

We look forward to seeing this program come to fruition and anticipate strong interest from educators in our district. Thank you for your leadership in advancing this important initiative.

Sincerely,

David Hovis
Director of Instruction
Greater Victoria School District

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Sooke School District No. 62



Sooke School District
3143 Jacklin Road, Victoria, BC V9B 5R1
(250) 474-9800
www.sd62.bc.ca

September 2025

To: Tim Anderson, Associate Professor

Subject: Letter of Support for TESOL Certificate Program

I am writing in support of the proposed TESOL Certificate Program being developed by the Faculty of Education at the University of Victoria, which is designed to offer a four-course (144-hour) curriculum, with an optional 20-hour practicum. This initiative represents a valuable and needed addition to the field of English language teaching and professional development.

The structure of the program demonstrates both academic rigor and practical relevance, aligning well with current standards and practices in TESOL education. I am pleased to see the inclusion of important topics such as English as an International Language, English as a Lingua Franca, World Englishes, Indigenous English dialects, and Students' right to their own language. These areas are essential in today's classrooms and are often underrepresented in TESOL programs.

I look forward to seeing this program grow and commend the team at the University of Victoria for their commitment, thoughtful planning, and clear vision in developing this program.

Sincerely,

Marlys Denny

Marlys Denny

District Vice-Principal Inclusive Education Services
Sooke School District (62)

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Saanich School District No. 63



September 15, 2025

To Whom it May Concern:

My name is Henrietta Langran DesBrisay. I am the English Language Learning (ELL) Coordinator for Saanich School District (SD63). I am writing this letter in support of Dr Tim Anderson's proposal for a 144 hour for-credit TESOL Certificate program and optional practicum to be offered by the Faculty of Education at the University of Victoria.

University approval of this certificate would be welcome to our school district. At present, Saanich accepts a range of qualifications for teaching ELLs as no single certificate is the appropriate number of hours or has the content breadth and depth the district would like. The duration of this proposed certificate, as well as the comprehensive content of its course structure, would be responsive to the present needs of our teachers and our students. In short, teachers graduating with this certificate would be well-equipped to support ELL students, their families, and our school elementary, middle and high school staffs.

With regard to the optional practicum, Saanich's District ELL team would welcome mentoring Certificate teachers interested in a short-term practicum in the public school system. This is something we have done in the past with students studying at Queen's University.

I look forward to learning the outcome of the University's decision. I hope it is favourable.

Yours sincerely,

A handwritten signature in black ink, appearing to read "A Langran DesBrisay", with a stylized flourish at the end.

Henrietta Langran DesBrisay
ELL Coordinator, Saanich School District
hlangrandesbrisay@saanichschools.ca

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Appendix D: Communication with Continuing Studies (Email)

Initial email:

Ralf St. Clair – Chair EDCD

To: ○ Jo-Anne Clarke - Dean, DCS

Cc: ○ Tim Anderson; ○ Christie McAlister

Hi Jo-Anne,

Hope this finds you well on this November day!

Our department is in the advanced planning stages of a TESOL (Teaching English to Speakers of other Language) Certificate Program that will be offered through Curriculum & Instruction. This 6.0 unit program has been organized with broad appeal for a wide range of students seeking qualification in the teaching of English as an additional language, including elementary or secondary Bachelor of Education (B.Ed) and post-degree professional program (PDPP) students, and current in-service teachers pursuing additional for-credit professional development training to support their culturally and linguistically diverse students. The program will be offered in a hybrid synchronous/asynchronous format and will count towards a TQS (Teacher Qualification Services) salary category upgrade.

As part of our consultation process, the following outlines how this certificate program will differ from other programs at the University, one in Linguistics and two in Continuing Studies.

Linguistics currently offers a 1-year (15 unit) Diploma in Applied Linguistics.

Continuing Studies currently offers two TESOL-related programs:

- 1) A 3-month micro-credential titled: *Teaching English as a Foreign Language*. This program is non-credited and targeted towards teaching English in overseas contexts.
- 2) An 8-month micro-credential titled: *Teaching English Language Learning*. Although this program is marketed as being "designed for K-12 teachers in British Columbia who are interested in teaching in English language learning classrooms," because it is not-for-credit, it does not count towards a TQS salary category upgrade for pre-service or in-service teachers.

Our proposed **TESOL certificate** program therefore fills a much needed gap for our teacher educators. It's flexible (offering a hybrid online model), achievable for working professionals (6.0 units), and credited (allowing teachers to count the credits towards salary upgrades).

We'd appreciate your thoughts on this certifying program. Please direct any questions you may have directly to Dr. Tim Anderson (timanderson@uvic.ca) and he will be happy to address any concerns. And, of course, I will be happy to offer any help I can.

If you could get back to us by Monday 14th July we'd appreciate it very much.

All the best,

Ralf
Acting Chair EDCD

Response 1:

Hi Ralf

Nice to hear from you. Hope all is well. I recall earlier conversations about this and don't believe there was too much concern from our end about conflicts with what we offer.

Just looping in Seppy Masoodi who is our director of the English Language Centre as she knows best.

Do you have a draft proposal you can send for review?

Thanks
Jo-Anne

Get [Outlook for iOS](#)

Response 2:

Thanks for this proposal Tim. Seppy and I have reviewed it so I offer this feedback from both of us.

The proposal is quite high level and, overall, the idea sounds good. As Ralf notes, our TEOSL program is designed to prepare teachers who want to teach overseas and not for teachers who are teaching new immigrants in BC schools. As the target learners are BC pre and in-service teachers it makes sense for this to be a credit certificate delivered through Faculty of Education. Positioning it so teachers will receive a TQS salary upgrade is important. Offering non-practicum and a practicum options accommodates a wider audience.

You have some good immigration stats to support your proposal, however, the proposal would benefit from more information about the target audience, demand, marketing plans, - a competitive analysis looking at programs outside of UVic as well. As you are in the more advanced planning phase you may already have this.

Good luck with the program,

Best regards
Jo-Anne

Jo-Anne Clarke, PhD, MA, MCE
Dean

Office of the Dean
Division of Continuing Studies, University of Victoria
Tel 250-721-8456
Email uvicdean@uvic.ca
Web continuingstudies.uvic.ca

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Appendix E: Communication with Humanities (Email)

To: ☉ Tim Anderson

Mon 9/29/2025 9:44 AM

Cc: ○ adup; ○ School of Languages, Linguistics and Cultures; ○ deanhum

Dear Tim:

I have consulted with the Applied Ling team and the SLLC chair. We are happy to support this proposal and have the following comments:

Practicum course: Applied LING can easily accommodate up to 5 Education students in the practicum course (LING 476), so we don't foresee any problems with supporting this number in the practicum. Indeed, having additional students would help the course run more frequently and efficiently. If at any point, we end up with more practicum students than that from Education (which I understand to be unlikely), we may need to return and discuss costs.

Cross-listing: Thank you for your explanation. We understand that this is not viable given your plans for a streamlined certificate.

Timetabling: The SLLC staff will contact you to make sure that LING 476 is timetabled so that it does not conflict with key courses in the proposed certificate.

Thank you for this extensive consultation; we wish you well with this proposed credential.

Lisa

Dr. Lisa Surridge (shelher)
Associate Dean Academic

Faculty of Humanities
University of Victoria
250-721-7246
hum sada@uvic.ca | Cle A 415

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Appendix F: IACE Consultation Form

Office of Indigenous Academic and Community Engagement (IACE) Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: EDCI

Name of Program: TESOL [Teaching English to Speakers of Other Languages] Certificate

Credential Level:

☒ Diploma/Certificate ☐ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☒ New Program ☐ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This certificate program will provide a foundation for the Teaching of English to Speakers of Other Languages (TESOL), with focus on child, adolescent, and adult contexts. This certificate has been organized with broad appeal for a wide range of student groups seeking qualification in the teaching of English as a foreign/second/additional language, including current elementary or secondary Bachelor of Education (B.Ed) and post-degree professional program (PDPP) students, and in-service teachers pursuing additional for-credit professional development training to support their culturally and linguistically diverse students. Initially this certificate will be limited to pre- and in-service teachers and offered in an online combined synchronous/asynchronous format. There may be future circumstances where the intended audience or delivery mode will be expanded as appropriate.

This program consists of four core courses (6.0 units; 144 hours) with an optional 20-hour supervised practicum. The four course titles are:

1. Teaching English to Speakers of Other Languages: Introduction (1.5 units)
2. Linguistics for TESOL (1.5 units)

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STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

3. Teaching English to Speakers of Other Languages: Social and Cultural Perspectives (1.5 units)
4. Curriculum Design, Assessment, and Pedagogy in TESOL (1.5 units)
5. Supervised Practicum (1.5 units) – Optional

Rationale for the proposal (approximately 200 words)

Canada has a long history of welcoming newcomer refugees, landed immigrants, and international students, with recent record increases (Government of Canada, 2023). In 2021, over 8.3 million people (23% of the total population) were or had been landed immigrants, refugees, or permanent residents in the country, the largest number in 150 years and the leading country amongst G7 members (Statistics Canada, 2022). Canada is currently listed 5th among OECD countries in permanent immigration inflows (OECD, n.d.). 11% of all school-age children in Canada are immigrants, with even greater numbers in British Columbia (13% total, 76,091 who were classified as ELLs in 2022-2023) (BC Ministry of Education, 2023; Statistics Canada, 2019). Around three quarters of all immigrants in Canada speak a mother tongue other than English or French (Statistics Canada, 2017). Although recent changes in Canada's immigration and international student policies will result in declining numbers over the next few years, these are predicted to be short term, with growth resuming by 2027 (Government of Canada, 2024). This is the right time to increase our capacity in the training of future educators to support immigrant, refugee, international, and all other ELL students, both domestic and abroad, and to maintain our competitiveness as a leading university in the country by offering a diverse selection of programs.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

N/A

For new programs, how many Indigenous students do you envision enrolling?

This program will be open to all students who meet enrolment criteria.

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Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No

Please provide details (approximately 100 words)

No specific population will be targeted aside from pre- and in-service teachers.

- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No

Please provide details (approximately 100 words)

Not specifically outside of pre- and in-service teachers.

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No

Please provide details (approximately 100 words)

No additional faculty will be hired for this position.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No

Please provide details (approximately 100 words)

The program provides opportunities to include Indigenous perspectives and decolonization work through the following topics:

- Additional language teaching approaches: Language Nests, Mentor-Apprentice Programs (MAP), Teaching Proficiency through Reading and Storytelling (TPRS), and Where Are Your Keys? (WAYK).
- Indigenizing and decolonizing the field of TESOL
- Critical approaches to TESOL: Cultural and linguistic imperialism and the global role of English

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No

Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Equity-centred culture: Our program, in addition to focusing on core methodologies of English language learning and pedagogical training, incorporates critical perspectives of TESOL, its colonial history, and intersections with Indigenization/decolonization. We have also drawn on Indigenous/ILR focused approaches to language learning.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Relationality and belonging: The certificate is anchored in the principles of culturally-responsive teaching and UDL, recognizing the diverse linguistic and cultural backgrounds and identities of both teachers and students in the learning process.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



31-Jul-25

Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered "Yes" to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Appendix G: Co-operative Education and Career Services Consultation (Email)

Date: Friday, September 26, 2025 at 12:15 PM
To: "Leslee G. Francis Pelton" <lfrancis@uvic.ca>
Subject: RE: Consultation on new proposed certificate in TESOL

Hello Leslie,

Thanks for reaching out! Your proposed new undergraduate TESOL Certificate Program appears to have no impact on the Co-op program – therefore, no concerns with respect to my unit. This for-credit certificate program seems well-placed in today's post-secondary environment and your student interest survey gave very strong support for this new initiative.

Please consider this email as my letter of confirmation of consultation and of support of your exciting new program.

Regards,

Andrea



Andrea Giles, M.A.
Executive Director
Co-operative Education Program and Career Services

[University of Victoria](http://UniversityofVictoria)
Jamie Cassels Centre (JCC), Room B271n
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

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STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Appendix H: Libraries Consultation (Email)

From: Pia Russell <prussell@uvic.ca>
Date: Thursday, September 25, 2025 at 1:27 PM
To: adup <adup@uvic.ca>
Subject: RE: Consultation for new proposed certificate in TESOL

Hi Leslie,

Just took a more thorough look through the proposal—I see no negative library implications.

Looks like a great program (TESOL certainly is a growth area). The library's existing collection is robust enough to support this new offering.

If you would like a signed, PDF letter with my signature, let me know. Otherwise, perhaps this email will suffice, often it does.

Best,
Pia

From: adup <adup@uvic.ca>
Sent: Tuesday, September 23, 2025 4:03 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Cc: Pia Russell <prussell@uvic.ca>
Subject: Consultation for new proposed certificate in TESOL

Hi Jonathan and Pia,

I am reaching out to you to consult on a new proposed certificate in TESOL to be offered in the Department of curriculum and Instruction in the Faculty of Education. This new certificate is targeted for our current and recent graduates in our Teacher Education programs as well as practicing teachers in the field who are hoping to upgrade their qualifications to enable them to work in the area of English Language Learning in the schools.

Please feel free to contact me if you have any questions about the proposal.

Thank you,

Leslee

UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Appendix I: Resource Requirements Approval (Email)

TESOL Certificate (Resource Requirements Approval)

Summarize

T

Todd Milford - Dean of Education

To: @ Tim Anderson

Mon 1/5/2026 4:53 PM

Tim

Please accept this email as my approval for this submission.

Todd (Acting Dean Education)

...

Thank you for your approval.

Thank you!

Thank you for your confirmation.

Reply

Forward

SENATE



SENATE COMMITTEE ON PLANNING

To: Senate
From: Senate Committee on Planning
Date: February 18, 2026
Subject: Proposed changes to the Master of Engineering – Biomedical Systems program

At its meeting on February 4, 2026, the Senate Committee on Planning considered the proposed changes to the Master of Engineering – Biomedical Systems program.

The Faculty of Engineering and Computer Science is proposing the following changes to allow students sufficient depth of study:

- Creating concentrations to integrate focused areas of learning,
- Adding professional development courses,
- Strengthening industry and community alignment,
- Maintaining flexibility through electives.

While the overall program load for students remains approximately the same as in the current program, the proposed updates ensure a balance of depth and breadth, better preparing students for impactful careers in biomedical engineering.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the Master of Engineering – Biomedical Systems program, as described in the document “Master of Engineering – Biomedical Systems: Program Change”.

Respectfully submitted,

2025/2026 Senate Committee on Planning

Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs

Shailoo Bedi, Vice-President Academic & Provost designate

Alexandre Brolo, Faculty of Science

Griffin Foster, UVSS Representative

Andrea Giles, Executive Director, Co-op. Education & Career Services

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health

Cole Kennedy, Student Senator

Breanna Lawrence, Faculty of Education

Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law



Tania Muir, Division of Continuing Studies
Kristin Semmens, Faculty of Humanities
Ada Saab, Associate University Secretary
Stuart Snaith, President's nominee
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost



UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Engineering – Biomedical Systems: Program Change

Submitted by:	Name and Title:	Email:
Dean or designate	Jens Weber, Associate Dean Professional Programs and Development	jens@uvic.ca
Academic unit, department, or school	Department of Mechanical Engineering	mech.chair@uvic.ca
Name, title, and email of contact person	Michelle Braun, Program Coordinator, Professional Programs	michellebraun@uvic.ca
Anticipated start date of proposed program		
*Note – the program must not be advertised/offered until all approvals are finalized.		September 2026

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	May 13, 2025
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	May 8, 2025
Departmental/School approval	Mech Dept Council approval -Oct 8, 2025
Resource requirements approval (by Dean)	Sept 18, 2025
Faculty Curriculum Committee approval	Approved Oct 23, 2025
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Oct 14, 2025 – Program Change Approved Nov 4, 2025 – Curriculum (Kuali) Approval
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	January 2026

CONSULTATIONS (*complete a consultation form for each consultation and submit with proposal)

Office of the Registrar and Enrolment Management – wtaylor@uvic.ca (OREM consultation must be initiated as soon as the academic unit has a draft proposal and at least 8 weeks before GEC submission deadline).

Consultations must be initiated at least 6 weeks before GEC submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	Date	Consultation Documentation Attached (Y/N)
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Jan 6, 2026	Yes
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Oct 2025	Yes
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A*	N/A*
External and Internal Consultation (letters of support as per section I)	Oct 2025	Yes
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

The current MEng in Biomedical Systems (BISY) is a program with a broad structure. While this breadth provides exposure to diverse biomedical engineering topics, it does not allow students sufficient depth of study. As a result, students sometimes graduate with only surface-level familiarity across multiple areas, which can limit both their competitiveness in the job market and their ability to demonstrate specialized expertise to employers.

The proposed changes address these challenges by:

- **Creating concentrations to integrate focused areas of learning:** The program is restructured to incorporate three new concentrations. These concentrations allow students to pursue focused, in-depth training aligned with high-demand sectors and UVic's faculty expertise. Specialization provides greater career relevance, positioning graduates to enter the workforce with demonstrable skills and clear pathways to industry or further research. The newly created concentrations are as follows, with the expectation that students choose one: (1) Biomanufacturing & Translational Biotechnology; (2) Biomechanics and Biosensing; or (3) Biomaterials & Regenerative Medicine. Noting that each concentration is comprised of three distinct compulsory courses. (Applications are reviewed to determine concentration upon admission based on applicant preference and program capacity considerations). Students may apply to change their concentration after the first terms of studies. Any such change requires approval of the program director.)
- **Adding professional development courses (ECS 501–503):** These courses bring BISY into alignment with UVic's other professional MEng programs. Students gain skills in teamwork, leadership, professional practice, and community engagement, which are competencies consistently cited by employers as critical for workplace readiness. The shared courses also foster interdisciplinary collaboration, broadening students' networks beyond biomedical systems engineering.
- **Strengthening industry and community alignment:** The concentrations respond to BC's biomanufacturing ecosystem, local health research priorities, and UVic's institutional strengths. This ensures that graduates are prepared to meet current and future labour market needs in biomanufacturing, biosensing, regenerative medicine, and beyond.
- **Maintaining flexibility through electives:** Students retain the ability to explore elective courses in emerging areas of interest while completing their chosen concentration.

While the overall program load for students remains approximately the same as in the current program, the proposed updates ensure a balance of depth and breadth, better preparing students for impactful careers in biomedical engineering. By offering specialization and embedding professional practice, the updated BISY program will deliver stronger educational and career outcomes, while enhancing its alignment with both industry demand and UVic's professional program standards.

Although the updated MEng-BISY program increases the total nominal units by 3, these additional units come from the three professionalism courses added to the core curriculum:

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

-
- ECS501 – Professional Practice and Careers (1.0)
 - ECS502 – Professional Leadership and Community Engagement (1.0)
 - ECS503 – Professional Design, Collaboration and Teamwork (1.0)

These professionalism courses are designed to be less intensive and time-consuming than typical biomedical systems courses, focusing instead on career development, leadership, and collaborative skills. Each course has just one contact hour per week (in contrast to three hours for regular courses) and many current BISY students already take some of these courses extra to load in the current program. As a result, they do not significantly increase the academic load on students.

Further details regarding specific changes to the MEng-BISY program are included below, in response to *Question C*.

A. Does the proposed change require additional resources (faculty/staff appointments, space, library) beyond the unit's current complement? If yes, please provide details.

The proposed changes utilize existing resources, and consist mainly of a restructuring of the overall program to include the addition of concentrations for focused areas of learning; the addition of professional development courses to the core curriculum; and the division of the current *BME 501 – Biosensors and Imaging for Medical Device Design* into two, i.e. the current *BME 501 – Biosensors and Imaging for Medical Device Design* becomes *BME 502 – Biosensors for Biomedical Applications* and *BME 503 – Imaging for Medical Device Design*.

The changes will be supported through a re-organization of existing faculty teaching power and through additions to the instructional team through 1-2 sessional appointments (to service new courses in the biomanufacturing area). Equipment and lab facilities will be available through the Engineering and Computer Science Building expansion which includes a new Biomedical engineering teaching lab space. Further details can be found in the two attached resourcing memos.

Finally, noting that the overall required units would only increase by 3 units, that the proposed change can be implemented with the unit's current complement.

B. Does the proposed change have an impact on admission requirements? If so, please provide details.

While the proposed changes do not alter the criteria for program admission, the admissions section has been revised to (a) outline how concentrations factor into the application process, and (b) reinforce that applicants must meet the minimum graduate school requirements.

The previous admissions requirements to the MEng Biomedical Systems read:

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies ([English Language Proficiency](#)). Even if students meet the English Competency Requirement, they may be required to take English language courses in addition to their other course work.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 14 and 20 students are admitted to the program each year. Applications may be submitted [online](#). If an applicant is unable to successfully submit an application online, they should contact the Graduate Admissions and Records Office. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

Additional information about graduate studies is available on the [Department of Mechanical Engineering website](#).

Applicants will normally hold an undergraduate degree in Engineering or Applied Science. Applicants with relevant industrial experience in combination other types of degrees, diplomas or certifications could be considered.

Deadlines

Entry point to the department is September, January and May. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

The proposed revised admissions requirements will read as follows:

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies ([English Language Proficiency](#)). Even if students meet the English Competency Requirement, they may be required to take English language courses in addition to their other course work.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted.

- *Your undergraduate degree should be in engineering or applied science.*
- *Applicants with relevant industrial experience, in combination with other types of degrees, could be considered, if the minimum graduate school admissions requirements are met.*
- *The minimum general and academic requirements for admission to graduate programs can be found [here](#).*

Applications may be submitted [online](#). If an applicant is unable to successfully submit an application online, they should contact the Graduate Admissions and Records Office. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

The MEng-BISY program offers three focused areas of learning in the form of concentrations. These concentrations allow students to pursue focused, in-depth training, aligned with high-demand sectors. Specialization ensures career relevance, positioning graduates to enter the workforce with demonstrable skills and clear pathways to industry or further research. Concentrations include the following, with the expectation that applicants indicate their top two preferences in their application:

- *Biomanufacturing and Translational Biotechnology*
- *Biomechanics and Biosensing*
- *Biomaterials & Regenerative Medicine*

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Admission to the MEng-BISY program does not confer automatic admission to any specific concentration. Applications are reviewed to determine concentration upon admission. With the approval of the program director, students may apply to change their concentration after the first term of studies. Any such change requires approval of the program director.

Additional information about the Master of Engineering in Biomedical Systems program is available on the Biomedical Systems (MEng) - Graduate admissions - UVic website.

Deadlines

Entry points to the department are in September and January. International applications received after the University's deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

C. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

- Do the proposed curriculum changes provide opportunities for the academic unit/program to incorporate accessible and inclusive pedagogical design, including assessment, into your program? If yes, provide specific examples of your plan.

The proposed change provides increased opportunities to incorporate accessible and inclusive pedagogical design into the program. Specific details regarding these changes to the MEng-BISY changes are as follows:

1. Distributing the Material of BME 501 Over Two Courses

This change pertains to *BME 501 - Biosensors and Imaging for Medical Device Design*, which was found to contain too much material in the current version of the program. The proposal is to split the learning objectives over two courses as follows:

Existing course - *BME 501 – Biosensors and Imaging for Medical Device Design (1.5 units)* - becomes:

- New course: *BME 502 - Biosensors for Biomedical Applications (1.5 units)*
- New course: *BME 503 - Imaging for Medical Device Design (1.5 units)*

2. Increasing the Number of Core Compulsory Courses

Adding three (3) professional development courses to the list of compulsory courses, changing the total number of compulsory core courses from 5 to 8.

Noting that “core compulsory courses” are distinct from “concentration compulsory courses” (referenced in point 5 below).

3. Enhancing Professional Competence and Creating More Opportunities for Cross-Functional Collaborations

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

The three professional courses to be added to the list of “core compulsory courses” are:

- ECS 501 – Professional Practice and Careers (1 unit)
- ECS 502 – Professional Leadership and Community Engagement (1 unit)
- ECE 503 – Professional Design, Collaboration and Teamwork (1 unit)

These professional development courses aim to strengthen professional MEng students’ proficiencies in areas vital to success in real-world settings. They provide MEng-BISY students the opportunity to collaborate with professional MEng students outside of BISY, since these courses are offered as part of other professional MEng programs.

4. Creating Three New Concentrations (“Streams”)

Introducing three directed concentrations. Students are placed in one of the three concentrations listed below. Each concentration consists of three compulsory courses (1.5 units each), for a total of 4.5 units per concentration.

- MENG-BISY-TECH* - Biomanufacturing and Translational Biotechnology
- MENG-BISY-MESE* - Biomechanics and Biosensing
- MENG-BISY-BIOR* - Biomaterials and Regenerative Medicine

*(*Noting that admission to the MEng-BISY program does not confer automatic admission to any specific concentration. Applications are reviewed to determine concentration upon admission. With the approval of the program director, students may apply to change their concentration after the first terms of studies. Any such change requires approval of the program director.)*

5. Creating New Courses for the New Concentrations

New courses have been developed to support the recently created concentrations, as follows:

As part of the ***Biomanufacturing and Translational Biotechnology (MENG-BISY-TECH*)*** concentration, two new courses have been created:

- BME 560 - Biomanufacturing Processes and Regulatory Strategy (New Course)
- BME 561 - Biomanufacturing Automation and Process Optimization (New Course)
- BME 552 – Microfluidics for Biomedical and Energy Applications (Existing Course)

As part of the ***Biomechanics and Biosensing (MENG-BISY-MESE*)*** concentration, one new course has been created:

- BME 502 – Biosensors for Biomedical Applications (New Course) (see C-1 above)
- BME 525 - Mechanics and Energy Conversion in Living Cells (Existing Course)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- BME 548 - Introduction to Musculoskeletal Mechanics (Existing Course)

As part of the *Biomaterials and Regenerative Medicine (MENG-BISY-BIOR*)* concentration, one new course has been created:

- BME 562 – Stem Cells and Cellular Therapies (New Course)
- BME 510 - Bioprinting and 3D Printing Human Body Parts (Existing Course)
- BME 515 - Biomaterials and Tissue Engineering (Existing Course)

**Summary tables of proposed changes on following pages.*

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Summary - MEng-BISY Program Changes:

Current MEng-BISY Program:

Current MEng-BISY		Units
MEng - BISY		15
5 Compulsory Courses: 9 units		9.0
BME 500	Medical Device and System Design for Clinical Engineers	1.5
BME 501	Biosensors and Imaging for Medical Device Design	1.5
BME 505	Human Physiology and Systems	1.5
BME 520	Human Factors and Usability Engineering for Medical Devices	1.5
BME 596	MEng Capstone Project	3.0
Electives: 6 units		6
BME 510	Bioprinting and 3D Printing Human Body Parts	1.5
BME 515	Biomaterials and Tissue Engineering	1.5
BME 525	Mechanics and Energy Conversion in Living Cells	1.5
BME 548	Introduction to Musculoskeletal Mechanics	1.5
BME 552	Microfluidics for Biomedical and Energy Applications	1.5
BME 580	Special Topics in Biomedical Engineering	1.5
ECE 545	Nanoelectronics	1.5
ECE 547	Electronic Devices	1.5
ECE 591	Professional Foundation	1.5
MECH 576	Introduction to Electron Microscopy	1.5
MECH 580	Selected Topics in Mechanical Engineering	1.5

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Proposed MEng-BISY Program:

New MEng-BISY		Units
MEng - BISY		18.0
8 Compulsory Courses: 11 units		12.0
BME 500	Medical Device and System Design for Clinical Engineers	1.5
BME 503 (NEW)	Imaging for Medical Device Design	1.5
BME 505	Human Physiology and Systems	1.5
BME 520	Human Factors and Usability Engineering for Medical Devices	1.5
BME 596	MEng Capstone Project	3.0
ECS 501 (NEW)	Professional Practice and Careers	1.0
ECS 502 (NEW)	Professional Leadership and Community Engagement	1.0
ECS 503 (NEW)	Professional Design, Collaboration, and Teamwork	1.0
Concentrations: Student chooses one (1) concentration. Each concentration comprised of 3 compulsory courses (3 x 1.5 units): 4.5 units		4.5
Stream 1 (NEW) Biomanufacturing and Translational Biotechnology (MENG-BISY-TECH*)		4.5
BME 560 (NEW)	Biomanufacturing Processes and Regulatory Strategy	1.5
BME 561 (NEW)	Biomanufacturing Automation and Process Optimization	1.5
BME 552	Microfluidics for Biomedical and Energy Applications	1.5
Stream 2 (NEW) Biomechanics and Biosensing (MENG-BISY-MESE*)		4.5
BME 525	Mechanics and Energy Conversion in Living Cells	1.5
BME 548	Introduction to Musculoskeletal Mechanics	1.5
BME 502 (NEW)	Biosensors for Biomedical Applications	1.5
Stream 3 (NEW) Biomaterials and Regenerative Medicine (MENG-BISY-BIOR*)		4.5
BME 510	Bioprinting and 3D Printing Human Body Parts	1.5
BME 515	Biomaterials and Tissue Engineering	1.5
BME 562 (NEW)	Stem Cells and Cellular Therapies	1.5
Electives: 1.5 units		1.5
BME 580	Special Topics in Biomedical Engineering	1.5
ECE 545	Nanoelectronics	1.5
ECE 547	Electronic Devices	1.5
MECH 576	Introduction to Electron Microscopy	1.5
MECH 580	Selected Topics in Mechanical Engineering	1.5
MECH 455	Instrumentations	1.5

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

D. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The proposed changes do not affect the program learning outcomes currently in place. The core goals of the MEng in Biomedical Systems, which are to prepare graduates for careers in biomedical device development, systems engineering, and applied biomedical technologies, remain unchanged. However, we believe these changes will enhance students' ability to achieve the existing learning outcomes more effectively and with greater depth. Specifically:

- The division of BME 501 into two courses allows for deeper exploration of imaging and biosensor technologies, improving students' ability to critically evaluate and apply advanced biomedical engineering tools and methods.
- The inclusion of ECS 501 and ECS 502 provides MEng Bisy students with an introduction to professionalism, professional practice competencies, and career development. Currently, an introduction to professional practice course (ECE 591) is available to Bisy students as an elective. While most Bisy students are interested in enrolling in this course, it has to be taken extra-to-load, due to its 1.0-unit value.
- The inclusion of ECS 503 introduces structured training in professional leadership, communication, and project management — key transferable skills that support several program outcomes, especially those related to teamwork, interdisciplinary collaboration, and engineering practice in real-world contexts.
- The introduction of three new concentration streams does not alter the core intent of the Bisy program but strengthens and contextualizes the learning outcomes for students by embedding specialization within one of three focused, high-demand areas (Biomanufacturing & Translational Biotechnology, Biomechanics & Biosensing, or Biomaterials & Regenerative Medicine). This specialization ensures that graduates possess both breadth across the discipline and depth in a sector that aligns with industry demand and UVic's faculty expertise.

While the learning outcomes themselves are unchanged, we expect that they will be reinforced and strengthened in the following areas:

- Design and implementation of biomedical systems and devices using a broader set of core technologies (e.g., imaging and biosensors).
- Leadership and collaboration skills, including project planning, stakeholder engagement, and conflict resolution.
- Effective communication in professional engineering settings.
- Ethical and societal awareness in engineering design and development, through the integration of professionalism content in ECS 501-503.

These improvements are aligned with UVic's institutional focus on high-impact learning and professional readiness and reflect the evolving expectations of the biomedical engineering industry.

E. Does the proposed change affect opportunities for experiential learning (e.g., co-op, community-engaged and research-enriched learning), integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

The proposed program changes extend student opportunities for experiential learning. By adding ECS 501 to the program, BISI students will have a streamlined access to the co-op program. (ECS 501 serves as an IPP course). In addition, ECS 503, which will be offered in the same term as the capstone project course, will facilitate matching BISI students with interdisciplinary teams in their capstone projects, since ECS 503 is taken together with students in other MEng programs, such as Applied Data Science. These opportunities will foster inclusive, applied, and globally informed educational experiences.

The inclusion of professionalism courses ECS 501 and 502 will provide increased opportunities to highlight Indigenous perspectives, decolonization, and equity, diversity, and inclusion, in the practice of professional engineering and better align the BISI program with UVic's institutional values in these areas. The program change will increase our ability to welcome diverse learners and create a respectful and inclusive learning environment across all courses.

F. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

The proposed changes to the BISI program at UVic do not change its current relationship with comparable programs at other BC post-secondary institutions. The program continues to align with, as well as distinguish itself from, similar offerings at institutions such as the University of British Columbia (UBC) and the British Columbia Institute of Technology (BCIT).

UBC offers a Master of Engineering (MEng) in Biomedical Engineering through its School of Biomedical Engineering. This program provides students with three options: a course-only format, a combination of coursework with an internship or co-op placement, or coursework combined with a supervised research project. All pathways require a minimum of 30 credits (noting that this is equivalent to 15 units at UVic) and can be completed in approximately 12–16 months, if pursued full-time.

BCIT offers a two-year, full-time Biomedical Engineering Technology (BMET) diploma program. It is the only program of its kind in British Columbia and Canada specifically targeted to both hospital and medical device industries.

The UVic MEng Biomedical Systems program has been developed in harmony with these programs and continues to complement them. The proposed changes aim to enhance the program's structure and content without altering its alignment with these comparable programs.

G. Does the proposed change affect anticipated enrolment? If yes, please provide details.

We expect that the updates will contribute positively to the program's reputation, structure, and appeal, supporting continued steady growth in enrolment over time.

By improving the clarity and balance of the curriculum through the splitting of BME 501 into two more focused courses, the integration of ECS 501 - ECS 503 to strengthen professional competencies, and the creation of focused streams of learning in the form of concentrations, we expect prospective students to see enhanced value in the program. These revisions respond directly to student and faculty feedback and are intended to create a more coherent and supportive academic experience.

We also expect that current and future graduates will share positive experiences with peers and professional networks, helping to increase awareness of the program. Combined with effective marketing

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

and communications, we are confident these changes will support the ongoing goal of growing the BISY program in a sustainable and high-quality manner.

- H. Impact on Students – does the proposed change (s) have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).**

The BISY program has a duration of 12 months with most students starting in September. We expect most current students have finished their academic requirements prior to the September 2026 intake to the changed program. Existing continuing students will have the option to change to the new program or remain with the existing program. Students choosing to remain with the existing program will not be impacted in their progression, evaluation, supervision or in any other way.

The program change does not include any course deletions. Students choosing to remain with the existing program are therefore guaranteed access to their required courses.

As described above, we propose to move the content of *BME 501 – Biosensors and Imaging for Medical Device Design* into two separate courses, *BME 502 – Biosensors for Biomedical Applications* and *BME 503 – Imaging for Medical Device Design*. Students usually take BME 501 at the beginning of their program. We therefore expect most students who choose to remain in the old version of the BISY program to have already taken BME 501. For those students who have not, however, *BME 501 – Biosensors and Imaging for Medical Device Design* will remain as an available course for students pursuing the old MENG-BISY program, with the stipulation that BME 501 is not open for credit to students registered in or with credit for BME 502, BME 503.

- I. Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix). Describe how you incorporated feedback in the program proposal.**

The proposed updates to the Master of Engineering in Biomedical Systems are grounded in extensive consultations with leading companies across British Columbia's life sciences ecosystem. These industry partners consistently emphasize the need for graduates who possess not only a strong foundation in human physiology and tissue engineering, but also advanced expertise in:

- Systems integration and scalable biomanufacturing
- Biomaterials science and translational tissue engineering
- Precision-targeted drug delivery systems and cell therapies
- Biosensing/monitoring technologies

Employers are seeking professionals who can bridge fundamental science with manufacturable, patient-ready solutions—those who can work effectively in interdisciplinary teams and translate innovations from bench to bedside. The evolving landscape of drug development and drug delivery innovations demands engineers capable of designing integrated solutions that improve safety, efficacy, and therapeutic outcomes.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Updates to the MEng-BISY program ensure graduates are equipped with the skills and mindset to lead in areas such as precision medicine, advanced manufacturing, and biomedical innovation—aligning academic training with the real-world needs of a rapidly advancing sector.

Please see attached letters of support from:

1. Axolotl Biosciences
2. Bold Therapeutics
3. Eupraxia Pharmaceuticals
4. HTuO Biosciences
5. SeraGene Therapeutics
6. VoxCell

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Supporting Internal Documents:

- IACE consultations (updated)
- ECS Co-Op Support
- SCP internal consultation forms
- Signed Resource Memo for new professional development courses (ECS 501, ECS 502, ECS 503)
- Signed Resource Memo for new BME courses

External Support Letters:

- Axolotl Biosciences
- Bold Therapeutics
- Eupraxia Pharmaceuticals
- HTuO Biosciences
- SeraGene Therapeutics
- VoxCell

**Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals**

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: **Department of Mechanical Engineering, Faculty of Engineering and Computer Science**

Name of Program: **Master of Engineering – Biomedical Systems**

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☒ **Master's** ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☐ **Revision of Program** ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Proposed program changes for the MEng Biomedical Systems Professional Master's Degree Program offered by the Faculty of Engineering and Computer Science, as follows:

- **Distributing the material of BME 501 over two courses:** The proposal is to split the learning objectives over two courses, as the current BME 501 was found to contain too much information.
- **Creating concentrations to integrate focused areas of learning:** The program is restructured to incorporate three new concentrations. These concentrations allow students to pursue focused, in-depth training aligned with high-demand sectors and UVic's faculty expertise.
- **Creating three new BME courses:** Courses are related to biomanufacturing and cellular therapies.
- **Adding professional development courses (ECS 501–503):** These courses bring BISY into alignment with UVic's other professional MEng programs. Students gain skills in teamwork, leadership,

professional practice, and community engagement, which are competencies consistently cited by employers as critical for workplace readiness.

- **Capstone project course (BME 596) + professional development course replacing capstone project course only:** Updates to the MEng-BISY program will result in both BME 596 and ECS 503 (a co-requisite of BME 596) being compulsory courses. The proposed change will allow students to more fully develop both technical problem-solving skills and vital professional proficiencies.

Rationale for the proposal (approximately 200 words)

The proposed updates to the MEng in Biomedical Systems (BISY) strengthen the program by introducing three focused streams and including professional practice courses. These changes enable students to gain specialized expertise aligned with high-demand sectors such as biomanufacturing, biosensing, and regenerative medicine. The addition of shared professional courses brings BISY into alignment with UVic's other professional master's programs while equipping graduates with leadership, teamwork, and career skills valued by employers. Overall, the revised program structure enhances student learning, career readiness, and industry alignment.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

None.

For new programs, how many Indigenous students do you envision enrolling?

N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ **No**
Please provide details (approximately 100 words)
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ **No**
Please provide details (approximately 100 words)
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ **No**
Please provide details (approximately 100 words)

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ **No**
Please provide details (approximately 100 words)

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ **No**
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ **No**

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The revision of this program does not change its standing relationship to Indigenous initiatives or University Plans. The BISY program aligns with the Indigenous Plan's priorities in several ways, particularly in the areas of People and Learning and Teaching. The program's emphasis on experiential learning and hands-on technical projects offers opportunities for students to engage directly with diverse knowledge systems and real-world applications, ensuring that learning is accessible and inclusive.

In terms of Research and Re-searching, the program offers students the opportunity to engage with biomedical systems at multiple levels, fostering a critical approach to innovation. Although the program does not explicitly focus on Indigenous methodologies, it encourages students to think critically about the design and implementation of medical technologies, which could be adapted to incorporate Indigenous ways of knowing and being, particularly in areas like health and wellness in Indigenous communities.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Dr. Rob Hancock
Associate Director
Office of Indigenous Academic and
Community Engagement

06-Jan-2026

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

From: [Meeta Khurana](#)
To: [Jens Weber](#)
Cc: [Michelle Braün](#)
Subject: RE: consultation on the BISO change
Date: October 17, 2025 9:36:20 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)

Hi Jens and Michelle,

ECS co-op supports the proposed changes to the BISO program.

Meeta

Meeta Khurana (She/Her)
Associate Director

Engineering & Computer Science Co-op and Career Services
University of Victoria

250-472-5824

meetak@uvic.ca | [@ECS](#) | uvic.ca/engrcoop



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

Senate Committee on Planning Required Internal Consultations

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (FGS, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – ulo@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

****NOTE:** Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: ▪ Master of Engineering – Biomedical Systems (Program Updated)	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Revised	
Academic unit, department, or school: Department of Mechanical Engineering Professional Programs, Faculty of Engineering and Computer Science	
Name, title, and email of contact person: Dr. Brad Buckham, Chair, Department of Mechanical Engineering, University of Victoria, Faculty of Engineering and Computer Science; mech.chair@uvic.ca Dr. Karolina Papera Valente, BISIY Program Director, University of Victoria, Faculty of Engineering and Computer Science; kvalente@uvic.ca Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science; jens@uvic.ca Michelle Braün, Programs Coordinator, Professional Programs, Faculty of Engineering and Computer Science; michellebraun@uvic.ca	
Dean (or designate) or administrative authority: Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science	



Meeta Khurana
Associate Director, ECS co-op and Career Se...

Signature:

Date:

Senate Committee on Planning
Required Internal Consultations

**Our response to OREM's feedback provided in red. Michelle Braun, Professional Programs*

Internal consultations must be initiated at least six weeks, eight weeks in the case of OREM, before the SCP (GEC, in the case of graduate proposals) submission deadline.

Please complete a separate form for each of the following consultations and submit the signed form with the proposal template:

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – bengtson@uvic.ca
- Co-operative Education and Career Services – cooped@uvic.ca
- Academic unit
- **NOTE:** Please complete the [IACE Consultation form](#) for submission to Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca, and submit with proposal.

Name of program: Master of Engineering – Biomedical Systems	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Program Change	
Academic unit, department, or school: Department of Mechanical Engineering	
Name, title, and email of contact person: Michelle Braun, Program Coordinator, Professional Programs	
Dean (or designate) or administrative authority: Jens Weber, Associate Dean Professional Programs and Development	
Consultation date: October 16, 2025	

Name and position of person consulted	Method of consultation and materials used (e.g. proposal)	Feedback provided
Wendy Taylor, Registrar; Ashley de Moscoso, Associate Registrar; Marc Bavin, Associate Registrar	Proposal	See below

- We initially had some significant concerns about the changes to BME 501 as outlined in Section C, page 6. However, CURR has now confirmed that the unit has decided to keep BME501 as is (for students completing the old program requirements), and are introducing the following new courses:
 - BME 502 - Biosensors for Biomedical Applications
 - BME 503 -Imaging for Medical Device Design

This addresses those concerns, which is great, but means that the program-requirement summary tables in the SCP proposal are now inaccurate and will need to be updated. *(The program summary table has been updated. MB, Professional Programs)*

- There is still a similar outstanding concern with respect to BME 596, however. Page 8 (6.A) states:

Specifically, we propose to add the ECS 503 - Professional Design, Collaboration and Teamwork course to the Bisy program's list of core compulsory courses, while at the same time reducing the unit value of the current BME 596 - Capstone Project course, another core compulsory course. While the combined updated BME 596 (changed from 3 units to 2 units) and ECS 503 (1 unit) will result in a zero net increase in units over the current offering of the BME 596 course only, the proposed change will allow students to more fully develop both technical problem-solving skills and vital professional proficiencies.

As we have noted in response to other SCP proposals recently, a new course needs to be created anytime unit values change. We are working to have this requirement added back into policy AC1120 and are happy to provide more information to the unit about why this is so critical if needed, but this will create issues as the degree audit tool will not be able to distinguish between students who have taken the 3.0 unit version of BME 596 vs. the new 2.0 unit version.

(Given this feedback, we are keeping the BME 596 capstone project as is, at 3.0 units. MB, Professional Programs)

- In addition, the below is information that the unit will need to be aware of for implementation purposes.
 - o The online application for admission will need to be updated to allow the applicant to indicate their top two preferred concentrations.
 - o A small note that I can also keep an eye out for when the proposal comes to SCAS, but the bullet points switch back and forth between 2nd and 3rd person – since this will be included in the calendar, it should be consistent.
 - o Because they are adding a corequisite (ECS 503) for BME 596, the academic unit will need to add COREQ overrides to the student records of any students following the old Bisy curriculum to allow them to register in BME 596. (This will not be an issue if they create a new course to properly address the changing unit values, however.
(Per comment above, we are withdrawing proposed updates to BME 596, this course will remain as is, i.e. at 3.0 units, with no corequisite requirements. Noting that ECS 503 is in list of core courses for updated MEng-Bisy program. MB, Professional Programs)
- You note on p.1 that 'Applications are reviewed to determine concentration upon admission.' It is important to keep in mind that timely admissions decisions are important considerations for prospective students. We want to do everything possible to evaluate and admit students as quickly as we can. Hopefully, the team can incorporate the application review to determine the concentration in a way that reduces the time needed to make admissions decisions for this program.
- A gentle reminder that the proposed changes to admission requirements will need to be submitted to the Senate Committee on Academic Standards for their approval.

(Thank you for the excellent feedback, and noted. MB, Professional Programs)

Signature: _____ 

Date: _____ November 19, 2025

Date: Sept 24, 2025

To: Dr. LillAnne Jackson, Chair of the Faculty of Engineering and Computer Science Curriculum Committee

From: Dr. Jens Weber, Associate Dean, Professional Programs and Development, Faculty of Engineering and Computer Science

Re: Resources for teaching ECS 501, ECS 502, ECS 503

The Faculty of Engineering and Computer Science confirms that resources are in place to teach the following newly proposed MEng professional development courses:

ECS 501 – Professional Practices and Careers (1 unit)

ECS 502 – Professional Leadership and Community Engagement (1 unit)

ECE 503 – Professional Design, Collaboration and Teamwork (1 unit)

Sincerely,



Dr. Jens Weber

Cc: Dr. Mina Hoorfar, Dean, Faculty of Engineering and Computer Science

MEMORANDUM

14 November 2025

TO: Dr. Jens Weber & Dr. LillAnne Jackson
FROM: Dr. Brad Buckham, MECH Chair
RE: BISO program changes resourcing memo

The proposed BISO program changes include a restructuring of the overall program to include the addition of concentrations for focused areas of learning; the addition of professional development courses to the core curriculum; and the division of the current BME 501 course into two, i.e. the current BME 501 – Biosensors and Imaging for Medical Device Design becomes BME 503 – Imaging for Medical Device Design and BME 502 – Biosensors for Biomedical Applications.

In total there are five new courses being introduced:

- the aforementioned 502 and 503, as well as,
- BME 560 - Biomanufacturing Processes and Regulatory Strategy,
- BME 561 - Biomanufacturing Automation & Process Optimization, and
- BME 562 - Stem Cells and Cellular Therapies.

These five courses will be delivered by the Department of Mechanical Engineering using resources already available to the Department.

This will be accomplished through a re-organization of existing faculty teaching power and through additions to the instructional team through sessional appointments (to service the new electives in the biomanufacturing area). Equipment and lab facilities will be available through the Engineering and Computer Science Building expansion that completes in 2026 and which includes a new Biomedical engineering teaching lab space.



Dr. Brad Buckham
Professor & Chair
Department of Mechanical Engineering
Faculty of Engineering & Computer Science

October 6th, 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Dear the University of Victoria,

As both the CEO of Axolotl Biosciences and a faculty member at UVic who originally created and launched the Biomedical Systems (BISY) program at the University of Victoria, I am delighted to offer my support for the program's revised structure as it will increase the relevance of our program to industry by providing desirable skills for students pursuing this program.

At Axolotl, our mission is to make 3D bioprinting of human tissues accessible through innovative, high-performance bioinks. This work directly serves the fields of regenerative medicine and biomanufacturing, two areas that are at the heart of the BISY program's new streams. The expansion of BISY into these domains is not only timely but essential: regenerative medicine is rapidly moving from concept to clinical application, and the demand for engineers trained to scale these solutions is unprecedented.

For a company like ours, graduates with expertise in biomaterials, tissue engineering, and translational biomanufacturing represent the future of our workforce. The new streams in the BISY program equips students with precisely this skillset, ensuring that local companies can hire talent capable of bridging cutting-edge academic research with industry-scale application.

I am proud to see how the BISY program continues to evolve to meet the needs of British Columbia's growing life sciences community. These changes reinforce UVic's role as a leader in training the next generation of biomedical engineers, and Axolotl is enthusiastic about supporting its success.

Sincerely,



Dr. Stephanie Willerth
C.E.O. Axolotl Biosciences
Email: willerth@axolotlbiosciences.com

Letter of Support

03 October 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
Canada

To the Faculty of Engineering and Computer Science,

At Bold Therapeutics Inc., we are dedicated to transforming cancer care through the development of first-in-class metallothrapeutics. Our lead clinical asset, BOLD-100, is a ruthenium-based small molecule with a unique dual mechanism of action: directly inducing cancer cell death and disrupting the cellular stress response. Unlike many targeted therapies that have failed in late-stage trials, BOLD-100 has demonstrated promising clinical activity and safety in gastrointestinal cancers, including metastatic colorectal, biliary tract, and gastric cancers. With Phase 2 data in hand, we are preparing pivotal late-stage studies that bring us closer to regulatory approval.

Progressing a novel therapeutic like BOLD-100 from laboratory discovery to patient treatment requires more than scientific innovation – it demands expertise in biomaterials, translational biotechnology, and biomanufacturing to ensure stable formulations, scalable production, and clinical applicability. This is why we strongly support the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program. The program's new streams in Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine are directly aligned with the expertise that Bold Therapeutics – and the broader Canadian life sciences ecosystem – requires to succeed.

The interdisciplinary foundation of BISY is especially valuable. Oncology drug development today requires input from engineers, clinicians, and computational experts working in concert. By training graduates to integrate these perspectives and bridge fundamental science with manufacturable, patient-ready solutions, the BISY program will ensure a pipeline of talent capable of making immediate, impactful contributions in industry.

We look forward to welcoming BISY graduates into the Canadian life sciences sector, where their skills will support Bold Therapeutics and other innovators in delivering on the promise of new treatments for patients facing some of the most difficult-to-treat cancers.

Sincerely,



E. Russell McAllister
Chief Executive Officer
Bold Therapeutics Inc.
E: rm@bold-therapeutics.com
C: (415) 794-2686



9 October 2025

University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
Victoria, BC V8W 2Y2
Canada

Dear University of Victoria,

On behalf of Eupraxia Pharmaceuticals, I am pleased to express our support for the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program.

As a public, clinical-stage biotechnology company headquartered in Victoria, Eupraxia is committed to developing locally delivered, extended-release therapies that address therapeutic areas with high unmet medical need. Our proprietary technologies exemplifies the integration of engineering, biomaterials science, and clinical application, enabling precision-targeted drug delivery with improved safety, efficacy, and duration of effect.

The addition of specialized streams in Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine within the BISY program directly aligns with the capabilities and expertise required in companies such as ours. Graduates from these streams will be well positioned to contribute to advanced therapeutic development, particularly in translating research into scalable, patient-ready products. Moreover, the Systems: Biomechanics & Biosensing stream has potential to support innovation in targeted delivery systems and monitoring technologies, areas that are increasingly critical to modern drug development.

Eupraxia believes that fostering a workforce trained in these interdisciplinary areas is essential for the continued growth of British Columbia's life sciences sector. The BISY program will ensure that graduates are not only technically proficient but also equipped to address evolving challenges in drug development, manufacturing, and precision medicine.

Sincerely,

A handwritten signature in black ink, appearing to read "James Helliwell".

James Helliwell
Chief Executive Officer
Eupraxia Pharmaceuticals

A handwritten signature in black ink, appearing to read "Amanda Malone".

Amanda Malone
Chief Operating & Scientific Officer
Eupraxia Pharmaceuticals

University of Victoria
Victoria, BC V8W 2Y2
Canada
October 8, 2025

To the Faculty of Engineering and Computer Science,

HTuO Biosciences is writing this letter in support of the Master of Engineering in Biomedical Systems (BISY) program at the University of Victoria.

At HTuO, our core technology rests on the cross-disciplinary foundation integrating physics, chemistry, biology, and programming to better model how atoms and molecules interact, which will enable new and better ways of designing, optimizing and developing new drugs. Our long term goals are focused on expanding the range of druggable targets to include proteins that have historically been considered beyond reach. This type of innovation depends on people who bring a combination of skills in diverse areas: those who understand biology in depth, but who also speak the languages of engineering, math and chemistry.

The BISY program's introduction of three distinct streams speaks directly to this need. The Systems: Biomechanics & Biosensing stream, for example, develops graduates who work upstream of us, and generates the data that feeds our processes. The Biomanufacturing & Translational Biotechnology stream works directly downstream of us, and will bridge the data that we generate with the real world applications that make it possible to bring our processes to clinical trials and patients. Together, these areas form the bridge that companies like ours rely on to span the full lifecycle from idea to treatment for the patients who depend on our industry to solve real world problems.

British Columbia is building a world-class life sciences ecosystem, and this program strengthens one of its most critical foundations: talent. We believe BISY can prepare graduates to contribute meaningfully to this ecosystem.

We commend UVic for this forward-looking initiative and are pleased to lend our support.



Sincerely,

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke, positioned above the printed name.

Anthony Fejes, Ph.D.
Chief Executive Officer
HTuO Biosciences

SeraGene Therapeutics
2405 Wesbrook Mall, 4th Floor
Vancouver, BC V6T 1Z3
Canada
Oct 13 2025

Dear University of Victoria,

At SeraGene Therapeutics, our mission is to transform the treatment of coagulation disorders through RNA and nanomedicine technologies that provide long-lasting, targeted control over bleeding and clotting. This is work at the frontier of translational medicine, where biology, engineering, and patient-centered design converge.

The new streams in the Master of Engineering in Biomedical Systems (BISY) program at the University of Victoria speaks directly to the type of interdisciplinary training that companies like ours require. The Biomanufacturing & Translational Biotechnology stream provides students with the knowledge to move promising discoveries into scalable, patient-ready products. The Biomaterials & Regenerative Medicine stream equips them with the expertise to design advanced delivery systems, precisely the kind of innovation needed to unlock the potential of RNA therapeutics. Meanwhile, the Biomechanics & Biosensing stream develops talent who can measure, monitor, and model complex biological systems; skills essential to understanding and improving how therapies perform in real-world settings.

British Columbia's life sciences community is rapidly advancing in RNA, nanomedicine, and precision therapeutics. By evolving the BISY program, UVic ensures that this ecosystem has access to highly skilled graduates who can accelerate the development of life-changing therapies.

SeraGene strongly supports this initiative and commends the University of Victoria for anticipating the needs of a rapidly evolving sector. We look forward to welcoming BISY graduates into the life sciences community and exploring future collaborations with UVic.

Sincerely,



Erika Siren, Ph.D.
Chief Executive Officer
SeraGene Therapeutics



University of Victoria
Faculty of Engineering and Computer Science
Department of Mechanical Engineering
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Subject: Letter of Support for the Master of Engineering in Biomedical Systems Program (BISY)

Dear University of Victoria,

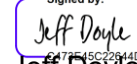
On behalf of VoxCell BioInnovation, I am writing to express our strong support for the University of Victoria's Master of Engineering in Biomedical Systems (BISY) program. As Director of Engineering at VoxCell, I have seen first-hand the increasing demand for professionals trained at the intersection of engineering and the life sciences.

The introduction of three focused streams—particularly Biomanufacturing & Translational Biotechnology and Biomaterials & Regenerative Medicine—will be invaluable for British Columbia's innovation economy. Our province is rapidly expanding its capabilities in advanced biomanufacturing, cell and gene therapies, and next-generation regenerative medicine. Programs such as BISY, with a curriculum aligned to these emerging sectors, ensure that graduates will be well-prepared to contribute to industry priorities and to fill a widening talent gap.

At VoxCell, we are pioneering vascularized 3D tissue models for pre-clinical oncology drug screening. This work requires engineers and scientists who not only understand human physiology and tissue engineering but who also bring expertise in systems integration, biomaterials, and scalable biomanufacturing processes. The BISY program's forward-looking design directly addresses these needs and will accelerate the growth of BC's life sciences sector.

We view the BISY program as an important pipeline for highly skilled talent, and we are enthusiastic about its potential to prepare graduates for impactful careers in both industry and healthcare. VoxCell is pleased to support this initiative and looks forward to continued engagement with UVic as the program grows.

Sincerely,

Signed by:

Jeff Doyle

Director of Engineering
VoxCell BioInnovation

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: February 18, 2026
Subject: Proposed Admission Requirement for the TESOL Professional
Specialization Certificate

At its meeting on February 9, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the Faculty of Education on a proposed admission requirement for the TESOL Professional Specialization Certificate.

Recommended Motion:

That Senate approve the proposed admission requirement for the TESOL Professional Specialization Certificate.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



Senate Committee on Academic Standards: Revised Proposal

February 18, 2026

Re: TESOL Professional Specialization Certificate

Description:

This Professional Specialization Certificate (PSC) program provides a foundation for the Teaching of English to Speakers of Other Languages (TESOL) with a concentration on K-12 settings.

This program will consist of two course option streams to accommodate learners:

- 1) TESOL Certificate: 6.0 units (150 hours) of classroom instruction
- 2) TESOL Certificate with Practicum: 6.0 units (150 hours) of classroom instruction + 20-hour supervised practicum (offered in partnership with the School of Languages, Linguistics and Cultures).

Admission Requirements:

Students enrolling in this program must satisfy the minimum undergraduate admission standards set by the University of Victoria (2.0/9.0). All applicants must demonstrate English language proficiency to attend UVic based on these criteria:

<https://www.uvic.ca/undergraduate/admissions/language-requirements/index.php>

Below lists admission requirement recommendations for both potential coursework streams that will be communicated to applicants (see Appendix B of the full proposal), with the understanding that applicants are free to choose which stream best suits their learning needs*.

- 1) TESOL Certificate (without practicum): This option is ideal for pre- or in-service teachers who have prior experience working with ELL students.
- 2) TESOL Certificate (with Practicum): This option is ideal for pre- or in-service teachers who have minimal or no prior experience working with ELL students.

*This TESOL Professional Specialization Certificate is aligned with global TESOL certification standards by offering both practicum and non-practicum pathways, thereby ensuring flexibility while meeting internationally recognized expectations for theory-informed practice and supervised teaching experience and by offering a minimum 120 hours of coursework.

Exemption Request:

University Policy No.: AC1135

3.4 Professional Specialization Certificate



“3.4.3 The minimum admission requirements will normally be a bachelor’s degree from a recognized post-secondary institution plus two years’ relevant experience and approval by the Program Advisory Committee.”

Based on the language in this section of AC1135 (“normally”), we are requesting an exemption to the PSC admission requirement in order to allow current students (along with degree holding students) to participate in this program. The rationale is as follows:

It is imperative to this program and the needs of our students that we be allowed to enrol both current and post-degree students (teacher educators) in this program. If we are only allowed to enrol those with previously obtained bachelor’s degree, this will then exclude all of our current BEd and PDPP students in the Faculty of Education. Based on market research we’ve conducted, there is very strong demand for this PSC with our current students. Also, the central reason we want to offer this PSC to our current students is to help them begin coursework to get their Category 5 and 5+ for TQS (Teacher Qualification Service). We are competing with Queen’s for these students. We hear from TQS that the majority of Category upgrades in BC come from applicants who completed courses through Queens, and many of our 4-year BEd students take these courses in the summers while completing their degrees. Therefore, we have a very compelling reason for this request: it will support our students and help to retain and attract our teacher educators back to UVic.

Program Rationale:

The proposed TESOL Professional Specialization Certificate is grounded in the commitment of maintaining academic standards at the University of Victoria by aligning professional training with established research, disciplinary expectations, and institutional quality assurance. The certificate draws on current scholarship in applied linguistics and TESOL, emphasizes theoretically informed and evidence-based pedagogical practice, and ensures coherence, rigor, and progression across coursework. By embedding clearly articulated learning outcomes, qualified instructional oversight, and systematic assessment practices, the proposal supports UVic’s mandate to offer academically robust credentials that meet both disciplinary benchmarks and the evolving demands of English language education contexts.

Consultations and Approvals:

We have consulted with: Dr. Elizabeth Adjin-Tettey (AVPAP), current and recently graduated BEd/PDPP students (Appendix A), local school districts SD 61/62/63 (Appendix B), Continuing Studies (Appendix C), Lisa Surridge, Associate Dean Academic (Humanities) (Appendix D), Indigenous Academic and Community Engagement (Appendix E), Co-operative Education and Career Services (Appendix F), Libraries (Appendix G), and the Resource Requirements Approval (Education Dean) (Appendix H). Departmental approval was obtained on October 14, 2025. Faculty Curriculum Committee approval was obtained on October 22, 2025; Faculty Council approval was obtained on November 11, 2025.

Tim Anderson, PhD
 Associate Professor, Faculty of Education

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
 From: Senate Committee on Academic Standards
 Date: February 18, 2026
 Subject: Proposed Change to the Non-Thesis Option in the Master of Arts Stream for Holocaust Studies

At its meeting on February 9, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the School of Languages, Linguistics and Cultures on the proposed change to the non-thesis option in the Master of Arts stream for Holocaust Studies.

Recommended Motion:

That Senate approve the proposed change to the non-thesis option in the Master of Arts stream for Holocaust Studies in the Graduate Academic Calendar.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hector Caruncho, Faculty of Health
 Michael Caryk, UVSS representative
 Ashley de Moscoso, Associate Registrar
 Kelly Diether, Convocation Senator
 Dennine Dudley, Faculty of Fine Arts
 Chloë Farr, GSS representative
 Andrea Giles, Executive Director, Coop and Career Services
 Emily Goodman, Student Senator
 Rob Hancock, Faculty of Social Sciences
 Charlie Krueger, Student Senator
 Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
 David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Andrew Newcombe, Faculty of Law
 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Crystal Seibold, President's nominee
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Laura Vizina, Division of Continuing Studies
 Ada Saab (Secretary), Associate University Secretary



Humanities | School of Languages, Linguistics & Cultures

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12 February 2026

To: Senate Committee on Academic Standards

From: Lisa Surridge, Humanities Associate Dean Academic & John Archibald, SLLC Graduate Advisor

SLLC is proposing that the non-thesis option in the MA stream for Holocaust Studies no longer require an oral defense. The project will be assessed by the supervisory committee. Such a procedure is allowed by FGS (and, indeed, occurs in other departments in Humanities, see below). Given the range of possible media (visual arts, performance-based, creative-writing, etc.) the Holocaust Studies experts (approved by SLLC) felt that an oral defense was not appropriate (due to the wide ranges of topics and formats that a project could entail), and that proper scholarly oversight would be maintained and ensured by the supervisory committee.

We feel that this is a local decision only and the consultation we have undertaken was to bring the proposal through SLLC, to Chairs and Directors, and then to the Faculty of Humanities Full Council for approval. The Faculty of Graduate Studies has also been consulted. Such a procedure is allowed by FGS, which specifies that an “academic unit may require a written comprehensive” examination format “in place of, or in addition to, and oral examination.” The comprehensive non-thesis project fits this requirement, and, indeed, the same procedure sought here occurs in other departments in Humanities, see below).

Non-thesis option Program Note in Calendar

Students in the MA stream in Holocaust Studies (non-thesis option) complete either a major research project or creative project, such as a visual-arts project, a performance-based production or a creative writing project. Students option for the research project submit a major research paper in the format of a journal article (40~~30~~-45~~35~~ pages). Students opting for a creative project must embed that creative project in arts-based research. The objective is not to produce stand-alone complete art works; rather, the art serves as the medium for research. Working in close consultation with the supervisory committee, students delimit the parameters and scope of the artistic project and must accompany it with a scholarly essay (15-20 pages). ~~Both project types require an oral examination.~~ Non-thesis projects are not subject to oral examination. The supervisory committee reviews and assesses the final product.

Precedents in the Faculty

History Final project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a topical or geographic field course. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be assessed by the supervisor and an additional faculty member who is a member of the Faculty of Graduate Studies. This paper will not be subject to oral defense.

English Final Project

Students will complete a 6.0-unit research-based Master's Essay or Project, not to exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. The essay or project will normally be a revised and extended version of an essay or project prepared for one of the student's courses, completed under the guidance of a supervisory committee.

[This paper or project is not subject to oral defense.]

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate
From: Senate Committee on Academic Standards
Date: February 18, 2026
Subject: Proposed Changes to the Admission Requirement for the Bachelor of Nursing program

At its meeting on February 9, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the School of Nursing on proposed changes to the admission requirement for the Bachelor of Science in Nursing program effective September 2026.

Recommended Motion:

That Senate approve the proposed changes to the admission requirements for the Bachelor of Science in Nursing effective September 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Hector Caruncho, Faculty of Health
Michael Caryk, UVSS representative
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Dennine Dudley, Faculty of Fine Arts
Chloë Farr, GSS representative
Andrea Giles, Executive Director, Coop and Career Services
Emily Goodman, Student Senator
Rob Hancock, Faculty of Social Sciences
Charlie Krueger, Student Senator
Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
Andrew Newcombe, Faculty of Law
Sorin Rizeanu, Peter B. Gustavson School of Business
Irina Paci, Faculty of Science
Tim Pelton, Faculty of Education
Ben Pin-Yun Wang, Faculty of Humanities
Crystal Seibold, President's nominee
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary



Faculty of Health | School of Nursing
HSD Room A402 PO Box 1700 STN CSC Victoria BC V8W 2Y2

DATE: January 16, 2026
TO: Dr. Danu Stinson, Chair, Senate Committee on Academic Standards
FROM: Dr. Lenora Marcellus, Professor and Director, School of Nursing
REGARDING: **Summary of proposed change and rationale for BSN program admissions requirement**

Request:

The School of Nursing proposes updating the Bachelor of Science in Nursing (BSN) admissions requirements to include an advanced admission pathway for students completing the Practical Nurse to BSN (PN to BSN) Bridge Program at Camosun College. This change is proposed for the Cycle 2, September 2026 Undergraduate Calendar.

Background:

The BSN program is delivered collaboratively by UVic and four college partners across BC and the NWT. Students in Victoria complete their first five semesters at Camosun College before applying to UVic for the final semesters.

In addition, Camosun College, offers the PN to BSN Bridge Program to enable Licensed Practical Nurses (LPNs) to advance their education to become Registered Nurses, aligning with the BC Health Human Resource Strategy (2022), which supports career-bridging opportunities.

After completing the PN to BSN Bridge Program, students integrate with the four-year BSN cohort to complete the year two Consolidated Practice Experience (CPE2) course at Camosun College, followed by completion of semester five. Students then apply to UVic to complete semesters 6-8 of the BSN program while continuing to be integrated with students in the four-year BSN program.

Rationale for request

The PN to BSN Bridge Program to the UVic BSN requires additional language in the BSN admission section of the Undergraduate Calendar. The Calendar needs to reflect two admission pathways for the following groups of students:

- Students in the BSN program beginning in semester 1 at Camosun College.

- Students who complete the PN to BSN Bridge Program and begin the BSN program in CPEII/semester 5 at Camosun College.

Transcript assessment

To support the admission of students in the PN to BSN Bridge program, we have included four appendices:

1. Appendix 1: Student journey
2. Appendix 2: Camosun PN credential assessment
3. Appendix 3: External (to Camosun) PN credential assessment
4. Appendix 4: Example of student cross-institution credential assessment

The first three appendices demonstrate how completion of: (a) a PN credential, (b) the Camosun PN to BSN Bridge Program, and (c) the Camosun portion of the BSN program (CPE 2 and Semester 5) provide sufficient credits to support admission to the UVic portion of the BSN program. The above three components cumulatively provide 36 units of UVic transfer credit, which are sufficient to support admission to UVic.

Appendix 4 includes a student example of a cross-institution credential assessment for a range of PN programs. A cross-map was completed to compare the UVic/Camosun BSN/PN program and three external PN programs (TRU, VCC, CDI). Across these programs at different institutions, students all met the requirements to enter UVic. Because these programs are all based on a provincial PN curriculum approved by BC College of Nursing and Midwives (BCCNM), credit requirements and transcripts are similar. For example, all PN programs in this cross-mapping included courses on communication, health promotion, variations in health, professional practice, integrated nursing practice, and consolidated practice. This mapping confirms how PN credentials will be evaluated when students apply to UVic via the PN to BSN Bridge program.

Consultations and approvals

The School of Nursing has consulted with the Associate Dean Academic, Faculty of Health, AVP, Academic Programs (AVPAP), and the Office of the Registrar and Enrolment Management. Additionally, the Associate Dean, Academic Faculty of Health met with the AVPAP. The change in requirements will be updated in the Undergraduate Calendar and in School of Nursing recruitment and communication materials.

This proposal was approved at the School of Nursing Council on November 10, 2025, and at the Faculty of Health Council on November 19, 2025.

CURRENT CALENDAR LANGUAGE WITH PROPOSED EDITS (UNDERLINED)

The following sections illustrate the updated calendar wording with tracked changes and the final version of this Calendar change, as per Kual:

Admission to the UVic BSN in partnership with Camosun College

Prior to September 2024, students were admitted to the UVic BSN program in partnership with Camosun College on an annual basis for September entry into year 1, with limited enrolment as delineated by the published admission requirements. Applicants must meet all of the admission requirements of both educational institutions (Camosun College and the University of Victoria). To be eligible for Term 6 of the BSN program at UVic students admitted prior to September 2024 must successfully complete all courses in Terms 1-5 with a minimum grade of C, and the two consolidated practice experiences, with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale. (Please note that College and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) in terms 1-5 must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in terms 1-5 will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program (Years 1 to 4). Entry into Term 6 of the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of all courses in Terms 1-5.

Nursing, Bachelor of Science in Nursing transition from Camosun College to UVic (note: new heading added for clarity across the two sub-sections)

From September 2024 and onward, to be eligible for guaranteed admission to Term 6 of the BSN program at UVic, students admitted to the Nursing, Bachelor of Science at Camosun College must:

1. Meet UVic admission requirements (including the UVic Academic Writing Requirement) when entering the School of Nursing at UVic.
2. Successfully complete all courses in Terms 1-5 with a minimum grade of C, and the two consolidated practice experiences, with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale. (Please note that college and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) in terms 1-5 must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in terms 1-5 will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program (Years 1 to 4). Admission to the BSN program is

provisional pending receipt of a final official transcript indicating satisfactory completion of all courses in Terms 1-5.

3. Complete an application to the University of Victoria. New UVic applicants apply online through [EducationPlannerBC](#). Continuing and returning UVic applicants apply online through [My UVic Application](#). For application deadlines, refer to [Undergraduate Application Deadlines](#).

Practical Nurse to Bachelor of Science in Nursing Bridge transition from Camosun College to UVic

From September 2024 and onward, to be eligible for guaranteed admission to Term 6 of the BSN program at UVic, students admitted to the Practical Nurse to Bachelor of Science in Nursing Bridge at Camosun College must meet all general requirements for admission to the University of Victoria, as well as the specific requirements of the School of Nursing. This will be done as follows:

1. Meet UVic admission requirements (including the UVic Academic Writing Requirement) when entering the School of Nursing at UVic.
2. Successfully complete all courses in the Bridge Program, Consolidated Practice Experience (CPE II), and all courses in Term 5, with a minimum grade of C and with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale (Please note that college and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in the PN to BSN Bridge Program will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program. Admission to the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of all required courses.
3. Complete an application to the University of Victoria. New UVic applicants apply online through [EducationPlannerBC](#). Continuing and returning UVic applicants apply online through [My UVic Application](#). For application deadlines, refer to [Undergraduate Application Deadlines](#).

PROPOSED CALENDAR LANGUAGE WITH CHANGES ACCEPTED

Admission to the UVic BSN in partnership with Camosun College

Prior to September 2024, students were admitted to the UVic BSN program in partnership with Camosun College on an annual basis for September entry into year 1, with limited enrolment as delineated by the published admission requirements. Applicants must meet all of the admission requirements of both educational institutions (Camosun College and the University of Victoria). To be eligible for Term 6 of the BSN program at UVic students admitted prior to September 2024 must

successfully complete all courses in Terms 1-5 with a minimum grade of C, and the two consolidated practice experiences, with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale. (Please note that College and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) in terms 1-5 must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in terms 1-5 will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program (Years 1 to 4). Entry into Term 6 of the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of all courses in Terms 1-5.

Nursing, Bachelor of Science transition from Camosun College to UVic

From September 2024 and onward, to be eligible for guaranteed admission to Term 6 of the BSN program at UVic, students admitted to the Nursing, Bachelor of Science at Camosun College must:

1. Meet UVic admission requirements (including the UVic Academic Writing Requirement) when entering the School of Nursing at UVic.
2. Successfully complete all courses in Terms 1-5 with a minimum grade of C, and the two consolidated practice experiences, with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale. (Please note that college and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) in terms 1-5 must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in terms 1-5 will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program (Years 1 to 4). Admission to the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of all courses in Terms 1-5.
3. Complete an application to the University of Victoria. New UVic applicants apply online through [EducationPlannerBC](#). Continuing and returning UVic applicants apply online through [My UVic Application](#). For application deadlines, refer to [Undergraduate Application Deadlines](#).

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1. Meet UVic admission requirements (including the UVic Academic Writing Requirement) when entering the School of Nursing at UVic.
2. Successfully complete all courses in the Bridge Program, Consolidated Practice Experience (CPE II), and all courses in Term 5, with a minimum grade of C and with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale (Please note that college and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in the PN to BSN Bridge Program will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program. Admission to the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of all required courses.
3. Complete an application to the University of Victoria. New UVic applicants apply online through [EducationPlannerBC](#). Continuing and returning UVic applicants apply online through [My UVic Application](#). For application deadlines, refer to [Undergraduate Application Deadlines](#).

Please contact me if you require further clarification about this proposed change.

Regards,

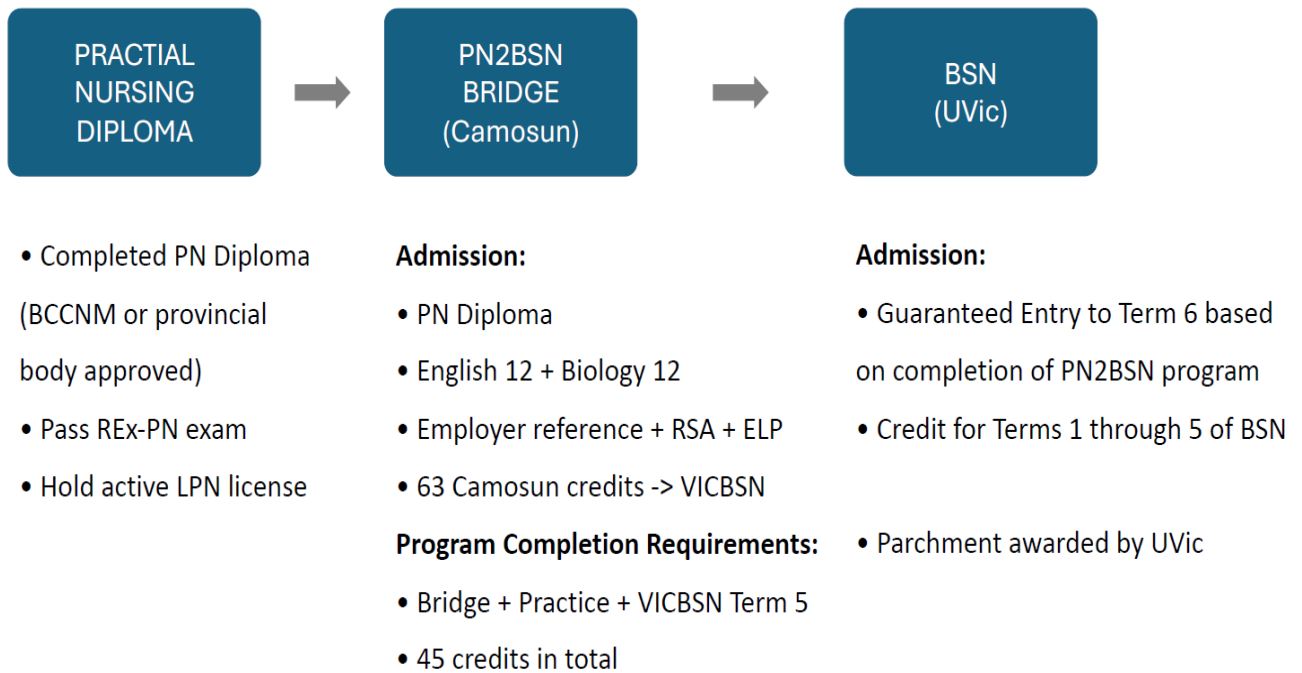


Lenora Marcellus RN, PhD
Professor and Director, School of Nursing
nursingdirector@uvic.ca

Appendix 1: Student Journey

PN2BSN PATHWAYS

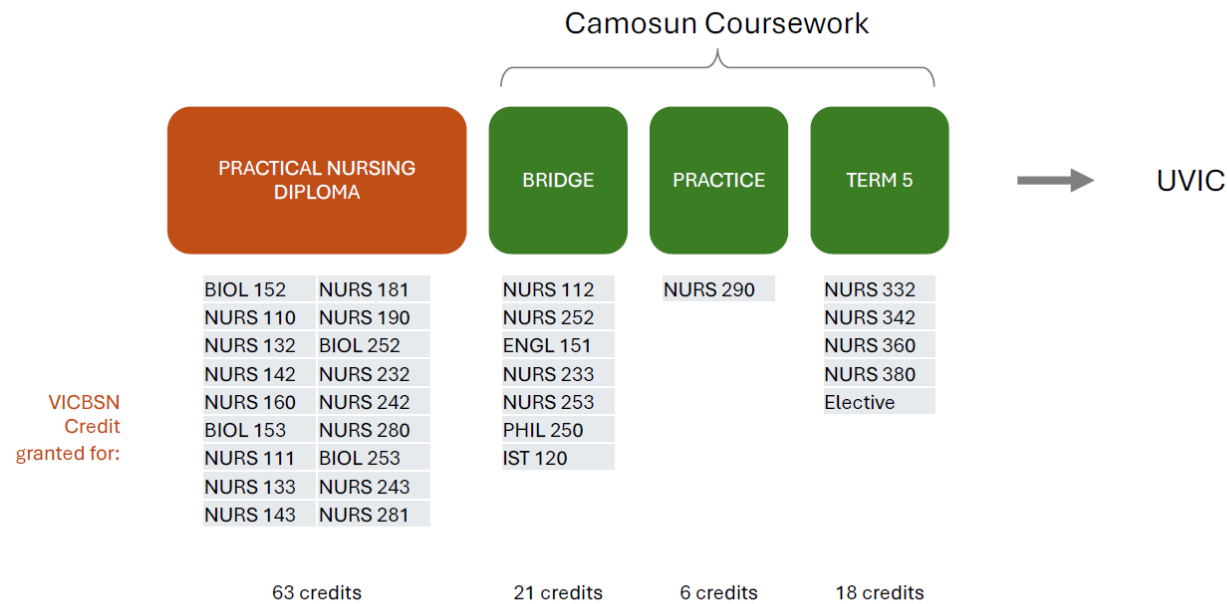
Student Journey



[Note: Presented as Camosun credits, not UVIC units].

Appendix 2: External Credential

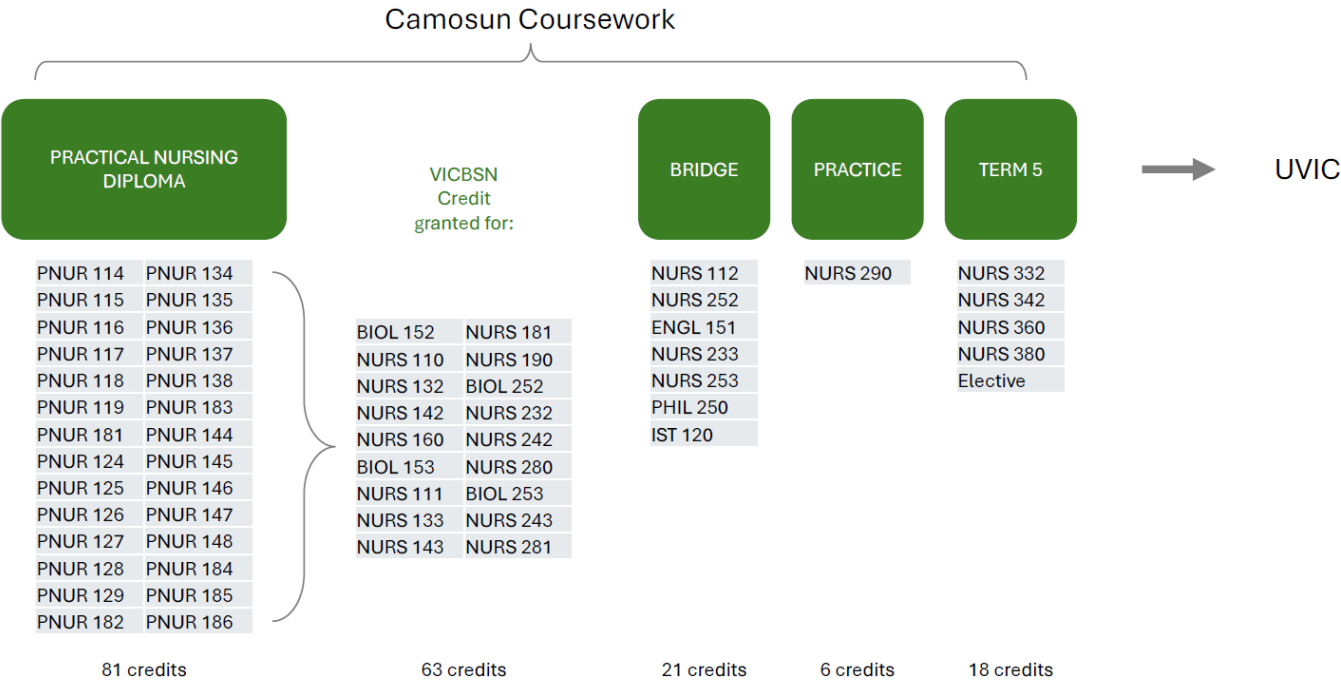
PN2BSN PATHWAYS
External Credential



[Note: Presented as Camosun credits, not UVIC units].

Appendix 3: Camosun Credential

PN2BSN PATHWAYS
Camosun Credential



[Note: Presented as Camosun credits, not UVIC units].

Appendix 4: Cross-Institution Student Assessment

VICBSN Course	Primary	Secondary	Primary PNUR	Additional	Rationale
BIOL 152 - Anatomy & Physiology for Nursing 1	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PN Diploma (A&P courses)			Primary equivalency is established through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) , which integrates human anatomy & physiology, pathophysiology, microbiology, pharmacology, math, and chemistry in evolving case studies. Learners prioritize and perform assessments, interpret diagnostics, administer medications safely, and develop care plans while applying relational ethics, health promotion, determinants of health, and Indigenous ways of knowing. This coverage addresses the core outcomes of <i>BIOL 152 - Anatomy & Physiology for Nursing 1</i> at RN-entry level. Secondary assurance is provided through PN Diploma (A&P courses), evidencing sustained competence across skills labs and supervised practice placements.
BIOL 153 - Anatomy & Physiology for Nursing 2	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PN Diploma (A&P courses)			Primary equivalency is established through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) , which deepens integrated health sciences in perioperative and acute medical contexts. Learners advance prioritization, monitoring, and psychomotor skills; integrate pathophysiology and pharmacology across organ systems; and apply ethics, informed consent, health promotion, and Indigenous perspectives to clinical decision-making. This aligns with RN-level outcomes for <i>BIOL 153 - Anatomy & Physiology for Nursing 2</i> . Secondary assurance is provided through PN Diploma (A&P courses) , evidencing sustained competence across skills labs and supervised practice placements.
BIOL 252 - Pathophysiology for Nursing 1	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PN Diploma (Variations in Health I–II)			Primary equivalency is established through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) , which integrates human anatomy & physiology, pathophysiology, microbiology, pharmacology, math, and chemistry in evolving case studies. Learners prioritize and perform assessments, interpret diagnostics, administer medications safely, and develop care plans while applying relational ethics, health promotion, determinants of health, and Indigenous ways of knowing. This coverage addresses the core outcomes of <i>BIOL 252 - Pathophysiology for Nursing 1</i> at RN-entry level. Emphasis includes cardiovascular, endocrine, and nervous system disorders with direct application to nursing assessment and intervention. Secondary assurance is provided through PN Diploma (Variations in Health I–II) , evidencing sustained competence across skills labs and supervised practice placements.
BIOL 253 - Pathophysiology for Nursing 2	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PN Diploma (Variations in Health III–IV)			Primary equivalency is established through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) , which deepens integrated health sciences in perioperative and acute medical contexts. Learners advance prioritization, monitoring, and psychomotor skills; integrate pathophysiology and pharmacology across organ systems; and apply ethics, informed consent, health promotion, and Indigenous perspectives to clinical decision-making. This aligns with RN-level outcomes for <i>BIOL 253 - Pathophysiology for Nursing 2</i> . Emphasis includes genitourinary, gastrointestinal, respiratory, musculoskeletal, and integumentary disorders with direct application to nursing assessment and intervention. Secondary assurance is provided through PN Diploma (Variations in Health III–IV) , evidencing sustained competence across skills labs and supervised practice placements.
ENGL 151 - Academic	ENGL 151 – Academic				Students directly complete ENGL 151 – Academic Writing Strategies as part of the bridge program.
IST 120 - Indigenous	IST 120 – Indigenous				Students directly complete IST 120 – Indigenous Peoples / TELFIN TFE WILNEW as part of the bridge program.
NURS 110 - The Profession of Nursing	NURS 112 – Registered Nursing as Scholarly Practice (Bridge)				Primary equivalency is established through NURS 112 – Registered Nursing as Scholarly Practice (Bridge) , which develops RN professional identity and scholarly practice: transition theory, CNA Code of Ethics, BCCNM standards, the nursing metaparadigm (person, health, environment, nursing), theory–practice–research integration, informatics use, and critical appraisal for evidence-informed practice. This aligns directly with <i>NURS 110 – The Profession of Nursing</i> outcomes around the profession/discipline, history/policy context, and RN scope of practice.
NURS 111 - The Discipline of Nursing	NURS 112 – Registered Nursing as Scholarly Practice (Bridge)				Primary equivalency is established through NURS 112 – Registered Nursing as Scholarly Practice (Bridge) , which develops RN professional identity and scholarly practice: transition theory, CNA Code of Ethics, BCCNM standards, the nursing metaparadigm (person, health, environment, nursing), theory–practice–research integration, informatics use, and critical appraisal for evidence-informed practice. This aligns directly with <i>NURS 111 – The Discipline of Nursing</i> outcomes around the profession/discipline, history/policy context, and RN scope of practice.
NURS 132 - Nurses Promoting Health	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PN Diploma (Health Promotion I–II)			Primary equivalency is established through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) , which integrates human anatomy & physiology, pathophysiology, microbiology, pharmacology, math, and chemistry in evolving case studies. Learners prioritize and perform assessments, interpret diagnostics, administer medications safely, and develop care plans while applying relational ethics, health promotion, determinants of health, and Indigenous ways of knowing. This coverage addresses the core outcomes of <i>NURS 132 – Nurses Promoting Health</i> at RN-entry level. Secondary assurance is provided through PN Diploma (Health Promotion I–II) , evidencing sustained competence across skills labs and supervised practice placements.

VICBSN Course	Primary	Secondary	Primary PNUR	Additional	Rationale
NURS 133 - Promoting Health Across the Lifespan	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PN Diploma (Health Promotion III–IV)			Primary equivalency is established through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) , which deepens integrated health sciences in perioperative and acute medical contexts. Learners advance prioritization, monitoring, and psychomotor skills; integrate pathophysiology and pharmacology across organ systems; and apply ethics, informed consent, health promotion, and Indigenous perspectives to clinical decision-making. This aligns with RN-level outcomes for <i>NURS 133 – Promoting Health Across the Lifespan</i> . Secondary assurance is provided through PN Diploma (Health Promotion III–IV) , evidencing sustained competence across skills labs and supervised practice placements.
NURS 142 - Foundational Skills and Assessments	PN Diploma (Integrated Nursing Practice I–II) + Practice Experience	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PNUR 118 (Integrated Nursing Practice 1)	PNUR 128 (Integrated Nursing Practice 2)	Primary equivalency is established through the PN Diploma (Integrated Nursing Practice I–II) + Practice Experience . The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of <i>NURS 142 – Foundational Skills and Assessments</i> . Competencies include IP&C, vital signs, focused head-to-toe, documentation, safety checks, and trauma-informed approaches appropriate to foundational practice. Secondary assurance through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 118 (Integrated Nursing Practice 1); PNUR 128 (Integrated Nursing Practice 2). PNUR 118 establishes fundamental psychomotor skills including vital signs, hygiene, mobility, safety, infection control, and early medication competencies. PNUR 128 builds on these skills with older adults, reinforcing safe assessment, documentation, and care delivery in increasingly complex contexts. These competencies are reinforced in lab and simulation, then applied in early clinical encounters. The combined outcomes align directly with NURS 142’s emphasis on safe foundational assessments and skills.
NURS 143 - Holistic Nursing Assessment and Skills	PN Diploma (Integrated Nursing Practice II–III) + Practice Experience	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PNUR 138 (Integrated Nursing Practice 3)	PNUR 128 (INP 2) PNUR 121 (Pharmacology 2)	Primary equivalency is established through the PN Diploma (Integrated Nursing Practice II–III) + Practice Experience . The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of <i>NURS 143 – Holistic Nursing Assessment and Skills</i> . Competencies advance to mental/spiritual/social assessment, medication preparation/administration responsibilities, use of technologies, and clinical judgment. Secondary assurance through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios.
NURS 160 - Relational Practice I	PN Diploma – Professional Communication I–IV + Practice Experience	NURS 112 – Registered Nursing as Scholarly Practice (Bridge)	PNUR 115 (Professional Communication 1)	PNUR 125 (Professional Communication 2)	Primary equivalency is established through the PN Diploma (Professional Communication sequence I–IV) + Practice Experience , which provide progressive development of therapeutic, interprofessional, and cross-cultural communication skills. PN learners build competence in self-awareness, reflective practice, establishing nurse-client relationships, managing grief/loss and end-of-life conversations, and collaborating with health teams. This sequence emphasizes safe, competent, and ethical communication as central to effective nursing practice, directly mapping to the <i>NURS 160 - Relational Practice I</i> outcomes around relational competence, therapeutic communication, and compassionate care. Secondary reinforcement is provided through the PN2BSN Bridge course NURS 112 – Registered Nursing as Scholarly Practice , which extends relational competencies by introducing RN-specific frameworks of reflective practice, relational ethics, and inquiry-based professional identity development. This reinforcement ensures learners not only retain their PN-level therapeutic communication skills, but also situate them within the expanded RN scope of practice and scholarly nursing context. Supporting PNUR curriculum: PNUR 115 (Professional Communication 1); PNUR 125 (Professional Communication 2). PNUR 115 introduces therapeutic communication, self-awareness, and the nurse-client relationship, while PNUR 125 extends these competencies to interprofessional and complex care communication.

VICBSN Course	Primary	Secondary	Primary PNUR	Additional	Rationale
NURS 181 - Health Promoting Practice	PN Diploma (Clinical I–II) + Practice Experience	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PNUR 117 (Health Promotion 1)	PNUR 127 and 137 (Health Promotion 2 & 3)	Primary equivalency is established through the PN Diploma (Clinical I–II) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork - mapping substantively to the outcomes of NURS 181 – Health Promoting Practice. Secondary assurance through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 117 (Health Promotion 1); PNUR 127 (Health Promotion 2); PNUR 137 (Health Promotion 3). PNUR 117 provides foundational knowledge of health promotion and determinants of health. PNUR 127 expands this to health promotion in aging, including wellness and independence. PNUR 137 applies promotion strategies in contexts of mental illness, disability, and maternal/child health. Reinforcement occurs in practice experiences where learners work directly with clients to promote health across the lifespan. The combined outcomes align directly with NURS 181's emphasis on caring relationships, health promotion, and safe nursing practice in diverse settings.
NURS 190 - Consolidated Practice Experience I	PN Diploma (Consolidated Practice I–II) + Practice Experience		PNUR 181 (Consolidated Practice Exp 1)	PNUR 182 (CPE 2)	Primary equivalency is established through PN Diploma (Consolidated Practice I–II) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of NURS 190 – Consolidated Practice Experience I. Supporting PNUR curriculum: PNUR 181 (CPE 1); PNUR 182 (CPE 2). PNUR 181 integrates theory into practice with healthy clients, emphasizing role clarity, personal care, focused assessments, and early medication administration. PNUR 182 extends this into residential care with older adults and clients with chronic illness, adding wound care, leadership, and comprehensive assessments. Reinforcement occurs across progressively complex clinical contexts. The combined outcomes align directly with NURS 190's emphasis on safe, evidence-informed practice and consolidation of early nursing skills.
NURS 232 - Health & Healing II: Health Challenges/Healing Initiatives	PN Diploma (Acute Care courses) + Practice Experience	NURS 252 – Integrated Health Sciences for RN Practice 1/253 (Bridge)	PNUR 126 (Variations in Health 2)	PNUR 116 PNUR 136 (Variations in Health 3)	Primary equivalency is established through PN Diploma (Acute Care courses) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of NURS 232 – Health & Healing II: Health Challenges/Healing Initiatives. Secondary coverage through NURS 252 – Integrated Health Sciences for RN Practice 1/253 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 116 (Variations in Health 1); PNUR 126 (Variations in Health 2); PNUR 136 (Variations in Health 3). PNUR 116 introduces learners to foundational pathophysiology and illness management. PNUR 126 expands to chronic illness and aging populations. PNUR 136 applies these concepts to community and rehabilitation contexts. These courses are reinforced through case-based learning, lab, and clinical placements. The combined outcomes align directly with NURS 232's emphasis on safe, inclusive, and evidence-informed care in complex illness contexts.
NURS 233 - Acute, Surgical,	NURS 233 – Acute, Surgical,				Students directly complete NURS 233 – Acute, Surgical, & Complex Nursing Care as part of the bridge program.
NURS 242 - Foundational Psychomotor Nursing Skills	PN Diploma (Integrated Nursing Practice I–II) + Practice Experience	NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge)	PNUR 138 (Integrated Nursing Practice 3)	PNUR 148 (INP 4)	Primary equivalency is established through PN Diploma (Integrated Nursing Practice I–II) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of NURS 242 – Foundational Psychomotor Nursing Skills. Secondary coverage through NURS 252 – Integrated Health Sciences for RN Practice 1 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 138 (Integrated Nursing Practice 3); PNUR 148 (Integrated Nursing Practice 4). PNUR 138 provides the primary equivalency, as it develops psychomotor skills within the context of clients experiencing multiple health challenges. Learners build competence in safe interventions, documentation, and clinical judgement, reinforced through lab, simulation, and community/clinical practice. PNUR 148 provides secondary reinforcement by extending these competencies into acute care, where advanced psychomotor interventions (e.g., IV therapy, surgical wound care) are introduced. Together, these courses ensure learners acquire and apply foundational RN-level psychomotor skills safely and competently. The combined outcomes align directly with NURS 242's emphasis on foundational psychomotor interventions, documentation, and safe care in acute and complex illness contexts.

VICBSN Course	Primary	Secondary	Primary PNUR	Additional	Rationale
NURS 243 - Intermediate Psychomotor Nursing Skills	PN Diploma (Integrated Nursing Practice III–IV) + Practice Experience	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PNUR 148 (Integrated Nursing Practice 3)	PNUR 138 (INP 3)	Primary equivalency is established through PN Diploma (Integrated Nursing Practice III–IV) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of <i>NURS 243 – Intermediate Psychomotor Nursing Skills</i>. Secondary coverage through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 148 (Integrated Nursing Practice 4); PNUR 138 (Integrated Nursing Practice 3). PNUR 148 provides the primary equivalency, as it emphasizes acute-care practice and advanced psychomotor interventions such as IV therapy, post-operative care, and prioritization in high-acuity environments. Learners integrate evidence-informed practice, trauma-informed approaches, and interprofessional collaboration while performing increasingly complex skills. PNUR 138 supports this by supplying the intermediate foundation of psychomotor skills and assessments, ensuring continuity from community and chronic care contexts into acute care practice. Reinforcement across simulation, lab, and clinical settings ensures safe, competent application of intermediate-level skills. The combined outcomes align directly with NURS 243's emphasis on advancing psychomotor competence for complex and acute care contexts.
NURS 280 - Nursing for Acute & Complex Illness	PN Diploma (Acute Care Clinical III–IV) + Practice Experience	NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge)	PNUR 146 (Variations in Health IV)	PNUR 126 (Variations in Health II) PNUR 136 (Variations in Health III)	Primary equivalency is established through PN Diploma (Acute Care Clinical III–IV) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of <i>NURS 280 – Nursing for Acute & Complex Illness</i>. Secondary coverage through NURS 253 – Integrated Health Sciences for RN Practice 2 (Bridge) reinforces comprehensive RN assessment, diagnostic interpretation, medication safety, and care-planning within case-based scenarios. Supporting PNUR curriculum: PNUR 146 (Variations in Health 4); PNUR 126 (Variations in Health 2); PNUR 136 (Variations in Health 3). PNUR 146 provides the primary equivalency, as it focuses on the pathophysiology, assessment, and nursing care of clients experiencing acute illness and acute exacerbations of chronic conditions. Learners apply evidence-informed interventions and decision-making in high-acuity contexts, directly reflecting NURS 280's emphasis on acute and complex illness. PNUR 126 supports this by grounding learners in chronic illness and the care of older adults, providing a baseline for managing complexity. PNUR 136 extends the scope into community and rehabilitation contexts, reinforcing the continuum of care for clients with complex health challenges. Across these courses, learners consolidate their ability to plan, prioritize, and deliver safe, competent care through lab, simulation, and acute clinical practice. The combined outcomes align directly with NURS 280's focus on translating knowledge and skills into holistic nursing care for individuals with acute and complex illness.
NURS 281 - Medical, Surgical, & Specialty Nursing	PN Diploma (Acute Care + Preceptorship) + Practice Experience	NURS 290 – Consolidated Practice Experience 2 (Bridge)	PNUR 148 (Integrated Nursing Practice 4)	PNUR 184 (CPE 4) PNUR 138 (INP III)	Primary equivalency is established through PN Diploma (Acute Care + Preceptorship) + Practice Experience. The PN program provides intensive skills labs, simulation, and progressively complex clinical experiences (e.g., Integrated Nursing Practice I–IV; Consolidated Practice Experiences; Acute Care clinicals; Preceptorship). Learners demonstrate foundational to intermediate health assessments, psychomotor skills (e.g., wound care, IV starts/therapy where supported), safe medication administration, documentation, and teamwork — mapping substantively to the outcomes of <i>NURS 281 – Medical, Surgical, & Specialty Nursing</i>. Secondary coverage through NURS 290 – Consolidated Practice Experience 2 (Bridge) demonstrates applied competency in acute/complex settings with safe medication administration, prioritization, and interprofessional collaboration. Supporting PNUR curriculum: PNUR 148 (Integrated Nursing Practice 4); PNUR 184 (Consolidated Practice Experience 4); PNUR 138 (Integrated Nursing Practice 3). PNUR 148 provides the primary equivalency, as it emphasizes advanced acute and surgical nursing practice. Learners develop high-level psychomotor skills, safe medication administration, prioritization, and decision-making in acute care environments, aligning directly with NURS 281's outcomes. PNUR 184 reinforces these competencies through immersive clinical practice in acute settings, where learners consolidate surgical wound care, IV therapy, and post-operative interventions. PNUR 138 provides secondary scaffolding, establishing the intermediate assessment and intervention skills that prepare learners for the transition into acute and specialty care. Across these courses, learners progress through simulation, lab, and practice experiences that integrate theoretical knowledge, holistic assessment, and safe nursing interventions. The combined outcomes align directly with NURS 281's emphasis on comprehensive, evidence-informed, and culturally safe care in medical, surgical, and specialty nursing contexts.
NURS 290 - Consolidated	NURS 290 – Consolidated				Students directly complete NURS 290 – Consolidated Practice Experience 2 as part of the bridge program.
PHIL 250 -	PHIL 250 –				Students directly complete PHIL 250 – Healthcare Ethics as part of the bridge program.

SENATE



SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: February 18, 2026

Subject: Proposed Updates to Special Access First Nations, Métis and Inuit
- Undergraduate Calendar Entry

At its meeting on February 9, 2026 the Senate Committee on Academic Standards considered and approved the attached proposal from the Office of the Registrar and Enrolment Management for changes to the Special Access First Nations, Métis and Inuit category in the Undergraduate Academic Calendar.

Recommended Motion:

That Senate approve the proposed change to the update to the current Undergraduate Calendar entry "Special Access First Nations, Métis and Inuit" effective September 2026.

Respectfully submitted,

2025/2026 Senate Committee on Academic Standards

Danu Stinson (Chair), Faculty of Graduate Studies
 Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
 Hector Caruncho, Faculty of Health
 Michael Caryk, UVSS representative
 Ashley de Moscoso, Associate Registrar
 Kelly Diether, Convocation Senator
 Dennine Dudley, Faculty of Fine Arts
 Chloë Farr, GSS representative
 Andrea Giles, Executive Director, Coop and Career Services
 Emily Goodman, Student Senator
 Rob Hancock, Faculty of Social Sciences
 Charlie Krueger, Student Senator
 Cedric Littlewood, Faculty of Graduate Studies/VPAC designate
 David Medler, Associate Dean Advising (Faculties of SCIE, SOSC and HUMS)
 Andrew Newcombe, Faculty of Law
 Sorin Rizeanu, Peter B. Gustavson School of Business
 Irina Paci, Faculty of Science
 Tim Pelton, Faculty of Education
 Ben Pin-Yun Wang, Faculty of Humanities
 Crystal Seibold, President's nominee
 Yang Shi, Faculty of Engineering and Computer Science
 Wendy Taylor, Registrar
 Laura Vizina, Division of Continuing Studies
 Ada Saab (Secretary), Associate University Secretary



DATE:	February 17, 2026
TO:	Danu Stinson, Chair, Senate Committee on Academic Standards
FROM:	Wendy Taylor, Registrar
CC:	Zane Robison, Associate Registrar
RE:	Proposed updates to Special Access First Nations, Métis and Inuit- Undergraduate Calendar

This proposal recommends updates to the current Undergraduate calendar entry for Special Access First Nations, Métis and Inuit.

The current process for applying to the Special Access First Nations, Métis and Inuit category is for self-identified Indigenous applicants to apply for regular admission and if they do not meet the formal admission requirements, they are refused admission. In their refusal letter, applicants are informed of the Special Access First Nations, Métis and Inuit category and invited to submit an appeal of their admission refusal to the Senate Committee on Admission, Reregistration and Transfer Appeals (SCARTA) for reconsideration under this category.

The work to update the Special Access process aligns with several of the university's strategic priorities, specifically:

- Indigenous Plan (Goal 2.1.1, "Create strengths-based and relationship-oriented approaches to Indigenous student outreach, admissions, registration, orientation and retention"),
- Strategic Plan ("Sharing the work of creating an environment that supports Indigenous students, staff and faculty with the entire university community—supported by accountable practices and policies in all areas of our teaching, research and operations"),
- Strategic Enrolment Management Plan (Goal 6, Strategy 2, "Develop and implement a recruitment, admission and transition plan for Indigenous students" and Goal 1, Strategy 1, "Re-align and enhance admission policies and procedures for students" including Indigenous students), and
- Academic Action Plan ("Increase the overall number of Indigenous students for undergraduate and graduate programs"). and

Based on a review by the Office of the Registrar and Enrolment Management, this proposal seeks to:

- Improve the Special Access First Nations, Métis and Inuit application process so that it is positive, welcoming, and inclusive by moving the process away from being a negative, rejection-based experience into a strengths-based, positive experience that allows all applicants to see themselves as future UVic students.
- Reduce barriers for Indigenous applicants to UVic.
- Modernize and clarify language in the entry.



The main proposed changes are as follows:

- Rename the entry “Supplemental Application: Indigenous Students”
- Replace the term “Aboriginal” with “Indigenous” throughout calendar entry.
- Update and add language surrounding self-identification and the Indigenous Citizenship Declaration (ICD) Policy.
- Change the area responsible for reviewing these applications from the Senate Committee on Admission, Reregistration and Transfer Appeals (SCARTA) to Undergraduate Admissions. Please note that if a Special Access applicant is rejected by Undergraduate Admissions, that applicant will still be able to appeal that decision through SCARTA.
- Add “Self-identified Indigenous applicants connected to Nations or communities bisected by the Canada/U.S. border and those impacted by the Sixties Scoop and their relatives are also eligible to apply under this admission category.”
- Update the type of references that are requested. Specifically, replace “If possible, one reference should be from a recognized Aboriginal organization” with “One of the references should be from an academic or professional source (such as teachers, tutors, mentors, or supervisors/colleagues from paid or volunteer work)”, and remove “References from relatives will not be accepted”.
- Add “Applicants interested in applying through this category should [contact their admission assistant](#)”.

Appendix A provides further information and rationale for the proposed changes. The current undergraduate calendar entry with proposed edits is shown in Appendix B. Appendix C presents the proposed finalized version of the undergraduate calendar entry. A copy of the forms that will be sent to applicants are shown in Appendix D. Appendix E contains links to further resources cited in this proposal.

This proposal has been discussed with the Senate Committee on Admissions, Re-registration and Transfer Appeals (SCARTA) at their January 20, 2026 meeting. Additional consultations with Dr. Rob Hancock, Associate Director of Indigenous Academic and Community Engagement (IACE), the Indigenous Citizenship Declaration (ICD) team in the Office of the Vice-President Indigenous (OVPI), and the Indigenous Recruitment Team have also been conducted.

Recommended Motion:

That the Senate Committee on Academic Standards approve, and recommend to Senate that it also approve, the proposed update to the current Undergraduate Calendar entry “Special Access First Nations, Métis and Inuit” effective September 2026.



Appendix A: Rationale of Main Changes

1. Rename the entry “Supplemental Application: Indigenous Students”

- The updated name better reflects the proposed new process and removes any potential pejorative interpretations of the term “Special Access”.

2. Replace the term “Aboriginal” with “Indigenous” throughout calendar entry

- In keeping with other UVic plans and processes, replace the term “Aboriginal” with “Indigenous”.

3. Update and add language surrounding self-identification and the Indigenous Citizenship Declaration (ICD) Policy

- All portions of the proposal referring to the ICD policy were composed in partnership with the ICD team in the Office of the Vice President Indigenous, who has also formally exempted this admission category from the ICD policy, unless that admission offer is for a reserved seat where ICD eligibility is a requirement for acceptance.
- Remove “The voluntary declaration will NOT be used for admission decisions”, as self-identification is being used to identify applicants that are eligible for this admission category and make admission decisions. Therefore, this line does not accurately represent the current or proposed revised process.
- Remove “Documentation of Indigenous ancestry is not required” and add information about the ICD policy and how this admission category intersects with this (see Appendix F for ICD Policy and Procedures).

4. Change the area responsible for reviewing these applications from the Senate Committee on Admission, Reregistration and Transfer Appeals (SCARTA) to Undergraduate Admissions

- The goal of the Special Access First Nations, Métis and Inuit applicant category is to reduce barriers for Indigenous applicants applying to UVic. Removing rejections from the admission process for this category helps UVic better achieve that goal. In an effort to make applications to the Special Access category a more positive, welcoming, and inclusive process, these applications will no longer be reviewed by SCARTA, which is an appellant committee that requires an applicant to be rejected first and then submit an appeal to SCARTA in order to have that rejection reconsidered.
- If an applicant is identified by Undergraduate Admissions as being a potential candidate for the Special Access admission category, their admission officer will reach out via email to the applicant (see Appendix D for sample email) to inform them of this category and walk them through the application process. Once all required documents are received (see Appendix D for sample documents), the Undergraduate Admissions team will review and make a decision based on the information provided. Additional consultation with the applicant’s intended faculty may be done on a case-by-case basis if deemed necessary. See Appendix D for a copy of the documents that will be sent to applicants as part of the application process.
- SCARTA has expressed concerns that the appeal process is a negative experience for Indigenous applicants and supports these proposed changes.
- Special Access applicants that are refused admission will still be able to appeal that decision through SCARTA, as all applicants to UVic have the right to appeal.



5. **Add “Self-identified Indigenous applicants connected to Nations bisected by the Canada/U.S. border and those impacted by the Sixties Scoop and their relatives are also eligible to apply under this admission category.”**
 - In keeping with the UVic policy regarding Indigenous applicants eligible for domestic tuition (see [Fees for international students](#)), we propose expanding applicants eligible to apply under Special Access to include Indigenous applicants as outlined above.
6. **Update the type of references that are requested. Specifically, replace “If possible, one reference should be from a recognized Aboriginal organization” with “One of the references should be from an academic or professional source (such as teachers, tutors, mentors, or supervisors/colleagues from paid or volunteer work)”, and remove “References from relatives will not be accepted.”**
 - Feedback from consultations with IACE, Indigenous recruitment, and applicants is that not every applicant has a connection with a recognized Indigenous organization and this request, although optional, can place barriers in front of applicants. Additionally, it was shared that it is very common in Indigenous communities to work with relatives and, more specifically, close relatives. The purpose of asking for references is to seek a credible source to speak to an applicant’s potential success at UVic, and this proposed updated statement better defines the kinds of references needed without imposing unnecessary barriers.
 - If a reference is submitted that does not speak to an applicant’s academic or professional experiences, the admission officer will provide that feedback to the applicant/referee and provide them with an opportunity to submit more information or an alternative reference.
5. **Add “Applicants interested in applying through this category should [contact their admission assistant](#).”**
 - This provides next steps for applicants on how to proceed with an application.



Appendix B: Current Undergraduate Calendar Entry (with proposed edits)

~~First Nations, Métis and Inuit~~ Supplemental Application: Indigenous Students

The University welcomes applications from ~~Aboriginal~~ Indigenous Peoples, peoples of Canada, including those of First Nations, Métis and Inuit ~~ancestry (including Non-Status~~ people ~~Aboriginal)~~.

Applications from ~~Aboriginal peoples of Canada~~ Self-identified First Nations, Métis, and Inuit applicants who do not qualify under the other categories of admission can submit a supplemental application that will be considered on an individual basis by ~~the Senate Committee on Admission, Reregistration and Transfer Appeals~~ Undergraduate Admissions, who will consider each applicant's:

The committee will consider each applicant's:

- educational history
- non-educational achievements that indicate an ability to succeed at university.

Self-identified Indigenous applicants connected to Nations or communities bisected by the Canada/U.S. border and those impacted by the Sixties Scoop and their relatives are also eligible to submit a supplemental application.

~~Applicants who choose to apply under the "Special Access – First Nations, Métis and Inuit" category must submit two reference forms from persons specifically able to assess the applicant's potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.~~

Supplemental applications must contain the following:

- A personal statement from the applicant outlining their academic objectives
- Two reference forms from persons specifically able to speak to the applicant's potential for academic success. One of the references should be from an academic or professional source (such as teachers, tutors, mentors, or supervisors/colleagues from paid or volunteer work).

Applicants interested in applying under this category should [contact their admission assistant](#).

~~During the admission application process, students applicants are given the opportunity to self-identify as Indigenous declare their Aboriginal status. The voluntary declaration will NOT be used for admission decisions. Documentation of Indigenous ancestry is not required. You Applicants are encouraged to self-identify in order to receive announcements of special events organized by the Office of Indigenous Academic and Community Engagement (IACE) as well as information on academic, personal and cultural support services at the First Peoples House. For more information, see the Office of Indigenous Academic and Community Engagement website or contact the Executive Director of IACE, at jacedir@uvic.ca.~~

While applicants are encouraged to self-identify on their application, self-identification will no longer be used in the adjudication or distribution of Indigenous-specific scholarships, awards and bursaries. To be eligible for these opportunities, Indigenous students must provide additional supporting information in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810). During the application process, students are given the opportunity to put themselves forward for Indigenous-specific entrance scholarships/awards, where receiving that award is conditional on the student establishing eligibility in alignment with the ICD Policy. For more information and for support with an ICD Application, please visit the Office of the Vice President Indigenous website (uvic.ca/ovpi/icd) or contact a team member at vpicd@uvic.ca.



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Admission under this category is excluded from the scope of the ICD policy, unless that admission offer is for a reserved seat where ICD eligibility is a requirement for acceptance.



Appendix C: Proposed Undergraduate Calendar Entry

Supplemental Application: Indigenous Students

The University welcomes applications from Indigenous Peoples, including First Nations, Métis and Inuit (including Non-Status people).

Self-identified First Nations, Métis, and Inuit applicants who do not qualify under the other categories of admission can submit a supplemental application that will be considered on an individual basis by Undergraduate Admissions, who will consider each applicant's:

- educational history
- non-educational achievements that indicate an ability to succeed at university.

Self-identified Indigenous applicants connected to Nations or communities bisected by the Canada/U.S. border and those impacted by the Sixties Scoop and their relatives are also eligible to submit a supplemental application.

Supplemental applications must contain the following:

- A personal statement from the applicant outlining their academic objectives
- Two reference forms from persons specifically able to speak to the applicant's potential for academic success. One of the references should be from an academic or professional source (such as teachers, tutors, mentors, or supervisors/colleagues from paid or volunteer work).

Applicants interested in applying under this category should contact their admission assistant.

During the application process, applicants are given the opportunity to self-identify as Indigenous. Applicants are encouraged to self-identify to receive announcements of special events organized by the Office of Indigenous Academic and Community Engagement (IACE) as well as information on academic, personal and cultural support services offered at the First Peoples House. For more information, see the Office of Indigenous Academic and Community Engagement website or contact the Executive Director of IACE, at iacedir@uvic.ca.

While applicants are encouraged to self-identify on their application, self-identification will no longer be used in the adjudication or distribution of Indigenous-specific scholarships, awards and bursaries. To be eligible for these opportunities, Indigenous students must provide additional supporting information in alignment with the Indigenous Citizenship Declaration (ICD) Policy (GV0810). During the application process, students are given the opportunity to put themselves forward for Indigenous-specific entrance scholarships/awards, where receiving that award is conditional on the student establishing eligibility in alignment with the ICD Policy. For more information and for support with an ICD Application, please visit the Office of the VP Indigenous' website (uvic.ca/ovpi/icd) or contact a team member at vpiicd@uvic.ca.

Admission under this category is excluded from the scope of the ICD policy, unless that admission offer is for a reserved seat where ICD eligibility is a requirement for acceptance.



Appendix D: Email and Documents sent to Applicants

Email draft:

Dear NAME,

VXXXXXXX

Thank you for applying to UVic!

I am your admission officer, and I have just completed an initial review of your application. Currently, you are missing some of the admission requirements for the Faculty of XXX. However, I would like to invite you to submit a [supplemental application](#) to be considered.

Supplemental applications are considered on an individual basis by Undergraduate Admissions. For this application category, we will consider:

- your educational history
- your non-educational achievements that indicate an ability to succeed at university

If you would like to submit a supplemental application, please upload the following documents to your application checklist by DATE:

- **A personal statement** outlining your academic objectives and how you plan to be successful in your studies at UVic.
- **Two references.** I have attached the forms for your references to fill out.

More information about what you can put in your letter and what references you should ask for is in the attachment.

If you have any questions about the supplemental application, I am here to help. Please feel free to reach out to me via email or phone should you have any questions.

Kind regards,

Admission Officer



Attachment sent to applicant via email:

Supplemental Application: Indigenous Students

Application Requirements:

1. **Personal Statement:** This will help us get to know you better. Please introduce and locate yourself* and tell us about your personal and educational background, what experiences have influenced your decision to pursue post-secondary education, and any achievements you have made or challenges you have faced along the way. You can also include any extracurricular activities you are involved with, or volunteer work you have done. Please also share your academic or professional goals, why you have chosen the program you have applied for, and how you plan to be academically successful at UVic. Please upload this letter to your [application checklist](#).
2. **Two completed Reference Forms (see below):**
 - Arrange for these forms to be completed by two people who would be best to speak to your potential for academic success. One of the references should be from an academic or professional source (such as teachers, tutors, mentors, or supervisors/colleagues from paid or volunteer work).
 - Complete **Section I** on each form prior to giving them to your referees. Your references can email their letters to your admission assistant at admsX@uvic.ca.
3. **Official Transcript(s):** If you haven't already, please arrange for official copies of your high school and/or post-secondary transcripts to be sent to Undergraduate Admissions.

If you have any questions, please do not hesitate to contact your admission officer at admsofficerX@uvic.ca.

* What does "locate yourself" mean?

- Self-location is a way to share a little about who you are and where you come from. This can include your family, community, Nation, or the place you call home. You may also wish to introduce yourself in your traditional way or language.
- Self-location helps us understand your background and experiences.
- There is no right or wrong answer, and you should only share what you feel comfortable sharing.
- You may write as much or as little as you wish.
- Any information you choose to share will be used respectfully and kept confidential.

If it is helpful, you can fill out some or all the following statement for this portion of the application:

"I grew up in _____. My family is from _____. I am connected to _____ community."



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 Jamie Cassels Centre A115 PO Box 3025 STN CSC Victoria BC V8W 3PC Canada
 T 250-721-8135 | F 250-721-6225 | wtaylor@uvic.ca | uvic.ca/studentaffairs

Supplemental Application: Indigenous Students Reference Form*

*(2 copies will be sent to applicant)



The information you provide about this applicant will greatly assist us in making our admission decision. Please respond as completely and as objectively as possible. Please email the completed reference form to admsX@uvic.ca.

The University collects the personal information on this form pursuant to the University Act, RSBC 1996, c.468 and section 26 of the *Freedom of Information and Protection of Privacy* Acts. If you wish further information, please contact the Office of the Registrar for an information sheet or read [UVic Policy 4400, Access to Student Records](#).

This report will not be released to the student by the University of Victoria. If you wish, you may provide a copy to the applicant. A summary of the information on this form may be provided according to the provisions of Freedom of Information/Protection of Privacy legislation.

Applicant information

Applicant's name: _____

Student number: _____

Referee information

Referee's name: _____

Occupation: _____

Email address: _____

Telephone: _____

May we contact you for further information (if required)?

☐ Yes ☐ No

Is your reference provided in confidence?

☐ The applicant may view this reference upon request.

☐ This reference is in confidence. **DO NOT** release the information to the applicant.

Signature: _____

Date: _____

Relationship with applicant

Please describe your relationship with the applicant.



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721-8135| F 250-721-6225|wtaylor@uvic.ca|uvic.ca/studentaffairs

Please describe the length and nature of your contact with the applicant.

Observations

Describe your knowledge of the applicant in the following areas:

- Communication skills (written and oral)
- General knowledge and ability to learn
- Work habits
- Achievements that indicate an ability to succeed at university
- Any other information you feel would help us with our decision

If you prefer, you can submit a separate reference letter you've written for the applicant. Attach the reference letter to your email as a PDF file and provide the file name below.



Appendix E- Additional Resources

- **UVic Academic Action Plan**
 - <https://www.uvic.ca/vpacademic/academic-plan/index.php>
- **UVic Indigenous Citizenship Declaration (ICD) Policy and Procedures**
 - www.uvic.ca/ovpi/ways-of-knowing/policies-and-guidelines/indigenous-citizenship-declaration-icd/index.php#ipn-icd-policy-procedures
- **UVic Indigenous Plan**
 - www.uvic.ca/ovpi/indigenous-plan/download/index.php
- **UVic Strategic Enrolment Management Plan**
 - www.uvic.ca/assets/docs/sem-uvic.pdf
- **UVic Strategic Plan**
 - <https://www.uvic.ca/strategic-plan/index.php>