SENATE
Notice of
Meeting and Agenda

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, November 6, 2026 at 3:30 p.m. This meeting will be held in Sŋéqə ʔéʔləŋ (Sngequ House), Conference Room A and via Zoom.

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

1. APPROVAL OF THE AGENDA **ACTION**

2. MINUTES

a. October 2, 2026 **(SEN-NOV 6/26-1)** **ACTION**

Motion: That the minutes of the open session of the meeting of the Senate held on October 2, 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 Agenda and Governance – Rhonda McEwen, Chair

i. Appointments to the 2026/2027 Senate standing committees **ACTION**
(SEN-NOV 6/26-2)

Motion: That Senate approve the appointments to the 2026/2027 Senate standing committees for the terms indicated in the attached document.

b. Senate Committee on Awards – Maureen Ryan, Chair

i. 2025/2026 Annual Report **(SEN-NOV 6/26-3)** **INFORMATION**

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

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

- Ada and Robert Le Grys Memorial Scholarship in Molecular Life Sciences* (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Allen P. James Scholarship* (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Charles Humphrey Memorial Scholarship in Molecular Life Sciences* (Revised)
- Deanna Carter Molecular Life Sciences Scholarship (Revised)
- Don Knowles Memorial Scholarship* (Revised)
- Dr. Ed Ishiguro – Oak Bay Kiwanis Bursary (Revised)
- Dr. Ernst Von Rudloff Bursary in Molecular Life Sciences* (Revised)
- Gerhart B. Friedmann Bursary* (Revised)
- Hugh and Lilian Salmond Molecular Life Sciences Scholarship* (Revised)
- Hugh and Lilian Salmond Scholarship in Molecular Life Sciences* (Revised)
- Jane Seaborne Bursary* (Revised)
- John and Fern Spring Music Scholarship* (New)
- John Carling Fraser Memorial Bursary* (Revised)
- John Carling Fraser Memorial Scholarship* (Revised)
- Pearson Family Award* (Revised)
- Richard L. Williams Memorial Award* (Revised)
- Sardul S. Gill Graduate Scholarship* (New)
- LE,NONET Undergraduate Bursary (Revised)

** Administered by the University of Victoria Foundation*

c. Senate Committee on Planning - Elizabeth Adjin-Tettey, Chair

i. Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN) **(SEN-NOV 6/26-5)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN), as described in

the document “Accelerated BSN Program”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

ii. Proposal to discontinue the Nursing Education Graduate Certificate **(SEN-NOV 6/26-6)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing Education Graduate Certificate, as described in the document “Nursing Education Graduate Certificate”.

iii. Proposal to discontinue the Nursing and Health Informatics Double Degree program **(SEN-NOV 6/26-7)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing and Health Informatics Double Degree program, as described in the document “Nursing and Health Informatics – Double Degree”.

iv. Proposal to revise the Master of Nursing program **(SEN-NOV 6/26-8)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master’s program, Master of Nursing – Nurse Practitioner, as described in the document “Master of Nursing in Academic Practice Nursing”.

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN-Nursing) program as described in the document “Master of Nursing in Advanced Practice Nursing’.

v. Proposed changes to the PhD in Nursing program **(SEN-NOV 6/26-9)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governance that it also approve, the proposed changes to the PhD in Nursing program, as described in the document “PhD in Nursing”.

vi. Proposed changes to the Honours, Major and Minor programs in French and Francophone Studies **(SEN-NOV 6/26-10)** **ACTION**

Motion: That Senate approve the proposed changes to the Honours program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

Motion: That Senate approve the proposed changes to the Major program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

Motion: That Senate approve the proposed changes to the Minor program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours).

d. Senate Committee on Academic Standards – Cedric Littlewood, Chair

i. Undergraduate Calendar Amendments to Establish Admission, Progression, and Degree Requirements for the Accelerated Bachelor of Science in Nursing (A-BSN) Program **(SEN-NOV 6/26-11)** **ACTION**

Motion: That Senate approve the admission requirements for the Accelerated Bachelor of Science in Nursing (A-BSN).

ii. School of Nursing Graduate Program Refresh **(SEN-NOV 6/26-12)** **ACTION**

Motion: That Senate approve the revised admission and progression requirements in the School of Nursing graduate program.

iii. Proposed Changes to the French and Francophone Studies Undergraduate Program **(SEN-NOV 6/26-13)** **ACTION**

Motion: That Senate approve the revised admission and progression requirements in the French and Francophone Studies program.

iv. Proposed Revisions to Admission Requirements for Engineering Technology Diploma Applicants and New Admission Requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM) **(SEN-NOV 6/26-14)** **ACTION**

Motion: That Senate approve the proposed revisions to admission requirements for Engineering Technology Diploma applicants and

new admission requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM).

v. Update on Core Requirement **INFORMATION**

7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Enrolment update **INFORMATION**

b. 2025-2026 Annual Report on Non-Academic Misconduct Allegations and Resolutions **(SEN-NOV 2/26-15)** **INFORMATION**

9. OTHER BUSINESS

a. Senate resignation **INFORMATION**

10. ADJOURNMENT

UNIVERSITY OF VICTORIA

Meeting of Senate
October 2, 2026

MINUTES

An open meeting of the Senate of the University of Victoria was held on October 2, 2026 at 3:30 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. REMARKS FROM THE CHAIR

a. President's Report

Elizabeth Croft, Acting President and Vice-Chancellor, welcomed members to the first Senate meeting of the academic year and acknowledged the Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

E. Croft thanked those who attended, organized, and participated in UVic's Orange Shirt Day event on September 29, 2026, and acknowledged the significant work undertaken behind the scenes to support the event's success.

Noting the many new faces at Senate, E. Croft extended a special welcome to new members and said she looked forward to working with them in service to the university through the important work of Senate. She thanked the Office of the University Secretary and all those involved in Senate Orientation and the mock Senate exercise.

E. Croft also expressed appreciation to those involved in the Dean and President search processes, noting that such work requires considerable rigor and dedication, much of which occurs behind the scenes, to support the selection of outstanding institutional leaders.

Providing an update on fall orientation activities, E. Croft noted that she had participated in numerous student and faculty welcome events throughout September. She reported that the university welcomed its largest incoming class to date and that orientation activities were exceptionally well attended and professionally delivered. She also mentioned her attendance at this year's Thunderfest, highlighting the energy and engagement of the student community.

E. Croft concluded by recognizing several notable achievements and awards received over the summer. While noting that all recent accomplishments are available through UVic News, she highlighted two in particular. She reported that, through the efforts of Lisa Kalynchuk, Vice-President Research and Innovation, Joaquin Trapero, Executive Director, Strategic Research Initiatives, and the Research Services team, UVic welcomed two

Draft
Draft

internationally recognized scholars, David Almeida and Eliott Hazen, as part of the inaugural Eddie Goldenberg Research Chairs of Canada cohort. E. Croft also congratulated AY Sensors Inc., a company founded by Makhsud Saidaminov of the Department of Chemistry, on being named one of the Falling Walls Foundation's "Top 100 Startups to Watch," one of only five Canadian companies to receive this distinction.

3. MINUTES

a. April 10, 2026

Motion: (C. Eagle/M. Laidlaw)
That the minutes of the open session of the meeting of the Senate held on April 10, 2026 be approved and that the approved minutes be circulated in the usual way.

CARRIED

b. May 8, 2026

A Senator noted that a motion made from the floor of Senate to challenge the Chair's ruling had not been reflected in the draft minutes and expressed the view that the minutes should be amended to include reference to that motion.

Carrie Andersen, University Secretary, explained that the purpose of Senate minutes is to provide a summary record of the proceedings and decisions of the meeting rather than a verbatim account of all discussion. She further noted that Senators who disagreed with the content of the minutes could vote against their approval.

The Senator maintained the view that the draft minutes should be revised.

Motion: (J. Colby/A. Con)
That the minutes of the open session of the meeting of the Senate held on May 8, 2026 be approved and that the approved minutes be circulated in the usual way.

CARRIED

4. BUSINESS ARISING FROM THE MINUTES

There was none.

CONSENT

5. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2025/2026 Annual Report

Draft Draft

b. Senate Committee on Continuing Studies

i. 2025/2026 Annual Report

c. Senate Committee on Curriculum

i. 2025/2026 Annual Report

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

a. 2025/26 Report on the Status of External Reviews of Academic Units

REGULAR

7. CORRESPONDENCE

a. University of Victoria Financial Statements as at March 31, 2026

E. Croft introduced the financial statements. There were no questions.

8. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Removal of C+ requirement in Political Science Honours degree program

Cedric Littlewood, Chair of the Senate Committee on Academic Standards, introduced the proposal. There were no questions.

Motion: (R. Hancock/D. Sharpe)
That Senate approve the removal of the C+ requirement in the Policial Science Honours degree program effective May 2027.

CARRIED

ii. Proposal to update Faculty of Social Sciences language regarding Graduation Standing

C. Littlewood introduced the proposal. There were no questions.

Motion: (C. Eagle/D. Dudley)
That Senate approve the changes to the Graduation Standing language for the Faculty of Social Sciences in the Undergraduate Academic Calendar.

CARRIED

Draft Draft

iii. Approval of Calendar Revisions: Grade Below B process

C. Littlewood introduced the proposal.

In response to a question regarding courses that are co-located levels with both undergraduate and graduate students, a Senator asked how grading practices are differentiated and reconciled between the two offerings. C. Littlewood explained that, although the courses may share the same instructor and classroom, they are offered as separate courses with distinct learning outcomes, requirements, and course outlines. As a result, grading is conducted independently for each course.

Motion: (A. Con/J. Walshaw)
That Senate approve the revisions to the Grade Below B Grading regulation under Grading and Academic Performance in the Graduate Academic Calendar effective January 2027.

CARRIED

iv. Approval of Calendar Revisions: Missing Grading Information

C. Littlewood introduced the proposal. There were no questions.

Motion: (D. Dudley/D. Sharpe)
That Senate approve the addition of the grading submission process under the Grading section of the Graduate Academic Calendar effective January 2027.

CARRIED

v. Approval of Calendar Revisions: Course Currency

C. Littlewood introduced the proposal. There were no questions.

Motion: (P. Ricard/R. Hicks)
That Senate approve the revisions to the Time Limit and Leaves of absence with permission and withdrawal from graduate programs regulations regarding course currency in the Graduate Academic Calendar effective January 2027.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointments to the 2026/2027 Senate standing committees

Rob Hancock, Chair of the Senate Committee on Agenda and Governance Nominations Subcommittee, introduced the list of appointments. There were no questions.

Draft Draft

Motion: (R. Hancock/M. Laidlaw)
That Senate approve the appointments to the 2026/2027 Senate standing committees for the terms indicated in the attached document.

CARRIED

ii. Revisions to the Senate Rules and Procedures

E. Croft introduced the proposal.

C. Andersen provided a brief overview of the results of the previous year's Senate evaluation, noting that the proposed revisions were intended to provide greater clarity and to codify existing practice within the Senate Rules and Procedures. She reviewed the proposed amendments for Senate's consideration.

In response to questions from Senators, C. Andersen addressed several aspects of parliamentary procedure, including the Chair's responsibility for making procedural rulings, the importance of maintaining order and decorum during meetings, the Chair's authority with respect to the speakers list and members' conduct, and the need for a clear procedural framework governing the conduct of Senate meetings.

Both E. Croft and C. Andersen advised that the Senate Committee on Agenda and Governance would continue its review of the Senate Rules and Procedures and consider additional amendments as appropriate.

Motion: (D. Dudley/R. Hancock)
That Senate approve the revisions to the Senate Rules and Procedures.

CARRIED

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 for Senate’s consideration.

During discussion, a Senator raised a question regarding the wording of one award, specifically the reference to a student having "grown up in a community," and noted that the phrase could be interpreted broadly.

Lori Hunter, Director of Student Awards and Financial Aid, advised that she was uncertain of the donor's original intent with respect to the wording. She indicated that she would consult with the relevant Development Officer and, if necessary, bring forward revised wording for consideration at a future meeting.

Draft Draft

Motion: (M. Ryan/R. Hancock)
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:

- Carol Lalli Award in Music* (New)
- Chelsea and Katie Award in Fine Arts* (New)
- Colleen Rasmussen/Drexel Memorial Award* (New)
- Donna Trenholm Staff Award in Humanities* (Revised)
- Douglas E. Baer Training in Quantitative Methods Award* (Revised)
- Dr. Francis Horne Sr. and Native Northwest Award (New)
- Dr. Peter Montgomery Graduate Scholarship* (Revised)
- Eloise Spitzer Award for Graduate Studies (Revised)
- Frank Hori Foundation Scholarship (Revised)
- Gervin Inuit & Métis Award for Distinguished Advocacy and Leadership (Revised)
- Lei & Di Medical Physics Graduate Scholarship* (Revised)
- Leslie and Kaye Jowett Graduate Scholarship* (Revised)
- Marine Geoscience and Oceanography Scholarship* (Revised)
- Native Northwest Reconciliation Award (Revised)
- Nicholas V. Galichenko Scholarship* (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Planar Motor Scholarship (New)
- Pooni Family Award (Revised)
- Robin and Jane Hall Business Undergraduate Award* (Revised)
- Robin and Jane Hall Business Graduate Award* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Sharyl Yore Award* (Revised)
- The Iron Ring Camp 23 Award* (New)
- UVic WIS STEM Leadership in Diversity Scholarship* (Revised)
- Vancouver Island Compassion Society Cannabis and Psychedelic Studies Scholarship* (Revised)
- Victoria Hope Society Student Award (New)
- W.R. (Bill) Gordon Scholarship* (Revised)
- Wilson S.C. Lai Scholarship (Revised)
- Zoe's Award for Women in Second Year Engineering and Computer Science (New)
- Dearing Family Award (New)

Draft
Draft

- Fasken Prize in Transsystemic Contracts (New)
- Stonehouse Family Graduate Scholarship in Nursing (New)
- Alexander Holburn Beaudin & Lang Scholarship* (Revised)
- Bonnie and Ken Putt Award* (Revised)
- CSSE/EIC Vancouver Island Award (Revised)
- Elias Mandel Prize for Study Abroad* (Revised)
- First Open Heart Society of B.C. Scholarship (Revised)
- Greater Victoria Chamber 1863 Impact Award* (Revised)
- IEEE Pacific Rim Wu-Sheng Lu Graduate Scholarships* (Revised)
- International Scholars Impact Award (New)
- Jim & June Young Memorial Award* (Revised)
- John and Joan Mathers Scholarship in Biology (New)
- John Peter Memorial Scholarship* (Revised)
- Mark Deeley Entrance Scholarship (New)
- Peninsula Co-op Bud Nunn Entrance Award (Revised)
- Peninsula Co-op Jack Groves Entrance Award (Revised)
- Peninsula Co-op Sus Tabata Entrance Award (Revised)
- Peninsula Co-op Pat Fafard Entrance Award (Revised)
- R. H. Roy Scholarship in Military History and Global Security* (Revised)
- Silvan Herberger Memorial Scholarship* (New)
- Thorsteinssons Prize in Taxation (Revised)
- VIES Leaders' Entrance Award* (Revised)
- UVSS International Student Award (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Cora Arenas and Carol Artemiw Women in Engineering and Computer Science Second Year Retention Award (Revised)
- Glenda and Alexander Kirk Graduate Fellowship in Physical Chemistry and Chemical Physics (New)
- Janina Wetselaar Award in Nursing (Revised)
- Nick Matous Memorial Award* (New)
- Orca Book Publishers Award in Indigenous Language Revitalization (Revised)
- William Haysom Award (New)
- Wuitchik Family Marine Sciences Graduate Scholarship (Revised)
- Association of Women in Finance Award (Revised)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dr. Charlotte Loppie Award* (Revised)
- Faculty of Science Award (New)

Draft
Draft

- Margaret Beck Student Research Travel Undergraduate Award* (Revised)
- Margaret Beck Student Research Travel Graduate Award* (New)
- Reinhard Illner Math Scholarship* (New)
- The Neurodiversity Family Centre Student Award (New)
- Thomas Hukari Fellowship in Linguistics and Indigenous Language Revitalization* (New)
- University of Victoria Langford Education Award* (New)

** Administered by the University of Victoria Foundation*

CARRIED

ii. Revisions to Undergraduate Academic Calendar Regulations: Scholarships, Awards, Medals and Prizes

M. Ryan introduced the proposed revisions to the regulations, noting that the changes were intended to provide greater clarity and ensure the consistent application of eligibility and accessibility requirements.

During discussion, a Senator asked why the requirement that applicants graduate from a Canadian high school had been removed, while comparable requirements pertaining to colleges and universities had been retained.

L. Hunter explained that, unlike direct-entry awards for high school students, there are currently no transfer awards available to students transferring from colleges or universities outside Canada. As a result, the requirement remained relevant for applicants entering through the post-secondary transfer pathway.

Motion: (M. Ryan/M. Laidlaw)
That Senate approve the proposed revisions to the Undergraduate Academic Calendar Regulations: Scholarships, Awards, Medals and Prizes.

CARRIED

d. Senate Committee on Curriculum

i. 2026/2027 Cycle 3 Curriculum Submissions

Dennine Dudley, Chair of the Senate Committee on Curriculum, introduced the proposals. There were no questions.

Draft Draft

Motion: (D. Dudley/J. Colby)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the January 2027 academic calendars.

CARRIED

Motion: (D. Dudley/A. Con)
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

e. Senate Committee on Planning

i. Proposal to discontinue the Non-credit Certificate in General Studies

Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, introduced the proposal.

During discussion, a Senator asked whether communication had been provided to students who might be affected by the discontinuation of the program.

E. Adjin-Tettey advised that, because there was no prescribed sequence or list of courses associated with the certificate, there was no identifiable cohort of students enrolled in the program. As a result, no targeted communication to affected students had been required.

Motion: (M. Farnham/P. Loock)
That Senate approve, and that it recommend to the Board of Governors that it also approve, the proposal to discontinue the Non-credit Certificate in General Studies, as described in the document “Certificate in General Studies (non-credit)”.

CARRIED

ii. Proposed changes to the Entrepreneurship Minor (ENTX) program

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

Motion: (B. Smith/M. Farnham)
That Senate approve the proposed changes to the Entrepreneurship Minor (ENTX) program, as described in the document “Entrepreneurship Minor (ENTX) program change”.

CARRIED

Draft
Draft

iii. Proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI)

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

Motion: (J. Colby/R. Hancock)
That Senate approve the proposal to renew the Approved Centre Status for the Centre for Asia-Pacific Initiatives (CAPI) for a five-year period, July 1, 2028 – June 30, 2033.

CARRIED

9. PROPOSALS AND REPORTS FROM FACULTIES

a. Peter B. Gustavson School of Business

i. Approval of Revisions to the Bylaws of the Gustavson School of Business

Bruno Silvestre, Dean of the Peter B. Gustavson School of Business, introduced the proposal. There were no questions.

Motion: (B. Silvestre/C. Bradley)
That Senate approve the revisions to Gustavson School of Business' bylaws as presented and authorize the Dean and/or delegate to take all necessary steps to finalize, execute, and implement the amended bylaws.

CARRIED

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

a. Academic Accommodation Policy (AC1205) Annual Report

Helga Hallgrímsdóttir, Acting Vice-President Academic and Provost, presented the report and thanked those who had contributed to its development. She also acknowledged Laurie Keenan, Director of the Centre for Accessible Learning, for her leadership and contributions to accessibility initiatives at the university prior to her retirement.

During discussion, a Senator expressed appreciation for the report and its positive findings. The Senator suggested that future reports include additional information on outcomes achieved through funded initiatives, including how resources had been allocated and utilized.

Another Senator commented on Figures 3 and 4 of the report, noting that while the number of registered students had increased, funding had not kept pace with demand. The Senator also suggested that future reports include the underlying data supporting the figures presented.

Draft Draft

Tony Eder, Associate Vice-President Academic Resource Planning, advised that presenting the raw data was complex, as it reflected a wide range of student circumstances, accommodation needs, and disability categories, with some students having multiple diagnoses. As a result, funding and support requirements varied considerably across the student population, making per-student calculations difficult to determine and potentially misleading without additional context.

11. OTHER BUSINESS

a. Re-appointment of an Orator for the University of Victoria

Ada Saab, Associate University Secretary, introduced the proposal. There were no questions.

> Motion: (M. Farnham/M. Garcia-Barrera)
> That Senate approve the re-appointment of John Dower as an Orator for a 3-year term, July 1, 2026 – June 30, 2029.

CARRIED

b. Academic Important Dates

A. Saab introduced the revisions to the Academic Important Dates. There were no questions.

> Motion: (R. Hicks/M. Farnham)
> That Senate approve the Academic Important Dates for the period January 2028 through April 2028 for submission to the January 2027 undergraduate and graduate academic calendar publications.

CARRIED

c. Update on Senate Elections

A. Saab provided Senate with an update on the by-elections conducted over the summer. She reported that all vacancies had been filled, with the exception of the Student Senator position representing the Faculty of Education, which remained vacant.

d. Election of Vice-Chair of Senate

Alivia Wang nominated Robin Hicks, Dean, Faculty of Graduate Studies, for the position of Vice-Chair of Senate. R. Hicks accepted the nomination.

As no further nominations were received, R. Hicks was declared elected by acclamation as Vice-Chair of Senate.

There being no other business, the meeting was adjourned at 4:48 p.m.

Draft Draft

Name	In Attendance	Regrets		Position
Adjin-Tettey, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aljundi, Tam			Student Senator	Elected from the Student Societies
Andersen, Carrie	X		University Secretary	Secretary of Senate
Arnold, Jonah			Student Senator	Elected from the Student Societies
Aspin Moriarity, Bailey	X		Student Senator	Elected from the Student Societies
Bengtson, Jonathan	X		University Librarian	Ex officio
Bradley, Colin	X		Acting Dean, Engineering and Computer Science	Ex officio
Buller, Marion	X		Chancellor	Ex officio
Butterfield, Jane	X		Faculty of Science	Elected by the Faculty
Campbell, Erin	X		Faculty of Fine Arts	Elected by the Faculty Members
Cheetham, Cohen			Student Senator	Elected from the Student Societies
Chick Zaouali, Mahmoud			Student Senator	Elected from the Student Societies
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Cochran, Patricia	X		Faculty of Law	Elected by the Faculty
Colby, Jason	X		Faculty of Humanities	Elected by the Faculty Members
Con, Adam	X		Faculty of Fine Arts	Elected by the Faculty Members
Croft, Elizabeth	X		Acting President and Vice-Chancellor	Ex officio
Diether, Kelly	X		Convocation Senator	Elected by the Convocation
DiGiuseppe, Hannah		X	Student Senator	Elected from the Student Societies
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	X		Faculty of Graduate Studies	Elected by the Faculty
Gair, Jane	X		Faculty of Health	Elected by the Faculty
Garcia-Barrera, Mauricio	X		Acting Dean, Faculty of Social Sciences	Ex officio
Hallgrimsdottir, Helga	X		Acting Vice-President Academic and Provost	Ex officio
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty Members
Harding, Catherine	X		Faculty of Fine Arts	Elected by the Faculty
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
Humphreys, Sara		X	Faculty of Humanities	Elected by the Faculty Members
Irvine, Valerie		X	Faculty of Education	Elected by the Faculty
Kalynchuk, Lisa		X	Vice-President Research and Innovation	Ex officio
Kaminski, Norman			Student Senator	Elected from the Student Societies
Kaur Mucina, Mandeep			Faculty of Education	Elected by the Faculty
Kehoe, Inba	X		Librarian, McPherson Library	Elected by Professional Librarians
Knight, Ben			Student Senator	Elected from the Student Societies
Kodar, Freya		X	Dean, Faculty of Law	Ex officio
Krawitz, Adam	X		Faculty of Social Sciences	Elected by the Faculty Members
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Leacock, Brian	X		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee			Dean, Faculty of Humanities	Ex officio
Litchfield, Michael	X		Continuing Sessional	Elected by the Continuing Sessionals
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
Marks, Lynne			Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McManus, Taylor	X		Student Senator	Elected from the Student Societies
McNally, Kirk	X		Acting Dean, Faculty of Fine Arts	Ex officio
Milford, Todd		X	Acting Dean, Faculty of Education	Ex officio
Nowell, April			Faculty of Social Sciences	Elected by the Faculty
Ricard, Pascalle	X		Student Senator	Elected from the Student Societies
Ryan, Maureen	X		Faculty of Health	Elected by the Faculty Members
Saab, Ada	X		Associate University Secretary	By Invitation
Semedo, Felipe			Student Senator	Elected from the Student Societies
Sharpe, Deborah	X		Student Senator	Elected from the Studies Societies
Silvestre, Bruno	X		Dean, Peter B. Gustavson School of Business	Ex officio
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Singh, Gerald	X		Faculty of Social Sciences	Elected by the Faculty
Swayne, Leigh Anne	X		Faculty of Health	Elected by the Faculty
Taylor, Wendy	X		Registrar	By Invitation
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
Wiebe, Sarah Marie	X		Faculty of Graduate Studies	Elected by the Faculty
Wyatt, Victoria	X		Convocation Senator	Elected by the Convocation
Yeo, Lily			Student Senator	Elected from the Student Societies
Zhang, Kevin	X		Student Senator	Elected from the Student Societies
Zhou, Lina		X	Faculty of Engineering and Computer Science	Elected by the Faculty

MEMBERSHIP OF THE SENATE
Effective September 15, 2026

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Marion Buller (31/12/27)
Acting President and Vice-Chancellor: Elizabeth Croft
Acting Vice-President Academic and Provost: Helga Hallgrímsdóttir
Vice-President Research and Innovation: Lisa Kalynchuk
Dean of Peter B. Gustavson School of Business: Bruno Silvestre
Acting Dean of Education: Todd Milford
Acting Dean of Engineering and Computer Science: Colin Bradley
Dean of Continuing Studies: Jo-Anne Clarke
Acting Dean of Fine Arts: Kirk McNally
Dean of Graduate Studies: Robin Hicks
Dean Faculty of Health: Tammy Hopper
Dean of Humanities: Annalee Lepp (Vice-Chair)
Dean of Law: Freya Kodar
Dean of Science: Peter Loock
Acting Dean of Social Sciences: Mauricio Garcia-Barrera
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES - Section 35 (2) (g)

BUSI:	Brian Leacock (30/6/28)
	Brock Smith (30/6/27)
EDUC:	Valerie Irvine (30/6/28)
	Mandeep Kaur Mucina (30/6/29)
ENGR:	Jens Weber (30/6/28)
	Lina Zhou (30/6/29)
FINE:	Dennine Dudley (30/6/27)
	Catherine Harding (30/6/28)
GRAD:	Martin Farnham (30/6/28)
	Sarah Marie Wiebe (30/6/29)
HLTH:	Jane Gair (30/6/28)
	Leigh Anne Swayne (30/6/28)
HUMS:	Colin Macleod (30/6/28)
	Lynne Marks (30/6/27)
LAW:	Patricia Cochran (30/6/29)
	Geoff Loomer (30/6/28)
SCIE:	Jane Butterfield (30/6/29)
	Travis Martin (30/6/29)
SOSC:	April Nowell (30/6/27)
	Gerald Singh (30/6/29)

MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)

Erin Campbell	(30/6/29)
Jason Colby	(30/6/27)
Adam Con	(30/6/29)
Chris Eagle	(30/6/29)
Rob Hancock	(30/6/27)
Tim Hopper	(30/6/28)
Sara Humphreys	(30/6/29)

MEMBERS ELECTED BY THE FACULTY MEMBERS *(continued)*

Adam Krawitz	(30/6/29)
Mark Laidlaw	(30/6/29)
Maureen Ryan	(30/6/27)
Jill Walshaw	(30/6/28)
Andrew Weaver	(30/6/27)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES – Section 35 (2) (h)

Tam Aljundi	(30/6/27)
Jonah Arnold	(30/6/27)
Bailey Aspin Moriarity	(30/6/27)
Cohen Cheetham	(30/6/27)
Mahmoud Chick Zaouali	(30/6/27)
Hannah DiGiuseppe	(30/6/27)
Norman Kaminski	(30/6/27)
Ben Knight	(30/6/27)
Evan Maher	(30/6/27)
Taylor McManus	(30/6/27)
Pascalle Ricard	(30/6/27)
Felipe Semedo	(30/6/27)
Deborah Sharpe	(30/6/27)
Lily Yeo	(30/6/27)
Kevin Zhang	(30/6/27)
Vacancy	(30/6/27)

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)
Member elected by the Professional Librarians:
Inba Kehoe (30/06/27)
Continuing Sessional: Michael Litchfield (30/06/29)

SECRETARY OF SENATE - Section 64 (2)
University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights
Deputy Provost: Vacant
Assoc. VP Student Affairs: Jim Dunsdon
Assoc. VP Academic Programs: Elizabeth Adjin-Tettey
Registrar: Wendy Taylor
Associate University Secretary: Ada Saab

SENATE

SENATE COMMITTEE ON AGENDA AND GOVERNANCE

To: Senate

From: Senate Committee on Agenda and Governance

Date: October 23, 2026

Subject: Appointments to the 2026/2027 Senate standing committees

The Senate Committee on Agenda and Governance nominations sub-committee met on October 23, 2026 to consider several appointments to the 2026/2027 Senate standing committees.

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are appointed for 3-year terms from July 1, 2026 to June 30, 2029. **Ex-officio designates/nominees and student members appointed for one-year terms from July 1, 2026 to June 30, 2027.**

Recommended Motion:

That Senate approve the appointments to the 2026/2027 Senate standing committees for the terms indicated in the attached document.

Respectfully submitted,
2026/2027 Senate Committee on Agenda and Governance
Rhonda McEwen, Chair, President and Vice-Chancellor *
Robin Hicks, Vice-Chair, Faculty of Graduate Studies *
Carrie Andersen, University Secretary
Mahmoud Chick Zaouali, Student Senator *
Jason Colby, Faculty of Humanities
Elizabeth Croft, Vice-President Academic and Provost
Rob Hancock, Faculty of Social Sciences*
Inba Kehoe, Libraries *
Mark Laidlaw, Faculty of Science
Alivia Wang, Convocation Senator
Ada Saab (Secretary), Associate University Secretary *
Kathy MacDonald, (Recording Secretary), Senator Coordinator *

*members of the Nominations Sub-committee

2026- 2027 Senate Committees

Senate Committee on Appeals

Name	Faculty or Department	Term
Janna Promislow (NS) (V) (Chair)	Law	2027 (2021)
Vacancy	Graduate Studies	2029 (2026)
Elisabeth Gugl (NS)	Social Sciences	2028 (2025)
Lina Zhou (S)	Engineering and Computer Science	2029 (2023)
Vacancy	Peter B. Gustavson School of Business	2029 (2026)
Leslee Francis Pelton (NS)	Education	2027 (2024)
Vacancy	Science	2029 (2026)
Jill Walshaw (S)	Humanities	2027 (2024)
Damien Contandriopoulos (NS)	**Health**	**2029 (2026)**
Catherine Harding (S)	**Fine Arts**	**2029 (2026)**
Kevin Zhang (S)	Student Senator	2027 (2026)
Deborah Sharpe (S)	Student Senator	2027 (2025)
Norman Kaminski (S)	Student Senator	2027 (2026)
Cohen Cheetham (S)	Student Senator	2027 (2026)
Tam Aljundi (S)	Student Senator	2027 (2026)
Maggie Lawton (NS)	Student Representative (GSS)	2027 (2026)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Updated: October 26, 2026

Senate Committee on Continuing Studies

Name	Faculty or Department	Term
Jo-Anne Clarke (S) (Chair)	Dean, Continuing Studies	(ex officio)
Brock Smith (S)	Peter B. Gustavson School of Business	2027 (2024)
Valerie Irvine (S)	Education	2028 (2025)
Jens Weber (S)	Engineering and Computer Science	2029 (2023)
Alexis Luko (NS)	**Fine Arts**	**2029 (2023)**
Jonas Bambi Yona (NS)	Health	2028 (2025)
Colin Macleod (S)	Humanities	2028 (2025)
Geoff Loomer (S)	Law	2029 (2026)
Chris Eagle (S)	Science	2029 (2023)
Helen Kurki (NS)	Social Sciences	2028 (2023)
Lily Luz Yeo (S)	Student Senator	2027 (2026)
Bernardo Leite (NS)	Student Representative (GSS)	2027 (2026)
Dillan Ilhan (NS)	Student Representative from diploma or certificate program in Continuing Studies	2027 (2026)
Natasha Thambirajah (NS)	Alumni Association	2028 (2022)
Kate Donovan (S)	Convocation Senator	2027 (2024)
Vacancy	President or nominee	2027 (2026) (ex officio)
Elizabeth Adjin-Tettey (NS)	Chair, Senate Committee on Planning	(ex-officio)
Kirsten Kopp (Secretary)	Continuing Studies	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Anita Prest (NS)	Education	2027 (2024)
Shen Xu (NS)	**Peter B. Gustavson School of Business**	**2029 (2026)**
Jonathan Bengtson (S)	University Librarian	2028 (2022)
Adam Con (S)	Fine Arts	2028 (2025)
Vacancy	TBD	2029 (2026)
Julia Rochtchina (NS)	**Humanities**	**2029 (2026)**
Jonah Arnold (S)	Student Senator	2027 (2026)
Ana Himani (NS)	Alumni Association	2029 (2026)
Rhonda McEwen (S)	President and Vice-Chancellor	(ex officio)
Jennifer Vornbrock (NS)	Associate Vice-President University Relations	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Li-Shih Huang (NS) (Chair)	Graduate Studies	2027 (2024)
Todd Milford (S)	Education	2028 (2025)
Travis Martin (S)	Science	2029 (2023)
Daniela Constantinescu (NS)	Engineering and Computer Science	2028 (2025)
Melia Belli (NS)	**Fine Arts**	**2029 (2026)**
Brock Smith (S)	Peter B. Gustavson School of Business	2028 (2022)
Tania Muir (NS)	Continuing Studies	2029 (2026)
April Nowell (S)	Social Sciences	2027 (2024)
Lynne Marks (S)	Humanities	2027 (2021)
Vacancy	Health	2029 (2026)
Tim Richards (NS)	Law	2028 (2025)
Evan Maher (S)	Student Senator	2027 (2026)
Mahmoud Chick Zaouali (S)	Student Senator	2027 (2026)
Acorn Wasserman (NS)	Student Representative (UVSS)	2027 (2026)
Cecilia Bulbrook (NS)	Student Representative (UVSS)	2027 (2026)
Sarah Roberts (NS)	Student Representative (GSS)	2027 (2026)
Linnea Leist (NS)	Alumni Association	2028 (2025)
Tina Bebbington (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2028 (2026)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Courtney Lundrigan (NS)	University Librarian's designate	2027 (2025) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Karima Ramji (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Brian Thom (NS) (Chair)	Social Sciences	2028 (2022)
Simon Devereaux (NS)	**Humanities**	**2029 (2026)**
Robert Howell (NS)	Law	2028 (2025)
Sarah Marie Wiebe (S)	Graduate Studies	2029 (2026)
Mandeep Kaur Mucina (S)	Education	2029 (2026)
Becky Rogers (NS)	Continuing Studies	2029 (2026)
Lina Zhou (S)	Engineering and Computer Science	2029 (2023)
Danielle Geller (NS)	Fine Arts	2029 (2023)
Doug Stuart (NS)	**Peter B. Gustavson School of Business**	**2029 (2026)**
Jane Gair (S)	Health	2029 (2026)
Vacancy	Science	2029 (2026)
Bailey Aspin Moriarity (S)	Student Senator	2027 (2026)
Laura Dufort Gagnon (NS)	Student Representative (GSS)	2027 (2026)
Victor Ramraj (NS)	Representative of Council of Centre Directors	2027 (2021)
Lisa Goddard (NS)	**Librarian selected by Faculty Association Librarians' Committee (FALC)**	**2029 (2026)**
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Shahira Khair (NS)	Associate University Librarian	(ex-officio)
Karen Munro (NS)	Associate University Librarian	(ex officio)
Vacancy	President or nominee	2027 (2026) (ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator

Senate Committee on University Budget

Name	Faculty or Department	Term
David Scoones (NS) (Chair)	Social Sciences	2027 (2024)
Qianqian Du (NS)	Peter B. Gustavson School of Business	2027 (2024)
Michael Nowlin (NS)	**Humanities**	**2029 (2026)**
Phalguni Mukhopadhyaya (NS)	Engineering and Computer Science	2028 (2022)
Catherine Harding (S)	Fine Arts	2028 (2022)
Chris Eagle (S)	Science	2028 (2025)
John Dower (NS)	Graduate Studies	2029 (2026)
Felipe Semedo (S)	Student Senator	2027 (2026)
Alivia Wang (S)	Convocation Senator	2027 (2026)
Rhonda McEwen (S)	Chair of Senate	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

SENATE

SENATE COMMITTEE ON AWARDS

To: Senate

From: Senate Committee on Awards

Date: October 21 , 2026

Subject: 2025/2026 Annual Report

The Terms of Reference for the Senate Committee on Awards define its scope and relationship with Senate and other Senate committees. Annually in October, the committee presents a report to Senate on its business and proceedings over the previous academic year.

The Senate Committee on Awards met 12 times from July 2025 to June 2026:

July 9, 2025	August 14, 2025	September 10, 2025	October 16, 2025
November 12, 2025	December 1, 2025	January 15, 2026	February 12, 2026
March 11, 2026	April 15, 2026	May 15, 2026	June 10, 2026

During that year the Senate Committee on Awards approved **86** (48) new awards and **290** (96) revised awards for undergraduate and graduate students.

In the May 2025 to April 2026 academic year there were **5,689** (4,616) scholarships and awards given to **4,038** (3,841) undergraduate students, with a total value of **$15,429,827.03** ($14,191,645.70).

NOTE: Previous year's (2024/2025) figures are shown in brackets. Scholarships included in this report were adjudicated on the basis of academic performance in 2024-2025.

This report reflects the total number and values of scholarships and awards received by undergraduate students in 2025/2026.

To ensure the financial sustainability of the entrance scholarships program, automatic renewable entrance scholarships were eliminated at the end of the 2021/2022 academic year and have not been reinstated. As a result, the cost of scholarship renewals has declined year by year with the majority of 2021/22 renewable scholarship recipients graduated by 2025. As each cohort of renewable scholarship recipients completed their programs of study, the available scholarship budget has been used to increase the values of non-renewable scholarships. The impact of these improvements has been reflected in this report.

Entrance Scholarship Appeals considered

In 2025/2026 there were 37 entrance scholarship appeals considered by the Senate Committee on Awards, of which 24 were approved and 13 not approved.

Of the entrance scholarship appeals received, 1 student was appealing to retain an offer of a renewable scholarship and 36 were appealing to retain a non-renewable scholarship offer.

The 1 renewable scholarship appellant was requesting approval to retain a scholarship offer despite not meeting the admission average required to qualify.

Of the non-renewable scholarship appellants, 21 were appealing an admission or transfer average requirement, 10 were requesting approval to retain their scholarship while registered at a reduced course load or due to program registration requirements, 2 were requesting approval following a temporary interruption in studies related to immigration circumstances, 2 were appealing a change in eligibility status related to CUAET and 1 was requesting reinstatement of an entrance scholarship after not attending in the original entry term.

In-Course Scholarship Appeals considered

In 2025/2026 there were 17 in-course scholarship appeals considered by the Senate Committee on Awards, of which 13 were approved and 4 not approved.

Of the in-course scholarship appellants, 8 were requesting approval to retain a renewable scholarship and 9 were appealing to retain a non-renewable scholarship.

With regards to the renewable scholarship appeals, 4 students who did not meet the minimum GPA requirement were requesting approval to retain their scholarship, 3 did not meet the minimum graded-unit requirement and 1 did not meet either the minimum GPA or graded-unit requirement.

Of the non-renewable scholarship appeals, 7 students were requesting approval to retain scholarship funding despite not meeting the minimum registration/course-load requirement and 2 were requesting a deferral of their scholarship.

ENTRANCE SCHOLARSHIPS AND AWARDS

Student Awards and Financial Aid made offers of entrance scholarships and awards to academically outstanding students from Canadian secondary schools, international secondary schools and Canadian colleges and universities. In 2025/26 UVic awarded **2,332** (2,156) entrance scholarships and awards (non-renewable) to **1,807** (1,595) students with a value of **$8,154,062.31** ($5,841,274.05). In addition, **33** (43) students received donor funded renewable scholarships for a total value of **$258,000** ($340,000). The total of all entrance scholarships and awards from base budget, donor funded and endowed sources was **$8,412,062.31** ($6,181,274.05). See Appendix A for a comparison of Renewable Entrance Scholarships awarded in 2025 and 2024.

IN-COURSE SCHOLARSHIPS

UVic awarded **3,194** (2,052) non-renewable in-course scholarships and awards to **2,068** (1,838) students with a value of **$6,062,126.09** ($5,602,850.53). In addition, **130*** (365*) students received a renewal of their renewable scholarships for a total value of **$955,638.63** ($2,407,521.12). The total value of all in-course scholarships and awards was **$7,017,764.72** ($8,010,371.65).

*Total number of scholarship renewal recipients differs from above as one student had their Langford-Seaborne Award for Indigenous Students in Social Sciences renewed in May 2025 and then again in January 2026. Another student had their T.S. McPherson Entrance Scholarship renewed in May 2025 and then again in January 2026.

Appendix C shows the total in-course funds awarded by scholarship and award category, GPA range for the recipients of the President's Scholarship and the number of scholarships and awards per faculty or program. The budget for the President's Scholarship is proportionally allocated by the number of students in each faculty or program in relation to the total student population.

Respectfully submitted,

2026/2027 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Health
Jane Butterfield, Faculty of Science
Leslee Francis Pelton, Faculty of Graduate Studies
Lori Hunter, Director, Student Awards and Financial Aid
Timothy Iles, Faculty of Humanities
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies
Alyssa Manankil, Alumni Association
Victor Marrugat Arnal, GSS Representative
Donja Roberts, Scholarship Officer, Faculty of Graduate Studies
Gerald Singh, Faculty of Social Sciences
Wendy Taylor, Registrar
Amanda Thornborough (Secretary), Student Awards and Financial Aid

2025/2026 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Health
Lori Hunter, Director, Student Awards and Financial Aid
Timothy Iles, Faculty of Humanities
Vita Ipiroti, Student Senator
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies
Alyssa Manankil, Alumni Association
Victor Marrugat Arnal, GSS Representative
Leslee Francis Pelton, Faculty of Graduate Studies
Donja Roberts, Scholarship Officer, Faculty of Graduate Studies
CindyAnn Rose-Redwood, Faculty of Social Sciences
Thomas Stewart, President's Nominee
Wendy Taylor, Registrar
Amanda Thornborough (Secretary), Student Awards and Financial Aid

APPENDIX A: Entrance Renewable Scholarships

Title	2025	2024	Value	Total 2025	Total 2024
Aga Khan Academy Scholarship	1	1	$ 22,500	$ 22,500	$ 22,500
Ailsa & Roger Bishop Entrance Scholarship in Theatre	1	2	$ 5,000	$ 5,000	$ 10,000
Arscott Family Fund Scholarship	1	1	$ 7,500	$ 7,500	$ 7,500
David H. Turpin National Entrance Scholarship	1	1	$ 5,000	$ 5,000	$ 5,000
David Strong Entrance Scholarship	1	1	$ 5,000	$ 5,000	$ 5,000
Elsa Eleonora Fagerberg & Clara Maria Fagerberg Entrance Scholarship	1	2	$ 5,000	$ 5,000	$ 10,000
Fairfax Financial Ltd. Award	1	1	$ 6,000	$ 6,000	$ 6,000
Jim Ounsworth Undergraduate Award for Indigenous Students	0	6	$ 10,000	$ -	$ 60,000
Jim Ounsworth Undergraduate Award for Part-time Indigenous Students	0	1	$ 5,000	$ -	$ 5,000
John Locke Malkin Entrance Scholarship	4	3	$ 6,000	$ 24,000	$ 18,000
Joyce Family Foundation Award for Indigenous Students	2	1	$ 8,000	$ 16,000	$ 8,000
Leeder Family Memorial Award in Economics	0	0	$ 3,868	$ -	$ -
Leeder Family Memorial Award in Mathematics	0	0	Varies	$ -	$ -
Loran Scholarship	0	0	Varies	$ -	$ -
Marilyn (Leslie) Kan and John YH Kan Award for Indigenous Students	0	1	$ 4,000	$ -	$ 4,000
Maurice William Summerhayes Memorial Scholarship	5	4	$ 10,000	$ 50,000	$ 40,000
National Entrance Scholarship	3	3	$ 5,000	$ 15,000	$ 15,000
Richard Gilhooley and Karen Ockelton Scholarship	0	0	$ -	$ -	$ -
Robert and Ellen Pearce Scholarship	2	2	$ 5,000	$ 10,000	$ 10,000
Schulich Leader Scholarship (Engineering)	1	1	$ 30,000	$ 30,000	$ 30,000
Schulich Leader Scholarship (Science)	1	1	$ 25,000	$ 25,000	$ 25,000
Seaborne-Langford Scholarship in Engineering	2	0	$ 1,000	$ 2,000	$ -
T.S. McPherson Entrance Scholarship	6	5	$ 5,000	$ 30,000	$ 25,000
UVic Excellence Scholarship ($5,000)	0	1	$ 5,000	$ -	$ 5,000
UVic Excellence Scholarship ($6,000)	0	0	$ 6,000	$ -	$ -
UVic Excellence Scholarship ($7,000)	0	2	$ 7,000	$ -	$ 14,000
Vikes International Athlete Award	0	0	$ 10,000	$ -	$ -
Wilson S.C. Lai Scholarship	0	3	$ 5,000	$ -	$ 15,000
TOTALS	**33**	43		**$ 258,000**	$ 340,000

APPENDIX B: In-course Renewable Scholarships

Title	2025	2024	Value	Total 2025	Total 2024
Aga Khan Academy Scholarship	**2**	3	$ 22,500.00	**$ 45,000.00**	$ 67,500.00
Aga Khan Academy Scholarship (awarded on appeal 50/50)	**1**	0	$ 11,250.00	**$ 11,250.00**	$ -
Agamemnon Kasapi and Family Scholarship	**1**	1	varies	**$ 29,370.00**	$ 28,684.50
Ailsa & Roger Bishop Entrance Scholarship in Theatre	**1**	1	$ 4,000.00	**$ 4,000.00**	$ 4,000.00
Ailsa & Roger Bishop Entrance Scholarship in Theatre	**2**	0	$ 5,000.00	**$ 10,000.00**	$ -
Alan Steven John Award in Visual Arts	**3**	3	$ 12,000.00	**$ 36,000.00**	$ 27,000.00
Arscott Family Fund Scholarship	**1**	0	$ 7,500.00	**$ 7,500.00**	$ -
Blakes Scholars Award	**2**	2	$ 5,000.00	**$ 10,000.00**	$ 10,000.00
Bob Worth Award in Economics	**2**	2	$ 2,500.00	**$ 5,000.00**	$ 5,000.00
David H. Turpin National Entrance Scholarship	**2**	2	$ 5,000.00	**$ 10,000.00**	$ 10,000.00
David Strong Entrance Scholarship	**1**	1	$ 5,000.00	**$ 5,000.00**	$ 5,000.00
Elsa Eleonora Fagerberg & Clara Maria Fagerberg Scholarship	**3**	0	$ 5,000.00	**$ 15,000.00**	$ -
Fairfax Financial Ltd. Award	**2**	1	$ 6,000.00	**$ 12,000.00**	$ 6,000.00
Heather Cragg Memorial Scholarship	**1**	0	varies	**$ 4,790.00**	$ -
Jim Ounsworth Undergraduate Award for Indigenous Students	**6**	0	$ 10,000.00	**$ 60,000.00**	$ -
Jim Ounsworth Undergraduate Award for Indigenous Part-time Students	**1**	0	$ 5,000.00	**$ 5,000.00**	$ -
John Locke Malkin Entrance Scholarship	**2**	2	$ 5,000.00	**$ 10,000.00**	$ 10,000.00
John Locke Malkin Entrance Scholarship	**5**	7	$ 6,000.00	**$ 30,000.00**	$ 42,000.00
Joyce Family Foundation Award for Indigenous Students	**1**	0	$ 8,000.00	**$ 8,000.00**	$ -
Langford-Seaborne Award for Indigenous Students in Humanities	**1**	0	$ 1,120.00	**$ 1,120.00**	$ 1,120.00
Langford-Seaborne Award for Indigenous Students in Social Sciences	**1**	1	$ 1,000.00	**$ 1,000.00**	$ 1,120.00
Langford-Seaborne Award for Indigenous Students in Social Sciences	**1**	0	$ 1,000.00	**$ 1,000.00**	$ -
Langford-Seaborne Award for Indigenous Students in Social Sciences	**2**	0	$ 1,120.00	**$ 2,240.00**	$ -
Marilyn (Leslie) Kan and John YH Kan Award for Indigenous Students	**1**	0	$ 4,000.00	**$ 4,000.00**	$ -
Leeder Family Memorial Award in Economics	**0**	2	varies	**$ -**	$ 7,226.88
Leeder Family Memorial Award in Mathematics	**2**	3	varies	**$ 6,459.59**	$ 11,783.45
Mastercard Award in Cyber Security	**0**	3	varies	**$ -**	$ 15,000.00
Maurice William Summerhayes Scholarship	**11**	10	$ 10,000.00	**$ 110,000.00**	$ 100,000.00
National Entrance Scholarship	**13**	13	$ 5,000.00	**$ 65,000.00**	$ 65,000.00
Ray and Naomi Simpson	**4**	4	$ 3,000.00	**$ 12,000.00**	$ 12,000.00
Richard Gilhooley and Karen Ockelton Scholarship	**1**	1	$ 7,060.00	**$ 7,060.00**	$ 6,000.00
Robert & Ellen Pearce Scholarship	**5**	5	$ 5,000.00	**$ 25,000.00**	$ 25,000.00
Schulich Leader Scholarship (Engineering)	**1**	1	$ 25,000.00	**$ 25,000.00**	$ 25,000.00
Schulich Leader Scholarship (Engineering)	**2**	1	$ 30,000.00	**$ 60,000.00**	$ 30,000.00
Schulich Leader Scholarship (Science)	**1**	2	$ 20,000.00	**$ 20,000.00**	$ 40,000.00
Schulich Leader Scholarship (Science)	**2**	1	$ 25,000.00	**$ 50,000.00**	$ 25,000.00
Scotiabank Scholarship for Law Students	**1**	1	$ 10,000.00	**$ 10,000.00**	$ 10,000.00
Seaborne Langford Scholarship in Engineering	**1**	1	$ 1,000.00	**$ 1,000.00**	$ 1,000.00
T.S. McPherson Entrance Scholarship	**1**	0	$ 1,849.04	**$ 1,849.04**	$ -
T.S. McPherson Entrance Scholarship	**13**	11	$ 5,000.00	**$ 65,000.00**	$ 55,000.00
T.S. McPherson Entrance Scholarship	**5**	10	$ 6,000.00	**$ 30,000.00**	$ 60,000.00
Walker Wood Foundation Scholarship in Social Sciences	**1**	1	$ 4,000.00	**$ 4,000.00**	$ 4,000.00
Wilson S.C. Lai Scholarship	**5**	7	$ 5,000.00	**$ 25,000.00**	$ 35,000.00
UVic Excellence Scholarship $5,000	**2**	1	$ 5,000.00	**$ 10,000.00**	$ 5,000.00
UVic Excellence Scholarship $6,000 ($3,000 awarded on appeal)	**0**	3	$ 3,000.00	**$ -**	$ 9,000.00
UVic Excellence Scholarship $6,000 (Graduated while in fewer than 12 units)	**0**	2	varies	**$ -**	$ 7,767.50
UVic Excellence Scholarship $6,000	**11**	147	$ 6,000.00	**$ 66,000.00**	$ 882,000.00
UVic Excellence Scholarship $7,000 (Graduated while in fewer than 12 units)	**0**	3	varies	**$ -**	$ 10,318.79
UVic Excellence Scholarship $7,000	**5**	107	$ 7,000.00	**$ 35,000.00**	$ 749,000.00
TOTALS	**132**	366		**$ 955,638.63**	$ 2,407,521.12

APPENDIX C: In-course Scholarships and Awards by Faculty

	PRESIDENT'S SCHOLARSHIP			SCHOLARSHIP RENEWALS		OTHER SCHOLARSHIPS AND AWARDS		
	AMOUNT	GPA RANGE	QTY	AMOUNT	QTY	AMOUNT	QTY	TOTALS
SOCIAL SCIENCES	$ 104,288.38	8.70-9.00	32	$ 153,425.55	28	$ 882,913.26	553	**$ 1,140,627.19**
SCIENCE	$ 104,439.19	8.79-9.00	36	$ 228,803.08	27	$ 722,840.97	435	**$ 1,056,083.24**
HUMANITIES	$ 72,623.12	8.13-8.86	22	$ 59,120.00	11	$ 499,207.35	324	**$ 630,950.47**
ENGINEERING	$ 74,880.70	8.66-9.00	33	$ 296,790	35	$ 834,060.81	303	**$ 1,205,731.51**
HEALTH	$ 49,453.90	8.13-9.00	28	$ 52,000	9	$ 552,724.77	354	**$ 654,178.67**
EDUCATION	$ 41,348.64	8.25-9.00	12	$ 25,000	4	$ 189,691.72	123	**$ 256,040.36**
FINE ARTS	$ 24,755.75	8.00-9.00	18	$ 88,000	12	$ 530,678.51	336	**$ 643,434.26**
BUSINESS	$ 89,482.00	8.44-8.60	33	$ 32,500.00	3	$ 452,943.04	279	**$ 574,925.04**
LAW	$ 14,000.00	7.32-7.71	6	$ 20,000.00	3	$ 821,793.98	267	**$ 855,793.98**
TOTALS	**$ 575,271.68**		**220**	**$ 955,638.63**	**132**	**$ 5,486,854.41**	**2,974**	$ 7,017,764.72

SENATE

SENATE COMMITTEE ON AWARDS

To: Senate

From: Senate Committee on Awards

Date: October 21, 2026

Subject: New and Revised Awards

The Senate Committee on Awards met on October 7 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:

- Ada and Robert Le Grys Memorial Scholarship in Molecular Life Sciences* (Revised)
- Alexander and Glenda Kirk Award (Revised)
- Allen P. James Scholarship* (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Charles Humphrey Memorial Scholarship in Molecular Life Sciences* (Revised)
- Deanna Carter Molecular Life Sciences Scholarship (Revised)
- Don Knowles Memorial Scholarship* (Revised)
- Dr. Ed Ishiguro – Oak Bay Kiwanis Bursary (Revised)
- Dr. Ernst Von Rudloff Bursary in Molecular Life Sciences* (Revised)
- Gerhart B. Friedmann Bursary* (Revised)
- Hugh and Lilian Salmond Molecular Life Sciences Scholarship* (Revised)
- Hugh and Lilian Salmond Scholarship in Molecular Life Sciences* (Revised)
- Jane Seaborne Bursary* (Revised)
- John and Fern Spring Music Scholarship* (New)
- John Carling Fraser Memorial Bursary* (Revised)
- John Carling Fraser Memorial Scholarship* (Revised)
- Pearson Family Award* (Revised)
- Richard L. Williams Memorial Award* (Revised)
- Sardul S. Gill Graduate Scholarship* (New)

- LE,NONET Undergraduate Bursary (Revised)

***** *Administered by the University of Victoria Foundation*

Respectfully submitted,
2026/2027 Senate Committee on Awards
Maureen Ryan (Chair), Faculty of Health
Jane Butterfield, Faculty of Science
Leslee Francis Pelton, Faculty of Graduate Studies
Lori Hunter, Director, Student Awards and Financial Aid
Timothy Iles, Faculty of Humanities
Cedric Littlewood, Associate Dean, Faculty of Graduate Studies
Alyssa Manankil, Alumni Association
Victor Marrugat Arnal, GSS Representative
Donja Roberts, Scholarship Officer, Faculty of Graduate Studies
Gerald Singh, 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~~

NEW AND REVISED TERMS OF REFERENCE

ADA AND ROBERT LE GRYS MEMORIAL SCHOLARSHIP IN ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A scholarship is awarded to a student in an ~~H~~honours or ~~M~~major program in ~~Biochemistry~~ the School of ~~and/or Microbiology~~ Molecular Life Sciences who has devised or contributed to a concept or procedure promoting good physical health. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School ~~Department~~ of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

ALEXANDER AND GLENDA KIRK AWARD (REVISED)

Up to a maximum of three awards, are given to students in a ~~M~~major or ~~H~~honours program in the Department~~s~~ of Chemistry who have a minimum 7.0/9.0 GPA. Preference is given to single parents or caregivers with demonstrated financial need and personal circumstances that prevent them from participating in co-op and/or work terms. If there are no eligible Chemistry students then the award may be given to students in a ~~M~~major or ~~H~~honours program in ~~Biochemistry~~ the School of Molecular Life Sciences. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department~~s~~ of Chemistry or ~~Biochemistry and Microbiology~~ the School of Molecular Life Sciences.

ALLEN P. JAMES SCHOLARSHIP* (REVISED)

Two scholarships, one in the Department of Biology and one in the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences, are awarded to academically outstanding undergraduate students entering fourth year who have a declared major in a program offered in ~~those~~ the department~~s~~ and school. Applicants are required to submit a 300-500 word statement that describes their interest in pursuing basic science research either through graduate studies and/or a career in research. Students must have demonstrated financial need. Applicants must apply through the Student Awards and Financial Aid online in-course scholarship application accessible each year between February 15 and April 30. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department~~s~~ of Biology and ~~Biochemistry and Microbiology~~ the School of Molecular Life Sciences.

CARFRA LAWTON LLP SCHOLARSHIP (REVISED)

A~~n~~ scholarship ~~award~~ of $2,000 ~~$1,000~~ is ~~given~~ awarded to an academically outstanding continuing or graduating undergraduate student in the Faculty of Law who has completed course work in Insurance Law or Civil Procedure and demonstrates an aptitude for or interest in practicing law in either of those areas. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

CHARLES HUMPHREY MEMORIAL SCHOLARSHIP IN ~~MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A scholarship is awarded to an outstanding student proceeding to year 3 or 4 of an ~~H~~honours or ~~M~~major program in the School of Molecular Life Sciences. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

DEANNA CARTER ~~BIOCHEMISTRY~~ MOLECULAR LIFE SCIENCES SCHOLARSHIP (REVISED)

A scholarship of at least $1,000 is awarded to an undergraduate woman student who is entering the Faculty of Science directly from a Canadian secondary school. Preference will be given first to a student entering ~~Biochemistry~~ the School of Molecular Life Sciences and second to a student entering Chemistry.

DON KNOWLES MEMORIAL SCHOLARSHIP* (REVISED)

A scholarship is awarded to a graduate student in a ~~M~~masters or ~~Doctorial~~ ~~D~~doctoral program in Educational Psychology or Counselling Psychology. The successful student should be conducting thesis or dissertation research in one of the areas of interest consistent with those of Dr. Knowles. His research interests were in the areas of Developmental and Counselling Psychology. Approval of the recipient will be made by the Faculty of Graduate Studies~~,~~ Graduate Awards Committee upon the recommendation of ~~the Graduate Student Awards committee of~~ the Department of Educational Psychology and Leadership Studies or the Counselling Psychology program. The scholarship will rotate between Educational Psychology and Leadership Studies and Counselling Psychology, starting with Educational Psychology and Leadership Studies.

DR. ED ISHIGURO – OAK BAY KIWANIS BURSARY (REVISED)

One or more bursaries are awarded to undergraduate students in the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

DR. ERNST VON RUDLOFF BURSARY IN ~~BIOCHEMISTRY~~ MOLECULAR LIFE SCIENCES* (REVISED)

A~~n~~ ~~award~~ bursary is ~~made~~ given annually to a student beginning year 3 or 4 of a major or honours program in the School of ~~Biochemistry~~ Molecular Life Sciences. The ~~award~~ bursary is

open to all students in this program, especially those interested in plant biochemistry. The ~~award~~ bursary will be based on financial need and academic standing ~~and financial need~~.

GERHART B. FRIEDMANN BURSARY* (REVISED)

One or more bursaries are awarded annually to students entering year 2 or 3 of an ~~H~~honours or ~~M~~major program in the ~~Departments~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences, ~~and~~ or Departments of Biology, Chemistry, Mathematics and Statistics~~, and~~ or Physics and Astronomy.

HUGH AND LILIAN SALMOND ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES SCHOLARSHIP* (REVISED)

A scholarship is awarded to a student in an ~~H~~honours or ~~M~~major program in ~~Biochemistry~~ the School of ~~and/or Microbiology~~ Molecular Life Sciences who has devised or contributed to a concept or procedure promoting good physical health. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

HUGH AND LILIAN SALMOND SCHOLARSHIP IN ~~BIOCHEMISTRY AND/OR MICROBIOLOGY~~ MOLECULAR LIFE SCIENCES* (REVISED)

One or more scholarships are awarded to academically outstanding undergraduate students participating in a majors or honours program~~s~~ in ~~biochemistry and/or microbiology~~ the School of Molecular Life Sciences and who have demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the ~~Department~~ School of ~~Biochemistry and Microbiology~~ Molecular Life Sciences.

JANE SEABORNE BURSARY* (REVISED)

One or more bursaries are awarded to women students in a major or honours program in Biology, ~~Biochemistry and Microbiology~~ or a program in the School of Molecular Life Sciences, Chemistry, Earth and Ocean Sciences~~,~~ or Physics and Astronomy. Preference will be given to students who are involved in intramural sports.

JOHN AND FERN SPRING MUSIC SCHOLARSHIP* (NEW)

One or more scholarships of at least $2,000 each are awarded to academically outstanding undergraduate students in 3rd or 4th year studying instrument and/or voice within the School of Music. Students are required to be a Canadian citizen or a permanent resident and have demonstrated financial need. Preference is for students who are Canadian citizens.

JOHN CARLING FRASER MEMORIAL BURSARY* (REVISED)

One or more bursaries are awarded to undergraduate students in the Faculty of Science who have declared a major in Biology~~, Biochemistry or Microbiology~~ or a program in the School of

Molecular Life Sciences. Preference will be given to students who are active in student politics and/or volunteer work with youth groups in the community, especially Scouts Canada.

JOHN CARLING FRASER MEMORIAL SCHOLARSHIP~~S~~* (REVISED)

Two scholarships are awarded to 3rd or 4th year students in the Faculty of Science, with a declared major in Biology~~, Microbiology or Biochemistry~~ or a program in the School of Molecular Life Sciences. Preference will be given to students who are active in student politics and/or volunteer ~~or work~~ with youth groups in the community, especially Scouts Canada. Students should submit a letter or resume as part of their application in which they describe their contributions to such volunteer/youth organizations. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

PEARSON FAMILY AWARD* (REVISED)

One or more awards of $1,000 each are given to undergraduate students continuing in second, third or fourth year who are:

- sponsored by the World University Service of Canada (WUSC) Student Refugee Program to attend UVic,
- International students, or
- students who have protected person or refugee status, with preference for students who have financial need.

Applicants must submit a letter from the Manager, International Student Advising that confirms protected person or refugee status. Preference will be given to students sponsored by WUSC. Further preference is for students in one of the following faculties, ~~or~~ departments or schools: ~~Biochemistry & Microbiology~~ Molecular Life Sciences, Education, Health Information Science, Nursing or Public Health and Social Policy. Part-time students (registered in a minimum 6.0 units for credit in two terms) are eligible for this award.

RICHARD L. WILLIAMS MEMORIAL ~~SCHOLARSHIP~~ AWARD* (REVISED)

One or more ~~scholarships~~ awards are ~~awarded~~ given to Bachelor of Education Secondary Post-Degree Professional Program ~~post degree (Secondary) Secondary~~ students with demonstrated financial need. Preference is for students who have ~~a~~ declared ~~a preference~~ to teaching area in Chemistry or Physics. ~~Preference will be given to students who have demonstrated involvement and/or leadership in the community, have an outstanding grade point average in their chemistry or physics courses or have evidence of teaching some chemistry or physics during their 6-week practicum.~~ Approval of the recipient~~s(s)~~ will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

SARDUL S. GILL GRADUATE SCHOLARSHIP* (NEW)

One or more scholarships are awarded to academically outstanding graduate students in the Sardul S. Gill Graduate school at the Gustavson School of Business. Approval of the recipient(s) is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Sardul S. Gill Graduate School.

LE,NONET UNDERGRADUATE BURSARY(REVISED)

LE,NONET bursaries are awarded ~~annually~~ to First Nations, Métis and/or Inuit students who demonstrate financial need. Any First Nations, Métis and/or Inuit full-time undergraduate student who is in good academic standing (GPA of 2.0 or higher) at the University of Victoria is eligible to apply for a bursary of up to $3,000 annually. ~~Applications are available to students in August/September and April/May~~. For more information, please contact lenonet@uvic.ca.

~~Emergency bursaries are also available.~~
~~Applicants, candidates or nominees for this award who have indicated they are First Nations, Métis and/or Inuit 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: October 19, 2026

Subject: Proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN)

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN).

This new program is a BC government funded nursing education expansion to increase health human workforce capacity and address critical nursing shortages across the province of British Columbia, and nationally. The intent of this program is to increase access to BSN education on Vancouver Island and beyond through opening admission to a new and diverse set of applicants who wish to leverage their post-secondary education towards a BSN degree.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Accelerated Bachelor of Science in Nursing (A-BSN), as described in the document "Accelerated BSN Program", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Accelerated BSN Program

Submitted by:	**Name and title**	**Email**
Dean or designate	Dr. Tammy Hopper, Dean, Faculty of Health	hlthdean@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Dr. Lenora Marcellus, Director	nursingdirector@uvic.ca
Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***		September 2028

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	September 12, 2024
Departmental/School approval	November 5, 2025
Faculty Curriculum Committee approval	September 15, 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 23, 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 SCP submission deadline).

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)**
OREM – Wendy Taylor, Registrar, wtaylor@uvic.ca	Aug. 21, 2026	Y
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Nov. 14, 2025	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Nov. 14, 2025	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Dec. 5, 2025	Y
External and Internal Consultation (letters of support as per section F)	Appendices 2-15	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	N See *Appendix 19*

NOTE: You should first complete the Ministry of Post-Secondary Education and Future Skills Stage 1 Review for New Degree Proposals Template before completing the UVic Supplemental Template

A. What are the admission requirements for the proposed undergraduate program?

The admission requirements are:

- Completion of at least transferable 30 units at a recognized university or college prior to admission. These must be non-nursing units.
- *Minimum GPA:*
  - Overall average of at least a 4 on the UVic 9-point scale (70%, B-) in last 12 units
  - Must meet a minimum of 4 on the UVic 9-point scale (70%, B-) in Anatomy and Physiology courses At least 7.5 of these units have been completed at the 200 level or above.
- *Required units:*
  - ATWP 135, ENSH 101, ENSH 102, ENSH 103, or ENGR 110, or AWR-designated level credit (1.5)
  - Human Anatomy (1.5) and Human Physiology (1.5)
  - Indigenous Studies (1.5)
- Must meet UVic admission requirements, including English language requirement.
- Human Anatomy and Human Physiology must have been completed within seven years of admission

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

Requirements for BSN programs in BC and Canada are outlined in the following documents:

- British Columbia College of Nurses and Midwives (BCCNM) standards for nursing education programs and professional standards of practice
- Canadian Association of Schools of Nursing (CASN) National Education Framework and accreditation standards

The School of Nursing maintains a comprehensive curriculum guide for the four-year BSN program, based on the above requirements, offered in collaboration with four College Partners. This curriculum has recently been updated and was launched September 2025. This updated curriculum was used to inform the curriculum design for the A-BSN to ensure congruence across undergraduate programs. We also conducted a national environmental scan of accelerated programs, to review program structure and admission requirements for accelerated programs.

Program design

The A-BSN program will be offered full-time in a primarily on-site cohort-based course delivery format. The A-BSN is comprised of 36 upper-division (300 and 400) units of nursing theory, lab/simulation and clinical practice to be completed over five consecutive terms (a period of 20 months of full-time study). The degree will require the completion of 12 lecture courses (18 total units) and 6 practice-based courses (18 total units, with a total of 1372 practice hours). An A-BSN program structure/curriculum grid is provided in *Appendix 1*.

The curriculum is informed by the four-year collaborative BSN curriculum delivered in partnership with four College Partners (Aurora College, Camosun College, College of the Rockies, Selkirk College). The substantive content of the A-BSN courses maps to the content in the four-year collaborative BSN curriculum. The A-BSN curriculum includes seven courses that already exist in the School of Nursing.

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

Students are expected to develop competency in evidence-informed nursing practice (BC College of Nurses and Midwives, 2021). Students will advance their skills in accessing diverse health evidence, knowledge translation, and implementation science to contribute to learning health systems. Academic and clinical faculty will support integration of teaching and research across classroom and practice settings. The curriculum is concept-based and inquiry is one of two meta-concepts informing all courses. The curriculum includes the following course specific to integration of research and practice:

1. NURS 407 (Evidence for Nursing Practice)

- 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.

Work-integrated learning experiences are essential and required for BSN programs. Accreditation and regulatory program standards require BSN programs to provide a range of practice learning opportunities that prepare students to successfully write the RN entrance exam (NCLEX) and meet entry-level competencies (BC College of Nurses and Midwives, Canadian Association of Schools of Nursing). The BC College for Nurses and Midwives Educational Program Review Policies indicate the following: Standard 2: Curriculum: Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice. The Canadian Association of Schools of Nursing National Education Framework identifies nursing practice as one of five learning domains for core expectations for programs – BSN programs prepared graduates to provide theoretically-based and evidence-informed safe, competent, ethical, and culturally respectful nursing care across the lifespan and in diverse contexts through experiential learning opportunities.

Practice education learning forms the foundation of the A-BSN program - the curriculum design includes two practice learning courses in each of the five terms of the program. Students will complete ten practice education courses, for a total of 1372 hours in the program. Students will be placed in a range of practice settings and with diverse populations, including acute care, home and community care, primary care, and community-based organizations. The School of Nursing already has an extensive network of practice placements in south Vancouver Island, primarily within Island Health and local community health agencies. We are collaborating with Island Health and Camosun College to identify new student practice opportunities as Island Health expands current programs and implements new programs.

In addition to placements within Island Health, students will be placed with community-based organizations (for example Our Place, Neighborhood Houses, School Districts, Best Babies, Seniors Centers) in one course (Term 1) to gain experience with how health is supported across diverse sectors and the role of the RN in supporting community empowerment and engagement. Island Health offers an Employed Student Nurse (ESN) program, where students starting in Term 4 can be hired in a range of settings, complementing program learning. The School of Nursing also fully accesses JCURA Awards and integrates students into faculty programs of research as research assistants.

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

Most courses will be delivered on campus or in placement settings, as there is a strong focus on practice education, including laboratory and simulation practice. Blended course delivery is typically integrated into course design and is highly appropriate for mature learners. The Semester Four nursing elective is delivered online in collaboration with our college Partners or through BCIT in conjunction with Specialty Learning Pathways. Students will have the opportunity to learn with students from rural and remote communities across BC and the NWT.

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

- Does the proposed program provide opportunities to include Indigenous perspectives and decolonization? If yes, please provide details.

  Schools of Nursing across Canada have an obligation to address the TRC Call to Action #24 (integrate a course addressing Aboriginal health issues, including skill-based training in intercultural competency, conflict resolution, human rights and anti-racism)(CASN Cultural Humility and Cultural Safety Standards for Nursing Education, 2024) and in BC, to address the BC College of Nurses and Midwives Practice Standard on Indigenous Cultural Safety, Cultural Humility and Anti-Racism (2021). The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcomes for baccalaureate students: (1) Demonstrate cultural humility, cultural safety, anti-racist and anti-discriminatory nursing practice; and (2) Enact care that reflects Indigenous perspectives and values in health and healing practices.

  The curriculum includes the following components:

  1. An overall program outcome related to anti-Indigenous racism and enacting the TRC Calls to Action and UNDRIP
  2. Concept model – includes safety, environment, relationships, reconciliation, equity
  3. Perspectives on Indigenous knowledge as a foundational philosophical perspective
  4. 2 courses:
     a. Prerequisite – Introductory Indigenous Studies course
     b. In Term 3 – NURS 484 (Understanding Indigenous Health and Wellbeing)

  The School of Nursing prioritizes creating and sustaining authentic relationships that will steward local knowledge and utilize local protocols in appropriate ways, related to curriculum development, teaching and practice education experiences. The School of Nursing at UVic co-hosts an Indigenous Initiatives Circle with the Nursing Department at Camosun College. This Circle includes members who are Indigenous and non-Indigenous faculty and staff, Elders and students. Members of this Circle provide guidance to the School on directions to strengthen Indigenous student retention, mentorship and support. The School of Nursing also hosts a Home Circle, which was developed to provide guidance for development of the MN Indigenous Wellness. The Home Circle is composed of a Faculty Lead, the Director, Elders, Knowledge Keepers, and others engaged with program development. The BSN Semester Three Indigenous-focused course may incorporate a land-based experiential learning component, depending on faculty course design approaches and available resources. The School of Nursing has a priority of increasing and supporting the number of Indigenous faculty. There are currently five Indigenous faculty who support programming and focus on strengthening courses related to Indigenous Health and Wellness (including *NURS 484: Understanding Indigenous Health and Wellbeing*). With hiring for this program, we intend to recruit one additional Indigenous faculty member.

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

  The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcome for baccalaureate students: Describe global and planetary health issues and their effects on health. Students will complete a community and global health course and community-based practice course in Term 1. In the practice course, some placements are with internationally focused organizations such as the Inter-cultural Association of Victoria and the Victoria Immigrant and Refugee Centre. With the recent curriculum update, planetary health has been integrated as a core theme throughout all courses and environment is identified as a core concept.

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

  Schools of Nursing across Canada have an obligation to promote justice, equity, diversity, and inclusion. The Canadian Nurses Association Code of Ethics (2025) includes seven values: honouring the dignity and autonomy of all people, valuing relationships and humanizing care, maintaining integrity and accountability in nursing practice, pursuing truth and reconciliation, promoting social justice, providing competent professional nursing practice, and preserving privacy and confidentiality. The Canadian Association of Schools of Nursing National Education Framework (2022) includes the following learning outcomes for baccalaureate students: (1) Advocate for change to address racism, social injustices, and health inequities in nursing care or nursing services; (2) Identify one's own beliefs, values, implicit bias, and assumptions and their potential effect in communication with diverse clients and health care team members; and (3) Communicate respectfully, assertively, and in a culturally safe manner with diverse clients and health care team members.

  The BSN curriculum concept model includes equity, reconciliation, safety, relationship, and ethics. These concepts are threaded and levelled across all theory and practice courses. Within the curriculum, students will complete the following courses which specifically focus on justice, equity, diversity, and inclusion:
  1. Relational Practice I: NURS 330 (Connecting Across Difference)
  2. Relational Practice II: NURS 484 (Understanding Indigenous Health and Well-Being)
  3. Professional Practice IV: NUR 357 (Nursing Ethics)

D. Describe the learning outcomes of the proposed program.

The learning outcomes for the accelerated BSN program are the same as for the four-year collaborative BSN program:

1. Promote health and well-being by providing quality nursing care across a variety of contexts and with diverse populations;
2. Be accountable and ethical Registered Nurses (RNs) who provide care and make decisions based on relationships with others, nursing knowledge, and other forms of inquiry;
3. Demonstrate leadership that influences RN practice and health care at professional, social, environmental, economic, and political levels by anticipating and responding to the changing needs of society;

4. Engage in intentional critical inquiry and self-reflection to facilitate life-long learning;
5. Contribute RN knowledge and voice to inter-professional and team-based collaborations to optimize health outcomes and strengthen health services and systems; and
6. Shape RN practice through understanding the historical and current social realities that result in anti-Indigenous racism, which negatively impact Indigenous health and well-being. This program is committed to enacting the principles of the TRC and UNDRIP.

E. 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).

The initial enrolment plan for this program is to admit 40 students annually in September. This cohort size was determined in collaboration with the Ministry of Post-Secondary Education and Future Skills as it would facilitate a full cohort to maximize resource use and have sufficient volume to create a program stream independent from the four-year collaborative BSN program, which creates a more tailored learning experience for this group of mature students. The Ministry has indicated their interest in continuing to expand this program once the program has been launched and evaluated. Once the program has launched, the cohort size will increase to 42 to account for typical program attrition and ensure 40 graduates.

Students who have a pre-existing degree or most of a degree are already being admitted to the BSN program with Camosun College. They receive some prior credit for learning but typically are required to complete most of the BSN program. School of Nursing data shows that within the past 10 years, there were 157 degree holders in the four-year collaborative BSN program, even without specific recruitment or inclusion of applicants with a minimum of 30 completed units. Because there are high numbers of applicants for BSN programs across Canada, including the accelerated programs at UBC and UNBC, having this demographic of student in a separate stream is anticipated to not have a negative impact on four-year BSN program applications and admissions. It would increase access overall to BSN programs for the high number of applicants in BC who meet admission requirements.

F. 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.

Consultations occurred by email, Zoom/Teams discussions, and through in person meetings and engagement sessions. A detailed curriculum plan was iteratively developed through these processes. The final curriculum plan was shared with each group to inform their final letters of support. No concerns were raised regarding the curriculum structure. Positive comments were received for specific elements including the concept-based learning approach, number of practice hours, community focus, simulation integration, and commitment to Indigenous knowledges.

The following consultations were conducted at UVic, in addition to the required consultations with IACE (*Appendix 2*), Library (*Appendix 3*), Co-op (*Appendix 4*), and OREM (*Appendix 5*):

- Academic Writing Program – most applicants are anticipated to meet the UVic academic writing requirements, discussion on which courses may be suitable to A-BSN prerequisites (*Appendix 6*)
- Faculty of Health – Exercise Science, Physiology and Health Education – discussion on which foundational science courses may be suitable for A-BSN prerequisites (*Appendix 7*)

- Faculty of Science - Biology - discussion on which foundational science courses may be suitable for A-BSN prerequisites – determined to not be suitable.
- Indigenous Studies Program – discussion on which foundational Indigenous Studies courses may be suitable for A-BSN prerequisites (*Appendix 8*)

The following consultations were conducted with external organizations:

- British Columbia College of Nurses and Midwives – including planning for program approval and review, including timeline for submission of Notice of Intent (*Appendix 12*)
- Letters of support from Deans/Directors/Chairs of Schools of Nursing in comparable BC programs and within our UVic and College Partners BSN Partnership, including Aurora College (*Appendix 13*), Camosun College (*Appendix 14*), College of the Rockies (*Appendix 15*), Selkirk College (*Appendix 16*), University of Northern British Columbia (*Appendix 17*).
- Letter of support from Island Health (*Appendix 18*).

References

Canadian Association of Schools of Nursing (2022). *National education framework.* https://www.casn.ca/competency-guidelines/national-nursing-education-framework/

Canadian Institute for Health Information (2024). *The state of the health workforce in Canada, 2022*. https://www.cihi.ca/en/the-state-of-the-health-workforce-in-canada-2022

Government of British Columbia (2022). *BC health human resource strategy: Putting people first* https://news.gov.bc.ca/files/BCHealthHumanResourcesStrategy-Sept2022.pdf

Government of Canada (2023). Federal, Provincial, and Territorial Statement on Supporting Canada's health Workforce 2023. https://www.canada.ca/en/health-canada/services/health-care-system/health-human-resources/federal-provincial-territorial-statement-supporting-workforce.html

Work BC (2024). *Labour Market Outlook*. https://www.workbc.ca/sites/default/files/2025-02/BC%20LMO%20Report%202024.pdf

LIST OF APPENDICES

Number	Title	Page
1	Proposed A-BSN structure – curriculum grid	9
Internal consultations		
2	IACE consultation	10
3	Library consultation	15
4	Co-op consultation	16
5	OREM consultation	17
6	Academic Writing program consultation	18
7	Exercise Science, Physiology and Health Education consultation	20
8	Indigenous Studies consultation	21
External consultations		
9	British Columbia College of Nurses and Midwives	22
10	Letter of support: Aurora College	23
11	Letter of support: Camosun College	24
12	Letter of support: College of the Rockies	26
13	Letter of support: Selkirk College	27
14	Letter of support: University of Northern British Columbia	28
15	Letter of support: Island Health	32

Appendix 1: Proposed A-BSN structure – curriculum grid

HH (Health and Healing); PP (Professional Practice); NP (Nursing Practice); RP (Relational Practice); HS (Health Science)

YEAR ONE Fall Term One: Health Promotion and Professional Identity	***YEAR ONE Winter Term Two: Health Challenges and Healing Initiatives I***	***YEAR ONE Summer Term Three: Health Challenges and Healing Initiatives II***	***YEAR TWO Fall Term Four: Intersecting Health Contexts***	***YEAR TWO Winter Term 5: Leading Through Transition***
HH 1 (1.5) Community and Global Health	**HH II (1.5)** Health Assessment Across Continuum of Health and Lifespan	**HH III (1.5)** Health Challenges and Healing Initiatives	**HH IV (1.5)** Complex Health Challenges and Healing Initiatives	
Lab I 39 hrs	**Lab II** 39 hrs	**Lab III** 39 hrs	**Lab IV** 39 hrs	
PP I (1.5) Profession and Discipline of Nursing	**PP II (1.5)** Nursing Ethics	**PP III (1.5)** Evidence for Nursing Practice	**PP IV (1.5)** Leadership and Heath System Improvement	
HS 1 (1.5) Pharmacology				
	RP I (1.5) Connecting Across Difference	**RP II (1.5)** Understanding Indigenous Health and Well-being		
			Nursing Elective (1.5) Can also be BCIT theory for Learning Pathway	
NP I (1.5) Promoting Health of Communities 104 hrs	**NP II (1.5)** Promoting Health and Healing 1 208 hrs	**NP III (3.0)** Promoting Health and Healing 2 208 hrs	**NP IV (3.0)** Responding to Complexity in Nursing Practice 312 hrs	**Consolidated Practice Experience I (4.5)** 192 hrs **NP V (4.5)** Leadership and Transition to Professional Practice 192 hrs (Includes option of Learning Pathway Practicum)
Total practice hrs: 143 *Total units: 6*	*Total practice hrs: 247* *Total units: 6*	*Total practice hrs: 247* *Total units: 7.5*	*Total practice hours: 351* *Total units: 7.5*	*Total practice hrs: 384* *Total units: 9*
Total practice hours (including lab) for Terms 1-5: 1372 hrs **Total units for Terms 1-5 (36) PLUS minimum 30 transferable university units = 66 units**				

Appendix 2: IACE consultation

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

Name of Program: Accelerated BSN (A-BSN) 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 School of Nursing is proposing to deliver an accelerated BSN program. Our current BSN program is offered in collaboration with 4 College Partners. The program is 4 years in length. An alternative program design is the accelerated program, developed for applicants who already have a second degree or most of a degree. This model is already being delivered successfully by other universities in BC and Canada. The accelerated program design we are proposing is 5 consecutive semesters. The curriculum for this program is based on the recently updated curriculum for the 4-year BSN.

The Ministry of Post-Secondary Education and Future Skills accepted the proposal for this program in April 2025, and funding was confirmed in June 2025. We are aiming to admit the first cohort in September 2028.

Rationale for the proposal (approximately 200 words)

Nursing shortages and vacancies have been expected but have intensified because of the COVID-19 pandemic. Nurses, as the largest sector of the healthcare workforce, are in high demand across all health care settings. WorkBC's 2024 Labour Market Outlook projects about **178,000 job openings in health care and social assistance between 2024–2034,** with registered nurses and registered psychiatric nurses identified as high-opportunity occupations. Nursing seats have been steadily increasing across the province in the last few years, including 602 new nursing training seats since 2017. Provincial and national governments and health/post-secondary ministries are continuing to encourage the growth and expansion of innovative BSN program delivery models to meet the urgent need for Registered Nurses in the health system for the next several decades. This will be the first accelerated (or compressed) BSN program on Vancouver Island.

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?

We will be admitting 40 students per year to this program. We will offer the same percentage of reserved seats for Indigenous students as we do in the 4-year BSN program that is delivered in collaboration with Camosun College, which is 12.5% (5 seats).

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)

  Students in the current 4-year BSN program are recruited locally by our four College Partners (Aurora College, Camosun College, College of the Rockies, and Selkirk College). For this new accelerated BSN program, we will be collaborating with UVic student recruitment teams and integrating with already existing Indigenous undergraduate student recruitment and support initiatives. We will also collaborate with Camosun College recruitment teams so that our efforts are coordinated.

  Camosun and UVic share a Nursing Indigenous Initiatives Circle, which has faculty, staff, student, and Elder participants. Through this Circle, activities are planned and offered, including welcoming when students transfer to UVic, mentoring, connecting to Faculty and UVic Indigenous resources, and celebrating graduation.

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

  The School of Nursing at UVic co-hosts an Indigenous Initiatives Circle with the Nursing Department at Camosun College. This Circle includes members who are Indigenous and non-Indigenous faculty and staff, Elders and students. Members of this Circle provide guidance to the School on directions to strengthen Indigenous student retention, mentorship and support. The School of Nursing also hosts a Home Circle, which was developed to provide guidance for

development of the MN Indigenous Wellness. The Home Circle is composed of a Faculty Lead, the Director, Elders, Knowledge Keepers, and others engaged with program development.

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

  The School of Nursing has a priority of increasing and supporting the number of Indigenous faculty. There are currently five Indigenous faculty who support all programming and focus on strengthening undergraduate and graduate courses related to Indigenous Health and Wellness (including *NURS 484: Understanding Indigenous Health and Wellbeing* and the *MN-Indigenous Wellness program*). We have also secured Ministry funding to support the hiring of an additional Indigenous Faculty as part of this new program.

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

  Schools of Nursing across Canada, including UVic and Camosun, have an obligation to address the TRC Call to Action #24 (integrate a course addressing Aboriginal health issues, including skill-based training in intercultural competency, conflict resolution, human rights and anti-racism) and in BC, to address the British Columbia College of Nurses and Midwives professional standard on Indigenous cultural safety, cultural humility and anti-racism.

  The Accelerated BSN curriculum includes the following components:
  1. An overall program outcome related to anti-Indigenous racism and enacting the TRC Calls to Action and UNDRIP
  2. Concept model – includes safety, environment, relationships, reconciliation, equity
  3. Perspectives on Indigenous knowledge as a foundational philosophical perspective
  4. 2 courses:
     a. In Year 1 – IST 110 (Indigenous Studies, Eyēʔ Sqâ'lewen)
     b. In Year 3 – NURS 484 (Understanding Indigenous Health and Wellbeing)

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

  The School of Nursing prioritizes creating and sustaining authentic relationships that will steward local knowledge and utilize local protocols in appropriate ways, related to curriculum development, teaching and practice education experiences. The BSN Indigenous-focused courses may incorporate a land-based experiential learning component, depending on faculty course design approaches and available resources.

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

   There will be a modest increase in requests above activities already conducted with the School of Nursing, as accelerated BSN students will integrate into activities already in place for the 4-year BSN program. Examples of additional activities will include: welcome to new cohort in September, potential guests for class in additional section of NURS 484.

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 identity specific goals and priorities (approximately 200 words).

Strategic Plan:

- Goals of developing and sharing innovative strategies and solutions to create healthy communities/fostering creative policies to grow education – the A-BSN is one of a growing number of innovative BSN program designs, to attract diverse students into the field and contribute to addressing the health human workforce crisis.
- Goals of supporting collaborative approaches to innovation in experiential learning programs/advancing and strengthening interdisciplinary opportunities to provide new teaching solutions – the A-BSN is being designed to maximize simulation and interprofessional team-based learning and provide students.

Indigenous Plan:

- Learning and teaching – the A-BSN includes the following program learning outcome: Applying knowledge of Indigenous ways of knowing and being, to promote health of patients, and families, and society.
- The A-BSN curriculum includes the *NURS 484: Understanding Indigenous Health and Wellbeing* course. This course supports the School of Nursing to address the TRC Call to Action #24 for medical and nursing programs.

Equity Plan:

- Action of developing an educational strategy so that all students learn about equity, diversity, inclusion, anti-oppression, Indigenous rights to self-determination and colonization prior to graduating – the School of Nursing is grounded in the concepts of health equity and social justice, the curriculum includes an Indigenous- focused program level outcome, Indigenous, EDI and anti-racism learning outcomes are integrated across theory and practice courses.
- Action of establishing comprehensive student recruitment strategy – the A-BSN program provides an opportunity for students who already hold a degree or the majority of a degree to access BSN education, which recognizes previous education.
- Expand opportunities to provide priority admissions to Indigenous students – 12.5% of seats will be reserved for Indigenous students.

Strategic Enrolment Management Plan:

- Goal of having Indigenous students comprise at least 10% of the overall student population –12.5% of seats will be reserved for Indigenous students, which is the same as in the 4-year BSN program.

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-Dec-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

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

Appendix 3: Library consultation

Senate Committee on Planning
Required Internal Consultations
Libraries

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date: August 5, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Draft proposal reviewed
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposal for the Accelerated Bachelor of Science in Nursing (A-BSN) program for the School of Nursing. While it is a new program, because the curriculum is based on the recently updated curriculum for the 4-year BSN (with seven of the required courses already existing) I foresee no library implications with regards to collections. Much of the resources and databases currently used by all nursing programs are available online in multi-user format. With the expectation of an inaugural cohort of 40 students (and eventually 80 students at full capacity with two cohorts) the A-BSN program will increase overall undergrad nursing student numbers which may impact librarian time through requirements for increased instruction and research help support. Please let me know if you have any questions about this, or if there is any other information which I can provide.	

Signature: _____ _____

Date: _____August 5, 2026_____

Appendix 4: Co-op consultation

Senate Committee on Planning
Required Internal Consultations
Co-op

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Karima Ramji Executive Director, Co-op & Career Services	Draft proposal reviewed; consultation via email
Feedback provided (please add feedback only in this section)	

Thank you for sharing this proposal. I am pleased to support the proposed Accelerated BSN program.

While Nursing does not participate in formal co-operative education programs, the program's extensive work-integrated learning model strongly aligns with our shared commitment to experiential learning and preparing students for successful transitions into professional practice. The curriculum's substantial clinical and community-based placements provide meaningful opportunities for students to apply their learning in real-world settings and develop the competencies required for entry to practice.

This program responds directly to the urgent and well-documented need for Registered Nurses in British Columbia and across Canada, expanding pathways into the profession while helping to address critical health workforce shortages. As you are aware, Co-operative Education and Career Services maintains a strong network of international partners that offer work-integrated learning opportunities relevant to nursing and health professions, and we would be pleased to help facilitate connections and explore opportunities that may support the program's goals as needed.



Signature: _____

Date: August 6, 2026

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 5: OREM consultation

Senate Committee on Planning
Required Internal Consultations
OREM

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date: Spring and Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Office of the Registrar and Enrolment Management - Wendy Taylor, Leona Locke, Brenna Pagnotta, Asia Longphee, Amanda Hawkins, Ashley de Moscoso	Draft proposal
Feedback provided (please add feedback only in this section)	

• Anticipated start date: indicates Sept 2028 but the approval dates outlined appear to lead up to Cycle 1 – May 2027?
  ○ Is the intention to have these changes in the calendar that far in advance (we are assuming Ministry approval is required). *Note from L. Marcellus*: Yes - the intention is to have changes in Calendar early so that there is sufficient time for applicants to complete prerequisite courses.
• 4.8 Proposed Course Descriptions
  ○ unit should refer to Policy AC1120 and the Guide before submitting course proposals as many of the included course descriptions and titles will require updates to align with calendar standards. *Note from L. Marcellus*: Kuali entries have been prepared following the policy and guide.
  ▪ E.g., colons are not permitted in course titles, titles must be informative from a transcript perspective, and descriptions cannot exceed 75 words	

• Recommend that a proposal be submitted to the Senate Committee on Academic Standards for their review and approval for the admission requirements and entry term for this new program, as this program is distinct from the current Nursing programs listed in the UG calendar. *Note from L. Marcellus:* a SCAS proposal will be developed. • Recommend that "semester" be changed to "term". *Note from L. Marcellus:* this change has been completed.	

Signature: _____

Date: _____Aug 21, 2026

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 6: Academic Writing Program consultation

Senate Committee on Planning
Internal Consultation
Prerequisite Courses: Academic Writing Program

Name of program: Accelerated BSN Program	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New program	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean Faculty of Health. Designate is Maureen Ryan Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Erin Kelly Director, Academic and Technical Writing Program	Draft proposal reviewed

Feedback provided (please add feedback only in this section)

In short, as long as the students you admit to your accelerated program have already met the AWR at UVic, I anticipate there will be no enrolment needs associated with ATWP courses (or any other UVic AWR-designated courses).

A student who comes into your program having already completed an undergraduate degree (BA or BSc) at an accredited, English-language institution would de facto have met the AWR.

A student who is admitted in without a degree but with a minimum of 30 transferrable units would, most likely, already have a course that transfers to UVic as equivalent to a course that meets the AWR. All of the institutions with which you currently have block transfer agreements (Aurora College, Camosun College, College of the Rockies, and Selkirk College) include such a course in their program requirements. (To be more precise, all of them require a course equivalent to ATWP135: Academic Reading and Writing.)

My recommendation is that you make clear that a prerequisite for admission to your new accelerated program is transferrable credit for a class that meets the AWR at UVic. At this time, that would be transfer credit for ATWP135, ENSH101, ENSH102, or ENSH103, and students

who have completed undergraduate courses anywhere in British Columbia can see equivalencies by consulting the BC Transfer Guide: https://www.bctransferguide.ca/.

Note that if the proposal to revise the university requirement is supported by the Senate on Friday 10 April 2026, what would in the future be called the Core requirement. Your program might then need to update the guidance to students concerning prerequisites.

All in all, I fully support the plan for this new BSN pathway and thank you for the work you're doing to get it launched.

Signature: Erin E. Kelly

Date: ____April 8, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Appendix 7: Faculty of Health – Exercise Science and Health Education consultation

Senate Committee on Planning
Required Internal Consultations
Prerequisite courses: Human Anatomy and Human Physiology

Name of program: Accelerated BSN	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean	
Consultation date: April 13, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Nevin Harper, Acting Director, Exercise Science, Physiology and Health Education	Email, in person discussion, calendar description of anatomy and physiology courses from Camosun used in 4-year collaborative program
Feedback provided (please add feedback only in this section)	
As per our conversation, our school has two courses, EPHE 140 and EPHE 161 (Anatomy and Physiology + Labs), that would fit with the BSN program as prerequisites.	

Signature: _____

Date: April 13, 2026

Appendix 8: Indigenous Studies Program consultation

Senate Committee on Planning
Required Internal Consultations
Prerequisite courses: Indigenous Studies

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.

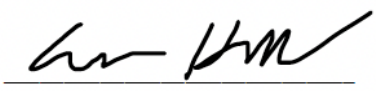
Please complete a separate form for each of the following consultations, including the feedback provided, and submit the signed form with the proposal template:

- 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 Kundook 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: Accelerated BSN	Anticipated start date: September 2028
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Nursing	
Name, title, and email of contact person: Lenora Marcellus, Director, lenoram@uvic.ca	
Dean (or designate) or administrative authority: Tammy Hopper, Dean	
Consultation date: April 18, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Lisa Kahaleole Hall, Director, Indigenous Studies Program	Email, shared information about Indigenous Studies course taken by students in the 4-year collaborative program.
Feedback provided (please add feedback only in this section)	
The course that comes to mind is offered by the Indigenous Studies program. IS100 will be offered every January term on Tuesday evenings 5:30-8:20 and has plenty of room for your students. The course is focused on local Indigenous knowledge and knowledge holders. **IS100 - Responsibilities to Coastal Indigenous Peoples and Lands** Introductory survey centering local lands and Coast Salish protocols and examining Canadian political relationships with First Nations, Inuit and Metis peoples. Maps BC nations and territories to highlight relationships of land, water and people, including what it means to be a good guest here. Covers both histories of encroachment and histories of resistance and revitalization. Community-based knowledge holders contribute throughout.	

Signature: 

Date: April 18, 2026

Appendix 9: British Columbia College of Nurses and Midwives consultation
(*Responses are only provided within emails, letters are not provided)

Summary of Consultation - Proposed Accelerated BSN Program at UVic

Samarjit Dhillon <Samarjit.Dhillon@bccnm.ca> Monday, March 2, 2026 at 3:12 PM

To: Lenora Marcellus, Director, School of Nursing; **Cc:** Harjit Dhesi

You replied to this message on 2026-03-12, 11:47 AM. Show Reply

Hi Lenora,
Thank you for meeting with us on July 31, 2025, to discuss UVic's proposed accelerated BSN program. We appreciated the opportunity to connect early and to learn more about the emerging plans for the program, which is tentatively targeted for a September 2028 start and is still under development. Key points from our discussion include:

- The proposed accelerated BSN would build on UVic's concept-based collaborative curriculum, adapted and compressed into a five-semester structure; details regarding curriculum design and admission requirements are still being finalized.
- UVic is planning to develop new nursing lab and simulation facilities, with anticipated readiness around 2027.
- From a BCCNM Education Program Review perspective, the program would likely be reviewed as a new program, given the anticipated degree of curricular difference. BCCNM typically begins formal review conversations about one year prior to program launch, and the upcoming implementation of the Health Professions and Occupations Act (April 2026) may affect EPR processes.
- Given current timelines, it was suggested that UVic submit a Notice of Intent in March/April 2027 to initiate the review process.

Kind regards,
Samarjit

Samarjit Dhillon, RN, MSN, EdD
She | Her

Education Consultant | Education, Standards & Policy Integration
T 604.742.6200 Ext. 6500 | E Samarjit.Dhillon@bccnm.ca

BCCN&M British Columbia College of Nurses & Midwives
900 - 200 Granville St, Vancouver, BC V6C 1S4
TF 1.866.880.7101 | F 604.899.0794 | www.bccnm.ca

Appendix 10: Aurora College letter of support

AURORA COLLEGE

School of Health and Human Services
Education and Training Division
Bag Service 9700, Yellowknife, NT X1A 2R3

www.auroracollege.nt.ca

Tel: (867) 920-3030 Fax: (867) 873-0358

April 1, 2026

Re: Support for the University of Victoria's Accelerated Bachelor of Science in Nursing (A-BSN) Program

Aurora College has been a long-standing partner of the University of Victoria's School of Nursing, collaboratively delivering a shared Bachelor of Science in Nursing program under the guidance of the Steering and Curriculum/Evaluation Committees. The partnership is grounded in transparency, mutual respect, and a shared commitment to high-quality nursing education. The current collaboration focuses on the development, maintenance, and delivery of a comprehensive four-year BSN program. I am confident that the Steering Committee will remain fully informed throughout the planning and implementation of the proposed A-BSN program, and that the integrity and quality of the curriculum will continue to be upheld.

Across Canada, health systems are prioritizing strategies to expand and strengthen the nursing workforce. The introduction of the A-BSN program, built upon the existing shared curriculum, represents an important opportunity to increase access to nursing education and support workforce growth. Aurora College fully supports this initiative and recognizes its potential to provide students with an additional, high-quality pathway into the nursing profession.

Yours truly,

Jodi Brennan MN RN
Chair, School of Health and Human Services Programs

Appendix 11: Camosun College letter of support



February 24, 2026

TO: Education Program Approval Committee Members
FROM: Carly Hall, Dean, School of Health Sciences & Human Services, Camosun College
Kirstin McLaughlin, Chair, Nursing Department, Camosun College
REGARDING: Support of New Program Proposal: Accelerated BSN Program

We are providing this letter to Dr. Lenora Marcellus, Director of the School of Nursing at the University of Victoria, to indicate our support of the proposal for the *Accelerated BSN (A-BSN) Program*. Camosun College is committed to the value of supporting lifelong learning and the goal of delivering outstanding flexible learning opportunities to support students' evolving educational needs. Camosun College and the University of Victoria have been long-standing collaborative partners in the shared delivery of the 4-year collaborative BSN program. Students begin their program at Camosun College and transfer to the University of Victoria in Semester 6 for the final four terms of the program. We also have recently collaborated on implementing a Practical Nurse (PN) to BSN Bridge Program, for learners who are already practicing as a Licensed Practical Nurse (LPN). These students complete the Bridge Program, integrate into Semester 5 at Camosun College, and transfer to the University of Victoria with the other 4-year collaborative students in Semester 6.

The A-BSN program will be a third BSN program delivery approach in Victoria/South Island. It has been developed to focus on addressing the needs of a specific group of learners: students who have had extensive post-secondary learning experience and are second career or mature learners. Our admissions data indicate that we already share approximately 20 students per year with this background in the 4-year BSN program. This approach will optimize the learning timeline for students who already have met many program requirements and support them to enter practice in a timely manner.

The curriculum for the A-BSN program is grounded in the 4-year collaborative BSN curriculum that we also share with three other College Partners in BC and the NWT. This curriculum has recently been updated and was launched in September 2025. This revised curriculum reflects feedback from students, faculty, and practice partners. It also reflects trends and future community needs through enhanced content in the areas of primary health care, mental health and substance use, decolonization and reconciliation, information technology, interprofessional education, and planetary health. Students across all three program delivery approaches will

3100 Foul Bay Road, Victoria, B.C. V8P 5J2 LANSDOWNE CAMPUS INTERURBAN CAMPUS 4461 Interurban Road, Victoria, B.C. V9E 2C1
camosun.ca

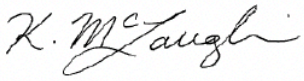
learn together in some shared courses. In addition, as a part of the ongoing commitment to Indigenization and to align with admission practices in other BSN approaches, 12.5% of program seats will be reserved for Indigenous students.

The aim is to integrate planning for this new program approach with other ongoing collaborative work, including student recruitment and practice placement development. Program marketing will increase awareness of the three BSN program approaches, and our Camosun College and UVic recruitment and admission teams will collaborate on communication and processes. We have also initiated shared practice planning with our primary practice partner, Island Health, to optimize clinical placement capacity in the South Island for all BSN programs.

We remain fully committed to ensuring the quality of BSN programs in Victoria and value our continued collaboration with the University of Victoria. Potential BSN students in the South Island and beyond will benefit from the range of program delivery options, including this new A-BSN Program. We are in full support of this proposal.

Regards,





Carly Hall, RN, BSN, MEd
Dean, Health Sciences and Human Services
Camosun College
250-370-4285
hallc@camosun.ca

Kirstin McLaughlin, PhD(c), MPH, RN, CCNE
Chair, Nursing Program
Camosun College
250-370-4288
mclaughlink@camosun.ca

Appendix 12: College of the Rockies letter of support

COLLEGE OF THE ROCKIES

April 8, 2026

COTR Letter of Support

TO: Members of Senate, the Board, and Ministry Review Bodies

FROM: Norma Sherret, Dean, Health and Human Services, College of the Rockies

REGARDING: Support of new program proposal: Accelerated BSN Program at the University of Victoria

I am providing my support for this proposal in my capacity as Dean of Health and Human Services at College of the Rockies. College of the Rockies is committed to providing relevant and quality education that meets the demand for skilled employees, including meeting the demand for Registered Nurses in BC. Within our Health and Human Service portfolio, we offer the Bachelor of Science in Nursing (BSN) program in collaboration with the University of Victoria (UVic). I am providing my full support for the proposed Accelerated BSN (A-BSN) program in the School of Nursing at the University of Victoria.

Through our long-standing collaboration with the School of Nursing in the delivery of the four-year BSN program, I am confident in the strength of the curriculum, faculty and administrative expertise, and commitment to excellence in nursing education. The proposed accelerated BSN program builds on this solid foundation. Grounded in the four-year BSN curriculum, the accelerated program is carefully designed, evidence-informed, and aligned with current practice standards, ensuring it maintains the same quality as the existing BSN program while meeting the needs of students with post-secondary experience seeking an accelerated pathway into the nursing profession.

The School of Nursing and UVic have the infrastructure to successfully deliver this program, including effective practice education partnerships with Island Health and other organizations, upcoming simulation resources, and academic/student supports that are already effectively utilized in the current BSN program. Graduates of the proposed program will be well-prepared to meet the British Columbia College of Nurses and Midwives (BCCNM) Entry-to-Practice Competencies. Based on our collaborative curriculum work and shared standards, I am confident that graduates will demonstrate the knowledge, clinical judgment, and professional accountability required to practice safely, competently, and ethically in a range of healthcare settings.

The introduction of an accelerated BSN pathway will be an additional contribution to addressing the ongoing nursing workforce needs in the province. By creating an additional, efficient entry route into the profession for students who bring post-secondary experience, the School of Nursing will contribute to increasing the number of Registered Nurses entering the workforce while maintaining high educational and professional standards.

In summary, I fully support this proposal for an accelerated BSN program in the School of Nursing at the University of Victoria.

Sincerely,

Cranbrook Main Campus, 2700 College Way, PO Box 8500, Cranbrook, BC V1C 5L7
Phone: 250-489-2751 Toll Free: 1-877-489-2687 Fax: 250-489-1790 www.cotr.bc.ca email: info@cotr.bc.ca

Appendix 13: Selkirk College letter of support

Selkirk College
Where place meets purpose.

March 30, 2026

Letter of Support for Accelerated Bachelor of Science in Nursing Program – University of Victoria

Dear Members of Senate, the Board, and Ministry Review Bodies,

I am writing in my capacity as Dean of the School of Health and Human Services at Selkirk College. The Bachelor of Science in Nursing (BSN) program, in collaboration with the University of Victoria (UVic) is one program in my portfolio. I would like to express my strong support for the proposed Accelerated BSN program at the University of Victoria.

Through our ongoing collaboration with UVic in the delivery of the regular-stream BSN program, we have developed a deep familiarity with the strength of its curriculum, faculty expertise, and commitment to excellence in nursing education. The proposed accelerated program builds on this solid foundation. The curriculum is thoughtfully designed, evidence-informed, and aligned with current practice standards, ensuring that it maintains the same rigor and quality as the existing program while meeting the needs of students seeking an expedited pathway into the nursing profession.

UVic has demonstrated that it possesses the necessary infrastructure to successfully deliver this program. This includes experienced faculty, established practice education partnerships, simulation resources, and academic support that are already effectively utilized in the current BSN program. These assets position UVic well to implement the accelerated stream without compromising educational quality or student experience.

Importantly, graduates of the proposed program will be well-prepared to meet the British Columbia College of Nurses and Midwives (BCCNM) Entry-to-Practice Competencies. Based on our collaborative work and shared standards, I am confident that graduates will demonstrate the knowledge, clinical judgment, and professional accountability required to practice safely, competently, and ethically in a range of healthcare settings.

The introduction of an accelerated BSN pathway will make a meaningful contribution to addressing the ongoing nursing workforce needs in British Columbia. By creating an additional, efficient entry route into the profession, UVic will help increase the number of qualified nurses entering the workforce while maintaining high educational and professional standards. This is particularly important given the current and projected demand for skilled nursing professionals across the province.

In summary, I fully support the approval of the University of Victoria's Accelerated Bachelor of Science in Nursing program. It reflects a high-quality, well-resourced, and strategically important initiative that will benefit students, the healthcare system, and the people of British Columbia.

Thank you for your consideration.

Sincerely,



Tammie Clarke, RN, BSN, MA, CCNE

Dean, School of Health and Human Services, Teaching and Learning Centre

Appendix 14: University of Northern British Columbia letter of support

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr Caroline Sanders

Professor Nursing

School of Nursing

University of Northern British Columbia

Date 17th April 2026

Dear Dr Marcellus,

I am pleased to provide this letter of support for the proposed Accelerated Bachelor of Science in Nursing Program at the University of Victoria. After reviewing the proposal, I am strongly supportive of the program's development and implementation. The proposal reflects thoughtful planning, strong curriculum alignment, and a clear understanding of the current and future needs of nursing education, health human resources, and learners entering nursing through non-traditional or accelerated pathways.

The proposed A-BSN program is timely and important. It responds directly to workforce needs while also creating a meaningful pathway for individuals who already bring prior university-level learning, life experience, and professional maturity into nursing education. This is particularly valuable for learners such as licensed practical nurses, internationally educated nurses, and others with previous academic or health-related experience who are seeking a clear and efficient route into registered nursing practice.

I was especially impressed by the strength of the curriculum design. The proposal demonstrates careful alignment with the existing four-year collaborative BSN program while also recognizing the distinct needs of accelerated learners. The use of a concept-based curriculum is particularly sound. In nursing education, a concept-based approach helps students move beyond memorizing disconnected content and instead supports them to understand larger transferable ideas that can be applied across settings, populations, and clinical situations. This is essential in preparing graduates for the complexity, uncertainty, and changing realities of contemporary nursing practice.

The proposed curriculum also reflects the broader shift toward competency-based education. Its emphasis on critical thinking, clinical reasoning, relational practice, leadership, evidence-informed care, and professional identity formation is well aligned with the goal of preparing graduates who are not only exposed to nursing content, but able to demonstrate the competencies required for safe, ethical, and effective practice. The integration of simulation, practice education, and scaffolded clinical learning across the program further strengthens this approach.

I also want to highlight the proposal's strong attention to Indigenous perspectives, equity, relational practice, and social justice. The inclusion of Indigenous health and well-being, anti-Indigenous racism, reconciliation, and relational learning as integrated curriculum elements is a significant strength. This is not presented as an isolated topic, but as a foundational component of nursing education and professional training. This is essential for preparing nurses who can practice with cultural humility, ethical awareness, and responsiveness to the historical and current realities that shape health and health care experiences.

The planning process outlined in the proposal is commendable. The establishment of working groups, consultation with existing accelerated BSN programs, engagement with practice partners, review of admissions approaches, and attention to simulation and practice education demonstrate a robust and collaborative development process. This level of planning gives confidence that the program has been carefully considered from academic, operational, pedagogical, and workforce perspectives.

I also support the proposed investment in simulation infrastructure and faculty/administrative resources. A strong simulation learning environment is essential for accelerated nursing education, particularly when students are progressing through a condensed and intensive program. Simulation provides an important bridge between theory and practice, supports the development of clinical judgment, and allows students to practice complex decision-making in a structured and supported environment. The proposed simulation learning centre is therefore a major strength of the program and will likely benefit not only A-BSN students, but also learners across the broader School of Nursing and Faculty of Health. Further, this work is timely considering the planned provincial simulation guideline/framework that is to be completed early May 2026,

As the program moves forward, I would encourage continued attention to how prerequisite knowledge is carried into the nursing curriculum. For example, students may enter with completed coursework in anatomy, physiology, statistics, writing, or Indigenous studies. Still, they may require intentional support to transfer that prior learning into applied nursing contexts. Building early curriculum strategies to reactivate and apply prerequisite knowledge may strengthen student success, particularly in evidence-informed practice, clinical reasoning, and relational care.

I would also encourage consideration of how the program may connect with existing learner-development opportunities, including employed student nurse roles and other practice-based career pathways. Given the accelerated nature of the program, it will be important to ensure that students have clear information about eligibility, timing, and opportunities for employment-based learning as they progress toward registered nursing practice.

Overall, I view this proposed A-BSN program as a strong, responsive, and well-designed addition to nursing education in British Columbia. It has the potential to increase access to nursing education, support health workforce needs, and prepare capable graduates who

are ready to contribute meaningfully to diverse practice settings. The proposal reflects a high level of care, rigour, and vision, and I am pleased to offer my support.

Sincerely,



Dr Caroline Sanders, MBE, RN, PhD

Appendix 15: Island Health letter of support

Excellent health and care, for everyone, everywhere, every time.

island health

March 31, 2026

To: **Education Program Approval Committee Members**

From: **Cynthia Elliott, Executive Director, Professional Practice and Learning, ISLH**

Re: **Support of New Program Proposal: Accelerated BSN Program.**

On behalf of Island Health, I am providing this letter to Dr. Lenora Marcellus, Director of the School of Nursing at the University of Victoria, to indicate our support of the proposal for the Accelerated BSN (A-BSN) Program.

Island Health and the University of Victoria School of Nursing have been long-standing collaborative partners in the delivery of the current 4-year collaborative BSN program. In addition to partnering to provide quality practice placements for undergraduate students, we collaborate in many other ways: supporting graduate student learning, including NP practice placements; co-delivery of initiatives such as the Employed Student Nurse program; Learning Pathways for Year 4 students/new graduates; New Graduate RN Council, and Collaborative Learning Unit (CLU) development.

Currently Island Health is the primary practice partner hosting UVic and Camosun College BSN students in their clinical courses. Each year, we provide placements for approximately 600 BSN students. The new Accelerated BSN Program will require placements for an additional 80 students per year. We have launched a process with the School of Nursing to optimize our placement capacity and take advantage of many new services that have developed in the past few years as Island Health expands initiatives in primary health care, Indigenous and community-based care, and targeted high acuity/specialized services. We have initiated shared practice planning to optimize clinical placement capacity in the South Island for all BSN programs. We are examining how clinical placements link to learning for nurses of the future and ensuring students, and future employees, have a positive learning experience in Island Health.

We know that the majority of UVic BSN graduates choose to practice with Island Health, and a substantial proportion of our current RN workforce are UVic BSN graduates. We would like to sustain and further develop this relationship to meet our ongoing RN health human workforce needs, now and with future projections. Students and new graduate nurses bring new knowledge, enthusiasm, and skill into our health system right when our patients and communities need us the most.

The A-BSN program will be a third BSN program delivery approach in Victoria/South Island. It has been developed to focus on addressing the needs of a specific group of learners: students who have had

extensive post-secondary learning experience and are second career or mature learners. This approach will optimize the learning timeline for students who already have met many program requirements and support them to enter practice in a timely manner. Many of these potential applicants will already be living in Victoria and on Vancouver Island and will be potential future Island Health employees.

We remain fully committed to ensuring the quality of BSN programs in Victoria and value our continued collaboration with the University of Victoria School of Nursing. Potential BSN students in the South Island and beyond will benefit from the range of program delivery options, including this new Accelerated BSN Program. We are in full support of this proposal.

Sincerely,



Cynthia Elliott, RN, MSN
Executive Director
Professional Practice and Learning
Island Health

cc: Krista Allan, Vice President, Quality, Research and Chief Nursing & Allied Health Officer, Island Health

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to discontinue the Nursing Education Graduate Certificate

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to discontinue the Nursing Education Graduate Certificate.

In 2023, the School of Nursing launched the one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program. However, despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

The committee did not have any concerns about this discontinuation.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Nursing Education Graduate Certificate, as described in the document “Nursing Education Graduate Certificate”.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate

Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Nursing Education Graduate Certificate

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	**April 15, 2026**	**Y**
External and Internal Consultation (letters of support as per section I)	n/a	N
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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

Description/Scope of Proposal

In 2023, the School of Nursing launched a one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program.

Rationale for the Proposal

Despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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 (e.g., student evaluation, supervision, oral examinations)?

The last intake of a student in the certificate was in 2024. The planned discontinuation would be effective in May 2027. As this program is a one year certificate all students will have graduated by the time the program ends.

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

The certificate was based on existing courses of the master of nursing program. No impact is expected.

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).

This discontinuation is part of a comprehensive refresh of all graduate programs in the School of Nursing.

Extensive consultation was undertaken at the School level to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.

- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

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)

In 2023, the School of Nursing launched a one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program.

Rationale for the proposal (approximately 200 words)

Despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

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

None

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-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)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nurse Educator Certificate for the School of Nursing. **I foresee no issues or impacts on the library regarding the discontinuation of this particular program. My time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream, which will continue to offer courses around the nurse educator role.** **Please let me know if you have any questions about this, or if there is any other information which I can provide.** **Regards,**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: _____

Date: _____April 15, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: _____ 

Date: _____June 10, 2026

Revised September 2025

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to discontinue the Nursing and Health Informatics Double Degree program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to discontinue the Nursing and Health Informatics Double Degree program.

The School of Health Information Science and the School of Nursing began offering the NUHI double-degree program in 2010. Admissions were suspended in 2024 due to challenges including program length, completion rates, and student wellbeing. With an average time to completion of almost six years and a dropout rate exceeding 20% (>1/5 students), the program is no longer considered viable. Following a review of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree is proposed to be discontinued.

The committee did not have any concerns about this discontinuation.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to discontinue the Nursing and Health Informatics Double Degree program, as described in the document “Nursing and Health Informatics – Double Degree”.

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health

Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Nursing and Health Informatics - Double Degree

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	**April 8, 2026**	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	**April 15, 2026**	**Y**
External and Internal Consultation (letters of support as per section I)	n/a	N
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**	**N**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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

In 2010, the School of Health Information Science and the School of Nursing began jointly offering a double-degree program (NUHI). Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.

This master's program was built around a structure exceeding 32 units, which has proven unrealistic. The average completion time was five years and ten months, and the dropout rate exceeded one in five students. For practical purposes, students in this program would have been better served by completing two master degrees sequentially rather than pursuing the double degree.

As part of a comprehensive refresh of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree will be discontinued.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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 (e.g., student evaluation, supervision, oral examinations)?

The last intake to the program was in September 2023, the program will be discontinued in May 2027.
All students in the program will have completed their coursework and we expect all or almost all students to have graduated by then

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

Both Schools have already reallocated their resources to other programs and no impact is expected

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).

This document was jointly completed by the School of Health Information Science and the School of Nursing.

This discontinuation is also part of a comprehensive refresh of all graduate programs in the School of Nursing.

Extensive consultation was undertaken at the school level to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of

graduate nursing programs at a meeting of the Graduate Education Committee.

- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

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

Name of Program: Nursing and Health Informatics - Double Degree

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)

In 2010, the School of Health Informatics and the School of Nursing began jointly offering a double-degree program (NUHI). Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.

As part of a comprehensive refresh of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree will be discontinued.

Rationale for the proposal (approximately 200 words)

This master's program was built around a structure exceeding 32 units, which has proven unrealistic. The average completion time was five years and ten months, and the dropout rate exceeded one in five students. For practical purposes, students in this program would have been better served by completing two masters degrees sequentially rather than pursuing the double degree.

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

None

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-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)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nursing and Health Informatics Double Degree for the School of Nursing. **As the librarian for both the School of Nursing and the School of Health Information Science, I foresee no issues or impacts on the library regarding the discontinuation of this particular program. The existing collections for both schools remain relevant and will continue to be used for the schools' other programs.** **In my role specifically supporting the School of Nursing, my time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream.** **Please let me know if you have any questions about this, or if there is any other information which I**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

can provide.

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 2026_____

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: _____

Date: _____June 10, 2026

Revised September 2025

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Subject: Proposal to revise the Master of Nursing program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to revise the Master of Nursing program.

The current MN program structure has evolved through a series of incremental revisions over more than two decades, resulting in a complex configuration of multiple streams, prefixes, and program pathways that have become difficult to administer and challenging for students to navigate. The refreshed curriculum separates the Nurse Practitioner as a standalone program and discontinues two streams within the MN program. The revisions introduce a more coherent and flexible program architecture while preserving the program's core academic focus and professional orientation.

Recommended Motions:

That Senate approve, and recommend to the Board of Governors that it also approve the proposal to consolidate the current Nurse Practitioner (NP) and post-MN NP streams in the Master of Nursing (MN) into a new standalone master's program, Master of Nursing - Nurse Practitioner, as described in the document "Master of Nursing in Advanced Practice Nursing".

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams in the Master of Nursing (MN) program and to incorporate these areas of specialization into a unified general Master of Nursing (MN - Nursing) program as described in the document "Master of Nursing in Advanced Practice Nursing".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science

Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Nursing in Advanced Practice Nursing

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027 (first intake Sept 2028)

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	April 15, 2026	**Y**
External and Internal Consultation (letters of support as per section I)	Summer	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**	**N**

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 School of Nursing is proposing a comprehensive refresh of all its graduate programs. The primary structural change involves dividing the current Master of Nursing (MN) into two distinct standalone programs:

- MN Nurse Practitioner: The existing Nurse Practitioner (NP) stream will be separated into a standalone, professional course-based program consisting of 19.5 units.
- MN Nursing: All other existing streams excluding the Indigenous Wellness stream—will be consolidated into a single, elective-based structure of 15 units.

This new MN structure, designed to provide flexibility for students, utilizes a modular approach. Students will customize their degree by selecting from three "buckets" of courses: core mandatory courses, disciplinary electives, and external electives from other UVic units. Additionally, the program offers three completion pathways: thesis, practicum, or a course-based capstone. The curriculum content of the refreshed program has also been revised from the ground up. Nine new courses and a new 3-unit practicum have been designed.

The necessity for a comprehensive refresh is driven by several internal and external factors:

- Curricular Coherence: Decades of iterative, targeted adjustments have created a complex matrix of program rules that lack overall coherence and are difficult to manage.
- Workforce Evolution: 80% of current faculty members were recruited in the last eight years; the existing curriculum does not yet fully reflect this new expertise or current professional practices.
- Market Competition: While the School was a pioneer in distance education, increased competition from large institutions and a declining enrollment trend in some streams necessitated a more attractive, modern offering.
- Efficiency and Sustainability: The refresh aims to reduce the total number of taught sections from 78 to 69, improving resource efficiency while maintaining or increasing student FTEs. This will allow us to decrease our reliance on sessional instructors.
- Pedagogical Modernization: The update also addresses the emergence of GenAI/LLMs and shifts in student demographics and expectations.

The proposal is designed to integrate the School's core values with the broader strategic direction of the University of Victoria and the new Faculty of Health:

- The program is grounded in the UVic 2023 strategic priorities of "People, Place, and Planet." This is reflected in the new "Planetary & Global Health" elective and a conceptual framework that emphasizes relational accountability and ecological responsibility.
- The refresh strengthens the connection to the Faculty of Health by encouraging interdisciplinary education through the "external electives" bucket.
- The NP program remains strictly aligned with British Columbia College of Nurses and Midwives (BCCNM) education program review requirements.
- The new curriculum integrates Indigenous perspectives and decolonizing approaches into core courses like "Nursing Theory and Ethics."
- The standalone Indigenous Wellness stream further supports this by focusing on community-led approaches and reciprocal partnerships.

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 change requires no additional resources.

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

The revision of the MN program provides an opportunity to clarify and streamline the language related to program description and clarify admission requirements

Items Removed

The prerequisite of requiring completion of "an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above" has been removed. This requirement reflected the previous curriculum. The revised curriculum has been intentionally designed to embed the required statistical knowledge within the program itself.

Two statements that were included in the MN description have been retained for the Nurse Practitioner (NP) program, where they are central, but removed from the regular MN program, where it isn't needed. Those statements are:

- "When applying students must provide official verification of active practicing registration as a Registered Nurse in BC. Active practicing registration must be maintained for the duration of the program" and;
- "Applicants admitted to the NP program must provide evidence of successful completion of a basic life support level C course completed no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program."

Items Added or Modified

A sentence has been added specifying that all graduate programs in the School of Nursing include "Designated Equity Seats for First Nations, Inuit, and Métis applicants, in accordance with School policy."

The NP program will clarify the language regarding the minimum level of recent clinical experience by stating "Applicants must also submit documentation of completing 3800 hours of clinical practice in Canada as a registered nurse within the five years before application" instead of mentioning that "a minimum of two years' full-time recent nursing practice as a registered nurse" is strongly recommended.

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.

Yes. The proposed program refresh involves significant revisions to the curriculum of the Master of Nursing in Advanced Practice Nursing program.

The current MN program structure has evolved through a series of incremental modifications over more than two decades, resulting in a complex configuration of multiple streams, prefixes, and program pathways that has become difficult to administer and challenging for students to navigate. The refreshed curriculum introduces a more coherent and flexible program architecture while preserving the program's core academic focus and professional orientation.

Structural Changes

The existing Nurse Practitioner (NP) stream of the current MN will be separated into a standalone, professional course-based program (MN -Nurse Practitioner) consisting of 19.5 units. The course content of the standalone program will remain very similar to what is currently offered, including ten courses that are Nurse Practitioner specific, and offered under the NUNP prefix (for a total of 16.5 units). The main changes are:

- Instead of having four disciplinary courses in common with non-NP MN students, the NP program will now include two revised and refocused disciplinary NURS courses (*Nursing Theory and Ethics* and *Evidence-Informed Practice,* see below for descriptions)
- There won't be a post-MN NP stream anymore. The post-MN stream had been designed as a solution to reduce duplications for students who already had an MN degree. The design of the new NP program addresses this problem in a better way. Students who will already have completed the two core NURS disciplinary courses from the NP program will take two NURS electives instead.

The refreshed Master of Nursing will consist of two distinct streams. Both streams offer a flexible, elective-based structure that supports multiple areas of specialization.

The MN – Nursing general stream will remain a practice-oriented and theory-based degree designed to prepare nurses for a broad range of roles.

The existing Indigenous Wellness stream of the current APN program will remain as a stream of the new MN and is designed to meet the needs of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, research skills, and workplace competencies.

The total program size will go from 16.5 to 15 units, and its structure is built on three course categories:

- Core courses (mandatory foundational courses)
- Disciplinary electives
- External electives offered by other academic units at the University of Victoria or beyond through the Western Dean's Agreement. This requirement will be indicated in the program's calendar description as "students will also require completion of 3.0 units of 500-level elective courses from outside the department"
-

Students will also select one of three completion pathways:

- Thesis

- Practicum
- Course-based capstone

This modular structure allows students to tailor their program to their professional goals while maintaining clear and consistent academic expectations.

- The thesis option is a traditional research-based master's program that includes an advanced methods course and a six-unit thesis, typically completed over three terms. We anticipate that 10 to 15 students per year will pursue the thesis option.
- The practicum option is a primarily course-based professional master's program that includes a three-unit practice-based learning experience conducted in partnership with an external field guide, in areas of focus including leadership, education, and health policy. For most students, the practicum will be completed remotely. The School has a long tradition of offering remote practicums and can rely on established partnerships across Canada as well as two experienced practicum coordinators. We anticipate that 15 to 20 students per year will choose the practicum option.
- Finally, the capstone option is a fully course-based professional master's program. We expect this option to be selected by the majority of students, with projected enrollment of 25 to 30 students per year.
- The number and sequencing of disciplinary and external electives vary depending on the selected completion option.

Ten 500-level NURS courses, four 500-level NURA courses, and four 500-level NUED courses will be discontinued, for a total of 18 discontinued courses. The NURA and NUED course prefixes will also be discontinued, as these four-course groupings are the only courses offered under those prefixes.

A list of courses that will be discontinued and adjusted can be found as Figure 8 : Summary of course changes and equivalences on page 26 in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template. This figure also provides course equivalences that will be used during the transition period

In total, nine new courses and one new practicum will be created. These new offerings are described in the section below. We have developed a comprehensive transition plan that includes both a course-by-course equivalency structure and a program-level transition plan as discussed in section H

Calendar-ready course descriptions can be found in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template (see section 3.1 pages 19-25)

Accessible and Inclusive Pedagogical Design

The refreshed curriculum incorporates principles of accessible and inclusive pedagogical design in both course delivery and assessment.

Specific examples include:

- Flexible completion pathways (thesis, practicum, or capstone) that allow students with different professional goals and learning strengths to demonstrate advanced competencies.
- Multiple modes of learning and assessment, including applied projects, community-engaged learning, and practice-based inquiry.
- Distributed online delivery combining synchronous and asynchronous formats, improving accessibility for students across geographic regions.
- Integration of Indigenous and decolonizing pedagogies within core curriculum and disciplinary

electives.
- Universal design for learning

Together, these curricular changes support diverse learners, enhance program flexibility, and strengthen alignment with contemporary graduate education practices.

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

The proposed program refresh includes adjustments to the program learning outcomes to better reflect the updated conceptual framework and contemporary expectations for advanced nursing practice while keeping a clear alignment with previous program learning outcomes.

MN - Nursing Stream

The revised program learning outcomes for the MN - Nursing emphasize the language of advanced scholarly practice, social accountability, and leadership within contemporary healthcare systems while remaining consistent with national expectations for graduate nursing education. The revised learning outcomes align with the School of Nursing's conceptual framework centred on People, Place, and Planet, and emphasize relational accountability, critical inquiry, leadership, and community-responsive practice. Upon completion of the MN program, graduates will be able to:

- Integrate advanced nursing knowledge and theory to address complex health and social issues in diverse practice contexts.
- Critically evaluate and apply research and other forms of evidence to inform nursing practice, policy, and system improvement.
- Exercise leadership in advancing equitable, ethical, and culturally safe health systems.
- Engage collaboratively with communities, health professionals, and organizations to improve health outcomes and address social determinants of health.
- Demonstrate relational accountability and professional responsibility, including engagement with Indigenous perspectives and commitments to reconciliation.
- Contribute to the development and dissemination of nursing knowledge through scholarly inquiry, practice innovation, and knowledge translation.
- Address health challenges within local, national, and global contexts, including the impacts of environmental and planetary health factors.

MN Nurse Practitioner Stream

The program learning outcomes of the NP stream (proposed to be an independent MN program) remain unchanged from the current iteration. They have been developed to ensure students meet BCCNM Entry Level Competencies for Nurse Practitioners. The current NP Program Learning Outcomes are:

- Gain advanced knowledge, skills and expertise to meet the primary health care (PHC) needs of individuals and families across the lifespan and within the context of community.
- Collaborate effectively with individuals, families, communities and other health and social service professionals to ensure high quality, comprehensive, holistic Primary Health Care.
- Demonstrate leadership through advocacy for optimal client care, optimizing the nurse practitioner role within the interprofessional team and facilitating systems change.
- Identify and implement research-based innovations that improve client care and the functioning of organizations and/or systems.
- Understand legislative and socio-political issues that influence health policy and build strategies to improve healthcare access and healthy public policy.

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.

Yes. The proposed program refresh significantly strengthens opportunities for experiential learning, community engagement, and the integration of Indigenous perspectives, equity, diversity, and inclusion. Graduate programs in nursing do not include co-op placement

Experiential Learning

The refreshed MN program introduces a new practicum pathway as one of the three degree completion options. The practicum provides structured experiential learning opportunities in partnership with healthcare organizations, post-secondary nursing programs, community agencies, and policy environments.

Through the practicum option, students will:

- Apply theoretical and research knowledge to complex real-world health challenges;
- Develop leadership and change-management skills in organizational settings;
- Engage in community-responsive and practice-informed scholarship.

In addition, several disciplinary electives are explicitly designed to serve as pathways to practicum placements, strengthening connections between coursework and experiential learning. For example, students who take the Harm Reduction and Community Care elective will be well-prepared to complete a graduate practicum with agencies and programs serving equity-deserving populations.

Community-Engaged and Research-Enriched Learning

All completion options incorporate scholarly engagement with real-world practice contexts:

- Thesis pathway: supports independent research addressing health system, community, or policy challenges.
- Capstone pathway: emphasizes applied scholarly work, including practice innovation or system improvement projects.
- Practicum pathway: integrates experiential learning with reflective scholarly inquiry.

Indigenous Perspectives and Decolonization

The program refresh intentionally expands the integration of Indigenous perspectives across the curriculum. Key initiatives include:

- Inclusion of Indigenous perspectives within core courses, particularly *Nursing Theory and Ethics*.
- Development of the *Indigenous Knowledge and Health* disciplinary elective.
- Continued development of the Indigenous Wellness stream, which emphasizes community-led approaches, Indigenous knowledge systems, and reciprocal partnerships with Indigenous communities.
- A requirement that all applicants complete an Indigenous cultural safety course prior to admission.

These initiatives align with the University of Victoria's commitments to reconciliation and decolonization.

Equity, Diversity, Inclusion, and Global Perspectives

The refreshed curriculum integrates EDI and global perspectives through courses addressing:

- Social determinants of health,
- Harm reduction and community-based care,

- Global and planetary health,
- Health equity and justice.

Together, these elements strengthen the program's social accountability and prepare graduates to address complex health inequities in diverse contexts.

E. 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 changes both align the program with comparable Master of Nursing programs in British Columbia and distinguish the University of Victoria's program in several important ways. For example, across British Columbia and Canada, MN programs commonly focus on advanced nursing practice, leadership, research literacy, and professional development. The refreshed MN remains consistent with these core objectives while introducing several distinctive features.

<u>Alignment with Comparable Programs</u>

The program aligns with other Canadian graduate nursing programs through:

- Graduate-level preparation for advanced practice roles,
- Integration of research and evidence-informed practice,
- Leadership development within health systems,
- Alignment with expectations articulated by the Canadian Association of Schools of Nursing (CASN) and the British Columbia College of Nurses and Midwives (BCCNM).

The separation of the Nurse Practitioner stream into a dedicated professional program also reflects common program structures used in many Canadian institutions.

<u>Distinguishing Features</u>

The refreshed MN program distinguishes itself through several unique characteristics:

- **Modular Program Design**: The elective-based modular structure allows students to customize their degree according to professional interests while maintaining a coherent core curriculum.

Integration with UVic Strategic Priorities: The conceptual framework of **People, Place, and Planet** aligns the program with the University of Victoria's strategic priorities and emphasizes ecological responsibility and global citizenship**.**

Strong Integration of Indigenous Health and Reconciliation: The program builds on the School of Nursing's national leadership in Indigenous health and nursing education through:

  - An Indigenous Wellness stream,
  - Integration of Indigenous knowledge across the curriculum,
  - Partnerships with Indigenous communities.

- **Distributed Online Delivery with National Reach**: The School's longstanding expertise in distributed online education enables the program to attract students from across Canada while maintaining strong connections with communities and health systems.
- **Flexible Degree Completion Options**: The inclusion of thesis, practicum, and capstone pathways provides greater flexibility than many comparable programs and supports diverse career trajectories.
- Together, these features position the refreshed MN program as a distinctive and competitive graduate nursing program within the British Columbia and Canadian post-secondary landscape.

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

The primary objective of the program revision is not to increase enrolment, but rather to increase application pressure for the APN program.

The number of seats in the NP stream is capped at 50 under an agreement with the Ministry. This stream attracts a large number of applicants (over 350 in the most recent admission cycle) and is already highly competitive. The proposed program revision is not expected to affect these parameters.

Historically, between 40 and 50 students per year have enrolled in the non-NP streams of the APN program, and our intention is to maintain the current program size. However, we aim to attract a larger applicant pool in order to make the program more selective.

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 proposed revisions to the Master of Nursing program are expected to have no negative impact on currently enrolled students. The changes primarily involve a restructuring of program architecture and curricular organization intended to improve clarity, flexibility, and coherence in the program. These revisions do not alter the academic standards of the degree and will not affect the ability of currently registered students to complete their programs in a timely manner.

Students admitted under the current 16.5-unit program structure will have the option to either complete the unit requirements in effect at the time of their admission or transition to the new 15-unit program design. To support this transition, a comprehensive set of 12 course-sequencing templates has been developed, tailored to each student's stream (APL, NUED, or INDW), enrollment status (full-time or part-time), BCIT block credit pathway, and chosen option (capstone or practicum).

A description of the transition plan can be found as section 3.3. (page 28) in the *School of Nursing – Graduate Programs Refresh Proposal (Version 4.0)* document attached to this template. The transition course sequencing templates can be found as section 4.1 (pages 29 -40) of the same document.

During the summer of 2028, all students in the program who are not expected to have completed their coursework by the end of the term will receive an individualized email outlining the transition to the revised program and presenting a transition plan tailored to their specific circumstances. The School will also offer information sessions and ensure that all students have the opportunity to discuss the available transition options with their faculty advisor.

The proposed program structure is expected to enhance the student's experience by offering a more coherent set of core courses, expanded disciplinary electives, and flexible completion pathways (e.g., thesis, practicum, or capstone). These changes provide students with increased opportunities to tailor their graduate education to their career interests while maintaining rigorous scholarly expectations. Supervision practices and graduate advising structures will remain consistent with existing Faculty of Graduate Studies policies, and no changes to evaluation standards or student progression requirements are anticipated.

Overall, the proposed revisions are intended to improve program accessibility, transparency, currency, and flexibility while ensuring continuity and stability for students currently enrolled in the program.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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.

Extensive consultation was undertaken throughout the School of Nursing to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, Education Consultant Dr. Margaret Scaia presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to initiate broader institutional discussion of the program refresh.
- Between September 2025 and December 2025, individual confidential consultation with 31/35 faculty members was conducted by Education Consultant Dr. Margaret Scaia to assess support for the Gradate Education Refresh processes.
- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

At the regulatory level, the proposed changes primarily affect the structure and curriculum of the Master of Nursing program and do not alter the Nurse Practitioner curriculum, clinical education requirements, or competency preparation.

At present, the guiding bodies for graduate-level nursing education (British Columbia College of Nurses and Midwives, Nurses and Nurse Practitioners of British Columbia and Canadian Association of Schools of Nursing) have not established a specific set of competencies for generalist Master of Nursing (MN) programs other than those preparing graduates for NP licensure. CASN maintains a National Education Framework which provided a foundation for this program change process.

The Nurse Practitioner stream will be administratively separated from the MN program and recognized as a distinct professional program, consistent with structures used in many Canadian institutions. Throughout the review period, the NP Program Lead in the School of Nursing, Dr. Brenda Mishak, provided ongoing updates regarding the program refresh to the professional regulator, the British Columbia College of Nurses and Midwives.

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**

Name of Program: **Master of Nursing in Advanced Practice Nursing**

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 refresh aims to modernize program structures, strengthen curricular relevance, improve flexibility and student success, while preserving degree types and target student populations. Key structural changes include:

- Separating the Nurse Practitioner (NP) stream into a standalone Master's program to clarify professional pathways and streamline calendar descriptions.
- Consolidating the remaining streams into a flexible unified whole and a dedicated Indigenous Wellness stream. Students will customize their degree through three course "buckets" (Core, Disciplinary electives, and External electives) and choose between thesis, practicum, or capstone options.
- Curricular Modernization, including nine new courses addressing contemporary nursing topics including Indigenous Health, Planetary and Global Health, Harm Reduction, and Nursing Education & Simulation

This proposal is directly aligned with UVic's Strategic directions and the mission of the Faculty of Health:

- The new conceptual framework on which the program is based is centredd on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

- By embedding Indigenous ways of knowing into core requirements and strengthening the Indigenous Wellness stream, the School directly supports UVic's commitment to decolonization.

Rationale for the proposal (approximately 200 words)

When the School launched its graduate programs in 2003, it was at the vanguard of distance education, with relatively few competitors. However, the landscape has since changed considerably, and the field is increasingly competitive. In this context, it is essential that our programs remain a top choice for prospective applicants.

Content wise, many of our graduate programs rely on courses, and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

In some areas, such as Indigenous health, the School is currently at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and that the refresh aims to more clearly support and uplift.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

At a structural level, multiple elements of the program's rules and calendar descriptions require attention. The structure of the MN program has become increasingly difficult to manage as a single entity, and its overall coherence is suboptimal. Course sequencing is also problematic in several respects.

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

The latest data indicate that there are 20 students who self-identify as Indigenous in our MN program. The majority of those students are enrolled in the Indigenous Wellness (INDW) stream and the NP stream.

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 revisions aim to help both attract and retain more Indigenous students. First, the revised Advanced Practive Nursing program includes a completely refreshed curriculum that will provide a more coherent experience for Indigenous students from the Indigenous Wellness (INDW) stream. This is expected to help maintain or increase enrollment in the program.

The program also includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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

  n/a

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

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  The refreshed curriculum includes a new graduate-level course for Master of Nursing in Advanced Practice students: Indigenous Knowledge & Health. Introduces Indigenous knowledge systems related to health and wellness and their integration with advanced nursing practice. Students explore community-led approaches and respectful collaboration with Indigenous communities. The course examines strengths, complexities, and ethical responsibilities in fostering reciprocal partnerships and advancing Indigenous health.

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

  The refreshed program maintains the current land-based components of the Indigenous Wellness (INDW) stream

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

We were unsure which box to select. The revised programs will continue, as it is the case now, to invite Elders to welcome students during the orientation once a year. However, there should be no increase in the reliance of IACE resources due to the refresh of the MN program

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

The revised Master of Nursing programs advance the University of Victoria's Indigenous priorities by embedding decolonization and relational accountability into their structural and curricular foundations.

Institutional Access and Accountability: Both the MN-APN and MN-NP programs includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the total number of seats).

Decolonizing the Curriculum: The program refresh introduces core courses that explicitly center Indigenous perspectives. The Nursing Theory and Ethics course emphasizes decolonizing approaches, while the Indigenous Knowledge & Health elective focuses on reciprocal partnerships and honoring Indigenous knowledge systems in practice.

Dedicated Indigenous Pathways: The Indigenous Wellness (INDW) stream is maintained as a key priority of the School. It provides a specialized pathway for Indigenous nurses to foster leadership within health-care systems.

Strategic Alignment: These changes are anchored in a new Conceptual Framework that prioritizes "People, Place, and Planet" and commits to meaningful partnerships with First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

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.



08-APR-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 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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation dates: Spring and Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management; Rachel Strandquist, Director, Graduate Admissions and Records; Asia Longphee, Manager, Curriculum and Calendar	Proposal
Feedback provided (please add feedback only in this section)	
Anticipated start date: indicates Sept 2028, but the approval dates outlined in this proposal appear to lead up to Cycle 1 – May 2027? • Is the intention to have these changes in the calendar that far in advance (May or Sept 2027, depending on whether Ministry approval is required) **Response:** Timeline wise, our objectives are to (1) have the new programs and courses included in the Calendar by May 2027, in order to (2) launch a coordinated marketing and communications campaign from May to September 2027 and (3) attract a strong pool of qualified applicants who will submit applications in Fall 2027. Selected applicants would then (4) receive offers in Winter 2028, with the aim of (5) beginning their studies in Fall 2028. This is a very robust, thoughtful proposal. I appreciate how our early feedback was incorporated into the proposal. Please accept OREM's support for the proposal moving forward.	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Signature: _____ 

Date: _____August 6, 2026

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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the Master of Nursing in Advanced Nursing Practice program for the School of Nursing. The proposed refresh includes the division of the current Master of Nursing (MN) program into two distinct standalone programs; a nurse practitioner (NP) stream, and a more flexible and modular advanced practice stream. As the purpose of the revision is to allow for more tailored learning opportunities and more flexible completion pathways, even with the revised curriculum, I do not foresee any impact on collections as these changes are more structural in nature. The new courses identified around harm reduction, Indigenous knowledge, leadership, evidence-informed practice, education, research methods, and global health, are covered in the nursing literature, but also through our vast array of research databases and e-journals supporting the related disciplines of public health,	

social work, psychology, education, and social dimensions of health.

As this is a distributed online program, the proposed changes will not impact library space. And, given the expectation to keep admission numbers equivalent to current admission numbers (in the case of the NP program numbers are capped under an agreement with the Ministry), I foresee no further library implications.

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

Regards,



Jessica Mussell, BA, MLIS

Signature: _____

Date: _____April 15, 2026_____

BC CANCER RESEARCH
Provincial Health Services Authority

July 23, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

RE: Letter of Support - UVic School of Nursing Graduate Programs Refresh

Dear Dr. Marcellus,

I am writing in support of the proposed graduate programs refresh at the UVic School of Nursing. I lead the nursing research theme at the BC Cancer Research Institute and work as an embedded researcher within our clinical programs. My comments come from that position, with attention to how graduate preparation shapes the nursing workforce we draw on for both research and practice.

Cancer care delivery in British Columbia has shifted substantially over the past decade. Much of our treatment has moved into ambulatory and community settings, and the survivorship population continues to grow. These changes require nurses prepared to design and evaluate models of care, lead practice change, and contribute to research within the settings where care is delivered. Graduate education is the main route to that preparation.

The redesigned Master of Nursing responds to this need. The structure combines core coursework with disciplinary and external electives, and offers three completion pathways through thesis, practicum, or capstone. This range of options accommodates the different trajectories we see in oncology nursing. Some of our nurses move toward advanced practice and program leadership. Others continue to doctoral study in areas such as equitable access to care, geriatric oncology, and survivorship. We rely on graduates from both routes.

The proposed changes to the PhD are practical. Annual admissions will give applicants a predictable entry point and support a more consistent cohort formation. A streamlined candidacy process aims to address a common source of delay in doctoral progression. In my experience supervising students and serving on doctoral committees, program structure accounts for a meaningful share of time to completion. A more focused curriculum should help students reach independent research sooner while holding the standard for rigorous, relevant, and meaningful scholarly contributions.

The attention to Indigenous knowledges, cultural safety, and reconciliation is directly relevant and of high priority to cancer control in BC. First Nations people in British Columbia experience poorer survival following a cancer diagnosis than other residents. Contributing factors include screening participation, distance from treatment centres, and prior experience and harms with the health system. Progress on these outcomes requires nurses and nurse scientists who approach cultural safety as a matter of research design, community partnership, and care delivery. Curricula that carry this content across the program structure will help to prepare nursing graduates to do that work.

675 WEST 10TH AVENUE
VANCOUVER, BC
CANADA V5Z 1L3

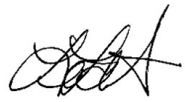
TEL: 604.675.8000
TOLL-FREE: 1.888.675.8001
WWW.BCCANCER.BC.CA

BC CANCER RESEARCH
Provincial Health Services Authority

BC Cancer can support the program in concrete ways. Our nursing research theme is positioned to host graduate practicum students, provide co-supervision and thesis or dissertation committee membership, and offer access to active oncology nursing research programs across the provincial cancer system.

We believe the proposed programs will strengthen the preparation of graduate nurses and nurse scientists and contribute meaningfully to a responsive, evidence-informed, and equitable health system. I support the proposed refresh and am available to speak with the review committee if further detail would be useful.

Sincerely,



Dr. Leah Lambert, RN, PhD
Senior Scientist, Nursing Theme Lead
Department of Clinical Research
BC Cancer Research Institute
Clinical Associate Professor, UBC School of Nursing
MSHRBC Scholar (2024-2029)

BCIT SCHOOL OF HEALTH SCIENCES

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

July 2, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Marcellus:

Re: Letter of Support – University of Victoria School of Nursing Graduate Programs Refresh

I am pleased to provide this letter of support for the University of Victoria School of Nursing's proposed Graduate Programs Refresh. BCIT values its long-standing relationship with the School and recognizes the importance of accessible, practice-relevant graduate education that enables nurses to advance into leadership, advanced practice, education, and research roles.

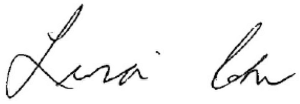
The proposed refresh is a thoughtful and timely response to our evolving health-system, professional, and learner needs. The redesigned Master of Nursing program offers a clearer, more flexible structure, with core learning, disciplinary and external electives, and thesis, practicum, or capstone pathways. This approach will better accommodate diverse learner goals and support the integration of evidence-informed practice, leadership, and scholarly inquiry in evolving healthcare environments.

BCIT particularly supports the continuation and strengthening of the established pathway between our institutions. The proposed MN structure preserves recognition of approved BCIT clinical coursework, enabling eligible students to receive up to 4.5 units of credit and, where appropriate, complete their master's degree within one year. This pathway provides a meaningful bridge between practice-focused education and graduate study, while supporting workforce development in British Columbia.

BCIT also supports the proposed modernization of the PhD in Nursing. The streamlined curriculum, annual admissions cycle, and revised candidacy process are expected to improve student progression while maintaining the rigorous preparation required for original research and contributions to the nursing discipline. These changes will help prepare nurse scholars to address complex healthcare issues through applied, collaborative, and community-responsive research.

The refresh's emphasis on Indigenous knowledges, equity, reconciliation, community partnership, and sustainable healthcare aligns with BCIT's commitment to applied learning and preparing graduates for diverse practice settings. BCIT supports the UVic School of Nursing in advancing this comprehensive refresh and believes the proposed programs will make an important contribution to nursing education and to health-system capacity in British Columbia.

Sincerely,



Lisa Chu
Dean, School of Health Sciences
British Columbia Institute of Technology

CASN ACESI

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

May 29, 2026

Dr. Lenora Marcellus
Director, School of Nursing
Faculty of Health
University of Victoria
Victoria, British Columbia

Dear Dr. Marcellus,

On behalf of the Canadian Association of Schools of Nursing (CASN), I am pleased to support the University of Victoria School of Nursing's proposed Graduate Program Refresh. The proposal reflects a thoughtful, forward-looking approach to graduate nursing education that responds to evolving health system needs while remaining closely aligned with national educational priorities and expectations for advanced nursing preparation.

CASN has consistently emphasized the importance of graduate nursing education that prepares nurses for leadership, scholarship, evidence-informed practice, systems transformation, and socially accountable responses to increasingly complex health contexts. The proposed redesign aligns strongly with these principles through its focus on curricular relevance, flexible learning pathways, strengthened research preparation, and a clear commitment to health equity and reconciliation.

The refreshed Master of Nursing structure promotes greater flexibility while maintaining educational rigour. The integration of multiple completion pathways, including thesis, practicum, and capstone options, offers students opportunities to pursue educational experiences that align with professional goals and diverse practice contexts. This flexibility reflects broader shifts in graduate education and supports student success and responsiveness to workforce and societal needs.

The proposal's conceptual framework, grounded in people, place, and planet, demonstrates a meaningful commitment to socially responsive nursing education and aligns with priorities increasingly emphasized across nursing education nationally and globally. The explicit attention to ecological responsibility, global citizenship, community partnership, and stewardship of the profession resonates with CASN's ongoing emphasis on leadership and social accountability in nursing education.

The strengthened emphasis on Indigenous health, Indigenous ways of knowing, and reconciliation is particularly important. CASN has identified Indigenous health, cultural safety and knowledge plurality as essential components of nursing education at all levels. The proposal's integration of Indigenous perspectives into core learning requirements, together with continued enhancement of the Indigenous

Wellness stream, reflects an intentional and substantive approach to preparing graduates to advance culturally safe, equitable, and sustainable health systems.

The proposed curriculum renewal also aligns closely with expectations for graduate-level competencies in scholarship and leadership. New and revised courses focused on evidence-informed practice, health research methods, systems leadership, policy, planetary and global health, and community engagement support the development of graduates capable of addressing contemporary and emerging challenges in healthcare systems.

In addition, the redesign of the doctoral program demonstrates a commitment to strengthening doctoral education and supporting student progression and success. Efforts to streamline coursework, clarify candidacy expectations, and improve program accessibility reflect thoughtful consideration that centers the continued relevance and sustainability of graduate education and associated student outcomes, while maintaining the rigour expected of doctoral preparation. Moving to annual admissions demonstrates responsiveness and collective accountability to meet the demand for doctorally-prepared nurses in Canada as an essential component of workforce planning in the decades to come.

Graduate nursing education is critical to preparing future leaders, educators, scholars, researchers, and advanced practitioners. The University of Victoria School of Nursing's proposal represents an important investment in the future of nursing education and demonstrates responsiveness to evolving societal, professional, and health system realities.

I wish you and your colleagues continued success as this important work proceeds through institutional review and implementation.

Sincerely,



Jean Daniel Jacob, RN/IA, PhD
Executive Director | Directeur Général
(he/him/il/lui)

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa Ontario K2E 8C4
Ph: 613-235-3150
Fax: 613-235-4476
Email: jdjacob@casn.ca
www.casn.ca

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr. Caroline Sanders
Director
School of Nursing
University of Northern British Columbia

May 12th 2026

Dear Dr. Marcellus,

I am writing to express support for the University of Victoria School of Nursing's proposed Graduate Program Refresh, which includes the Master of Nursing, Nurse Practitioner, Indigenous Wellness, and PhD programs.

The proposed redesign offers a thoughtful, timely response to the evolving needs of graduate nursing education in British Columbia and across Canada. The refresh demonstrates a strong commitment to accessibility, flexibility, curricular relevance, and student success in distributed and online learning environments. It also reflects responsiveness to changing healthcare systems, workforce realities, and the growing importance of Indigenous health leadership and reconciliation in nursing education.

Particularly notable are the proposal's commitments to:

- providing greater flexibility for students to tailor graduate studies to professional and community goals;
- creating new pathways, including accelerated options for pathway students;
- strengthening the quality and coherence of the Nurse Practitioner program;
- deepening the integration of Indigenous knowledges and Indigenous health systems across graduate education;
- modernizing the PhD curriculum to support scholarly development and timely progression; and
- introducing contemporary courses addressing emerging areas of nursing practice, leadership, education, policy, harm reduction, and planetary and global health.

The strengthened Indigenous Wellness stream, together with the program's distributed and flexible delivery model, is an important contribution to advancing graduate nursing education that is responsive to rural, remote, northern, Indigenous, and urban health contexts across British Columbia. The proposal reflects a strong commitment to relational, community-responsive, and equity-oriented nursing education and aligns with broader provincial and national priorities related to health equity, reconciliation, and the preparation of nurses for leadership across diverse practice settings.

Overall, this refresh marks a substantial and well-considered advancement in graduate nursing education. I believe the noted program developments will meaningfully contribute to the preparation of future nursing leaders, scholars, educators, and advanced practice nurses in British Columbia and beyond. Further, I believe that investment in advanced nursing education will be a sustainable approach to building a future healthcare workforce that is responsive, adaptable, and focused on evidence-informed approaches that will support communities and all ages of the life span access high quality care.

Thank you for the opportunity to review and support this important initiative.

Sincerely,



Dr. Caroline Sanders, MBE, PhD, RN
Professor
School of Nursing
University of Northern British Columbia

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Re: Proposed changes to the PhD in Nursing program

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to revise the PhD in Nursing program.

The School of Nursing proposes a significant structural and pedagogical update to the PhD in Nursing program. Since its implementation in 2008, the program has not undergone a complete redesign, and the proposed changes seek to modernize the doctoral curriculum while enhancing program coherence and timelines for completion. The refreshed program consists of 39 units (including a 30-unit dissertation) and is designed for a target time to completion of five years.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposed changes to the PhD in Nursing program, as described in the document "PhD in Nursing".

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate
Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary

Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

PhD in Nursing

Submitted by:	**Name and title**	**Email**
Dean or designate	Maureen M. Ryan, Associate Dean Academic Faculty of Health	hlthada@uvic.ca
Academic unit, department, or school	School of Nursing	
Name, title, and email of contact person	Damien Contandriopoulos, Associate Director Graduate Education, School of Nursing	damien1@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	May 2027 (first intake Sept 2028)

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	March 17, 2026
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	March 17, 2026
Departmental/School approval	April 1st 2026
Resource requirements approval (by Dean)	July 28th 2026
Faculty Curriculum Committee approval	May 4th 2026
*Faculty Council approval (or indicate equivalent Faculty voting body)	May 27, 2026
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Planned for September 7th, 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.**	April 8, 2026	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	**n/a**	**N**
Libraries – Jonathan Bengtson, University Librarian ulo@uvic.ca	April 15, 2026	**Y**
External and Internal Consultation (letters of support as per section I)	Summer	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**	**N**

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 School of Nursing proposes a significant structural and pedagogical update to the PhD in Nursing program, which has not been redesigned since 2008. The refreshed program consists of 39 units (including a 30-unit dissertation) and is designed for a target completion time of five years.
Key changes include:

- Transitioning from a biennial (every two years) to an annual admission cycle to increase enrollment and flexibility for students.
- Reducing the number of mandatory courses and seminars from seven to four. The core curriculum will now focus on Nursing Theories, Qualitative Research Design, Quantitative Research Design, and a Dissertation Seminar.
- Adopting a single-step candidacy model where the written dissertation proposal and its oral defense serve as the comprehensive assessment.

The program revisions aim to address some persistent challenges the program has grappled with:

- Moving to an annual intake and reducing the course burden makes the program more competitive with other doctoral nursing programs across Canada.
- Current data show an average completion time of 6 years and 7 months, with a 24% dropout rate since 2008. The refresh specifically aims to reduce these timelines and increase graduation rates. This aligns with the Faculty of Graduate Studies' focus on timely completion, necessitating a more efficient program structure.
- The revised Dissertation Seminar (NURS 622) is designed to ensure that students build professional networks and scholarly habits early, including developing competitive grant applications.

Despite doubling intake frequency, the teaching load for the PhD program remains stable, demonstrating a commitment to institutional sustainability and efficient resource use.
The PhD refresh is strategically positioned to support broader University and School-level goals:

- The program aligns with the focus on "People, Place, and Planet" by preparing nurse scholars to engage with complex social and health issues across local and global contexts.
- The curriculum is designed to strengthen the program's social relevance by ensuring that research remains rigorous yet responsive to community needs and that it advances healthy, equitable communities.
- The new framework emphasizes the development of scholarly identity and mentorship, preparing graduates to lead and disrupt existing systems to improve healthcare.

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.

The proposed change requires no additional resources.

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

The revision of the PhD program offers an opportunity to clarify and simplify the calendar language and one element related to admission requirements was edited.

Specifically, the prerequisite "An advanced-level (500 or higher) university statistics course is required prior to beginning the PhD program in September" has been removed. The new curriculum will allow applicants without this background to enter the program with the expectation that they will complete a comparable statistics course as part of the program if deemed relevant by their supervision committee.

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.

Yes. The proposed refresh involves significant revisions to the PhD in Nursing curriculum. Since its implementation in 2008, the program has not undergone a complete redesign, and the proposed changes seek to modernize the doctoral curriculum while enhancing program coherence and timelines for completion.

The revised program will consist of 39 units, including a 30-unit dissertation, and is structured to support a five-year target completion timeline.

<u>Revised Core Curriculum</u>
The refresh greatly simplifies the coursework requirements by cutting down the number of mandatory courses and seminars from seven to four core courses consistent with other leading Canadian nursing PhD programs. More specifically, six current PhD-level nursing courses will be discontinued. Three of these were infrequently taught electives (NURS 620 Research Internship, NURS 630 Teaching Internship, and NURS 681 Special Topics in Research Methods). The content of one epistemology course (NURS 602) has been integrated into the existing conceptual course (NURS 601). Additionally, two seminars (NURS 621 and NURS 679) have been removed.
The updated core curriculum includes:

- NURS 601 – Philosophy in Nursing
- NURS 604A – Qualitative Research Design
- NURS 604B – Quantitative Research Design
- NURS 622 – Dissertation Seminar

This revised structure ensures that doctoral students develop strong theoretical and methodological foundations while allowing earlier engagement with dissertation research.

<u>Candidacy Model</u>
The revised program also introduces a single-step candidacy process, where the written dissertation

proposal and its oral defense together serve as the full evaluation for candidacy. This change replaces the previous multi-stage process and aligns with doctoral structures used at many Canadian research universities.

Comparison with Existing Curriculum

- The refreshed curriculum differs from the existing structure in several keyways:
    - Reduction in required coursework, allowing earlier focus on dissertation research.
    - Consolidation of seminars into a single Dissertation Seminar aimed at fostering scholarly identity and enhancing research productivity.
    - Adoption of a streamlined candidacy process centered on the dissertation proposal.
- These revisions maintain rigorous doctoral training while improving clarity, efficiency, and alignment with contemporary doctoral education practices.

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 curriculum promotes accessible and inclusive teaching methods in multiple ways:

- The Dissertation Seminar provides structured mentorship, peer learning, and collaborative scholarly development.
- Coursework emphasizes multiple forms of scholarly expression, including grant writing, research design, and knowledge translation activities.
- Flexible methodological preparation allows students to pursue qualitative, quantitative, and mixed-methods research approaches.
- The revised program structure enables students to progress more efficiently through coursework and dissertation stages, supporting diverse student needs and circumstances.
- The revised program structure provides increased peer support and networking opportunities, which will also contribute to successful and timely progress through the program.

Together, these curricular changes foster a more inclusive and supportive doctoral learning environment.

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

Yes. The proposed program refresh includes clarifying and refining the PhD program learning outcomes to align with the updated curriculum and conceptual framework.
Upon completion of the PhD in Nursing program, graduates will be able to:

- Generate original and significant contributions to nursing knowledge through independent and rigorous scholarly research.
- Demonstrate advanced expertise in research design and methodology, including qualitative, quantitative, and mixed-method approaches.
- Critically analyze and advance theoretical and philosophical foundations of nursing and health scholarship and practice
- Lead interdisciplinary and collaborative research initiatives addressing complex health challenges.
- Translate research findings into policy, practice, and system-level innovation to improve health outcomes.
- Engage ethically and responsibly with diverse communities and knowledge systems, including Indigenous perspectives and relational research approaches.

- Contribute to the development of future scholars and health system leaders through mentorship, teaching, and scholarly leadership.

These updated outcomes highlight academic independence and socially relevant research leadership.

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.

Yes. The proposed changes enhance opportunities for research-based learning and the integration of Indigenous perspectives, as well as equity, diversity, and inclusion.

Research-Enriched Learning

Doctoral education is inherently experiential through the process of conducting original research. The refreshed curriculum further strengthens research-enriched learning through:

- The Dissertation Seminar, which provides structured mentorship and peer scholarly exchange.
- Early engagement in research proposal development and grant writing.
- Opportunities for students to participate in faculty research programs and interdisciplinary research initiatives.

These elements support students in forming professional research identities and becoming part of scholarly communities.

Indigenous Perspectives and Decolonizing Approaches

The program refresh supports the integration of Indigenous knowledge systems and decolonizing approaches in doctoral scholarship.

Examples include:

- Inclusion of Indigenous perspectives within theoretical coursework;
- Encouragement of community-engaged research approaches;
- Alignment with the School of Nursing's broader commitments to reconciliation and Indigenous nursing and health scholarship.

These initiatives align with the University of Victoria's commitments to Indigenous resurgence, relational accountability, and ethical research partnerships.

Equity, Diversity, and Inclusion

The program emphasizes scholarship that addresses social determinants of health, structural inequities, and health system transformation.

Students are encouraged to pursue research that advances:

- Health equity and social justice,
- Culturally safe care,
- Community-based participatory research,
- Global and planetary health.

These priorities strengthen the social relevance and impact of doctoral research produced within the program.

F. 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 program changes both align the PhD in Nursing program with comparable doctoral programs across Canada and strengthen its distinctive features.

Alignment with Canadian Doctoral Programs

The refreshed program aligns with common structures of doctoral nursing programs at Canadian research universities through:

- Emphasis on independent dissertation research,

Strong preparation in qualitative and quantitative methodologies,
Comprehensive candidacy assessment based on dissertation proposal development.
The revised program structure also aligns with national expectations for doctoral nursing education as articulated by organizations such as the Canadian Association of Schools of Nursing.

Distinguishing Features

Several features distinguish the University of Victoria's PhD in Nursing program:

- Integration with the UVic strategic framework "People, Place, and Planet.": The program prepares scholars to address complex health issues within social, ecological, and global contexts.
- Emphasis on relational and community-responsive research: The program encourages scholarship that engages with communities and addresses health inequities.
- Strong integration of Indigenous health scholarship.: The School of Nursing has established national leadership in Indigenous health research and education.
- Structured scholarly development through the Dissertation Seminar. This course offers mentorship, peer scholarly discussion, and early preparation for grant applications and academic careers.

Collectively, these elements position the PhD program as both competitive and distinctive within the Canadian doctoral nursing education landscape.

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

Yes. The proposed program changes are likely to positively influence enrolment. The current program admits between 8 and 12 students every two years. The biennial admission cycle limits flexibility and causes fluctuations in enrolment. The updated program introduces annual admissions, enabling the School of Nursing to admit smaller groups each year and respond more effectively to student demand. The goal is to admit 8 to 10 students each year.

Annual intake is expected to:

- Increase accessibility to the program for prospective students,
- Support steady program growth,

Enhance cohort continuity and scholarly community development.
Despite the increased frequency of admissions, the revised curriculum maintains stable teaching requirements and does not require additional faculty resources.

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 proposed changes are expected to positively impact students by improving timeliness of admission, program clarity, progression, and completion timelines.

Student Progression

The revised curriculum reduces required coursework and introduces a streamlined candidacy process. These changes allow students to focus earlier on dissertation research, supporting more efficient progression through the program.

Timely Completion

Historical program data indicate an average completion time of six years and seven months, with a 24% attrition rate since program inception.
The refreshed structure aims to improve completion rates by:

- Reducing coursework burden,
- Introducing a clearer candidacy process,
- Strengthening mentorship through the Dissertation Seminar.

These changes align with the Faculty of Graduate Studies' emphasis on timely degree completion.
Transition for Current Students

Students currently enrolled in the program will be able to complete their degree under the existing program requirements. Where appropriate, students may choose to transition to parts of the updated curriculum in consultation with their supervisory committee and the Graduate Program Director.
The transition plan will ensure that no currently enrolled student is disadvantaged by the implementation of the revised program.

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.

Extensive consultation was undertaken throughout the School to inform the graduate program refresh. In addition to the regular meetings of standing committees (the Monthly Graduate Education Committee, Monthly PhD Sub-Committee, Monthly NP Sub-Committee, and Monthly Indigenous Wellness Sub-Committee), a total of 16 ad hoc working sessions were convened over the course of the review. These sessions focused on the renewal of the graduate programs at both the MN and PhD levels.

At the University level, a summary of the chronology of consultations is presented below.

- On March 27, 2025, the School Director and Associate Director, Graduate Education (ADGE), held an initial discussion regarding the graduate program refresh with the Dean of the Faculty of Health and Social Development.
- On April 7, 2025, the Director and ADGE met with the Associate Dean of the Gustavson School of Business to explore potential partnership opportunities.
- On April 9, 2025, a consultant engaged by the School of Nursing presented a national review of graduate nursing programs at a meeting of the Graduate Education Committee.
- On April 17, 2025, the Director and ADGE met with the Director of the School of Public Administration to discuss potential collaborations.
- On May 7, 2025, the Director and ADGE met with the Office of the Vice-President Academic to

initiate broader institutional discussion of the program refresh.

- On January 28, 2026, the ADGE and a consultant met with the Director and Graduate Advisor of Health Informatics to discuss potential partnerships, the discontinuation of the NUHI double degree, and opportunities for course sharing.
- On January 30, 2026, the ADGE and consultant met with the Associate Dean of the Faculty of Education to explore partnership and course-sharing opportunities.
- On February 3, 2026, the ADGE and consultants met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master's degrees

Externally, the program refresh was also discussed on the following occasions.

- On May 14, 2025, Drs. Lambert and Lauck from BC Cancer, who led a provincial review of the Clinical Nurse Specialist (CNS) role, presented findings related to CNS roles and associated educational needs at a Graduate Education Committee meeting.
- On June 11, 2025, the NP Lead from the Nurse Practitioners of British Columbia presented on the educational needs of nurse practitioners in British Columbia at a Graduate Education Committee meeting.
- On October 22, 2025, the program refresh was discussed with Kathy Kennedy, Associate Dean, Specialty Nursing, at the British Columbia Institute of Technology to confirm that proposed changes would not affect the existing pathway partnership.

Email and calendar confirmations documenting these consultation activities are available upon request.

At present, the guiding bodies for graduate-level nursing education (BCCNM, NNPBC, or CASN) have not established a specific set of competencies for PhD degrees. The program revision should not have regulatory implications.

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**

Name of Program: **PhD in Nursing**

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 main changes to the PhD program are as follows:

- A transition from a biennial to an annual admissions cycle.
- A significant revision of the coursework, reducing the number of mandatory courses and seminars from seven to four.
- A redefined candidacy process consisting of a single-step dissertation proposal defense, designed to accelerate program completion.

These changes are intended to enhance the program's attractiveness, reduce the average time to completion, increase graduation rates, and strengthen the program's social relevance while maintaining its academic rigor. We anticipate that the refreshed program will attract 8 to 10 new students per year. An assessment of the School's supervisory capacity suggests that this level of enrollment would not require additional resources.
This proposal is directly aligned with UVic's strategic directions and the mission of the Faculty of Health. The conceptual framework on which the program is based is centered on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

Rationale for the proposal (approximately 200 words)

Content wise, the PhD program relies on courses and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

The average completion times in the PhD program are unreasonably long (six years and seven months on average) and the dropout rate (24%) is too high. Data shows that 22 students who have been enrolled since 2008 have dropped out (after completing an average of three years and four months in the program). Given the current emphasis placed on timely completion by the UVic Faculty of Graduate Studies, this situation requires attention.

In some areas, such as Indigenous health and nursing, the School is at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and should be more clearly leveraged.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

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

Currently, two PhD students in the program have self-identified as Indigenous. However, we expect that the development of the Indigenous Wellness stream of the Master in Nursing should eventually lead to an increase of Indigenous students in the PhD program.

The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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)

  The transition to an annual admission cycle is expected to enable some master's students in the Indigenous Wellness (INDW) Stream to pursue direct entry into the PhD program. This possibility has been discussed and explored in consultation with the leads of the INDW program. In parallel, the School is working to strengthen opportunities for Indigenous students to identify supervisors with relevant expertise, through both strategic new hires and the development of stronger external partnerships.

- 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)

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  Although the changes at this level are modest, they are still meaningful. The revision includes a complete update of the core theory course of the PhD program. The new course description was drafted to remove references to "Western" theories (the current course states the objective of exploring "the range of philosophical schools of thought and traditions that have influenced the development of nursing knowledge in the Western world") and instead provide a broader view that incorporates Indigenous sources of knowledge.

- 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

The PhD program has been inviting Elders during its in-person onsite in September. With the transition to an annual admission cycle, such invitations would go from one event every two years to one event every year.

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 change aligns with existing UVic priorities and plans at multiple levels.

   Access and Recruitment: The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation and dismantling systemic barriers to higher education. This is further supported by the transition to an annual intake, which increases opportunities for Indigenous students to enter the program.

   Curricular Indigenization: The PhD is anchored in a conceptual framework that aligns with the "People, Place, and Planet" priority of the UVic Strategic Plan. It integrates decolonizing approaches to uphold diverse ways of knowing. and commits to meaningful partnerships with

First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

Student Success and Retention: By reducing coursework and streamlining the comprehensive candidacy model, the refresh aims to improve time-to-completion and graduation rates. These structural changes align with UVic's goal of supporting the wellness and success of Indigenous students throughout their academic journeys.

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.



08-APR-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)

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 (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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the PhD in Nursing Program for the School of Nursing. The proposed refresh includes a switch from biennial admission to annual admission, and a more focused core curriculum covering nursing theories, qualitative, and quantitative research design, and better alignment with UVic's strategic "People, Place, and Planet" framework which aims to address complex social and health issues across local and global contexts. With regards to library resources to support the revised curriculum, UVic Libraries' collection currently includes databases such as SAGE Research Methods, as well as an extensive list of nursing/clinical/health databases and electronic journal subscriptions that align to the core of the program. As this is a predominantly online program, the proposed changes will not impact	

library space. The only impact I foresee is around library workshop supports, teaching time, and research help consultations. With the switch from biennial admission to annual admission, and the expectation that this will increase enrollment, it may increase the number of library workshops taught by the nursing librarian, or requested through the Libraries' Digital Scholarship Commons, which offers a variety of on-demand qualitative and quantitative data analysis workshops, transcription tools, research data management, citation management, and knowledge translation supports.

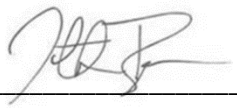
Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 2026_____

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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
This is an excellent proposal. Our only feedback is to ensure that the proposed admissions changes referenced in the proposal are submitted to the Senate Committee on Academic Standards for their review and approval.	

Signature: _____

Date: _____June 12, 2026

BC CANCER RESEARCH
Provincial Health Services Authority

July 23, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

RE: Letter of Support - UVic School of Nursing Graduate Programs Refresh

Dear Dr. Marcellus,

I am writing in support of the proposed graduate programs refresh at the UVic School of Nursing. I lead the nursing research theme at the BC Cancer Research Institute and work as an embedded researcher within our clinical programs. My comments come from that position, with attention to how graduate preparation shapes the nursing workforce we draw on for both research and practice.

Cancer care delivery in British Columbia has shifted substantially over the past decade. Much of our treatment has moved into ambulatory and community settings, and the survivorship population continues to grow. These changes require nurses prepared to design and evaluate models of care, lead practice change, and contribute to research within the settings where care is delivered. Graduate education is the main route to that preparation.

The redesigned Master of Nursing responds to this need. The structure combines core coursework with disciplinary and external electives, and offers three completion pathways through thesis, practicum, or capstone. This range of options accommodates the different trajectories we see in oncology nursing. Some of our nurses move toward advanced practice and program leadership. Others continue to doctoral study in areas such as equitable access to care, geriatric oncology, and survivorship. We rely on graduates from both routes.

The proposed changes to the PhD are practical. Annual admissions will give applicants a predictable entry point and support a more consistent cohort formation. A streamlined candidacy process aims to address a common source of delay in doctoral progression. In my experience supervising students and serving on doctoral committees, program structure accounts for a meaningful share of time to completion. A more focused curriculum should help students reach independent research sooner while holding the standard for rigorous, relevant, and meaningful scholarly contributions.

The attention to Indigenous knowledges, cultural safety, and reconciliation is directly relevant and of high priority to cancer control in BC. First Nations people in British Columbia experience poorer survival following a cancer diagnosis than other residents. Contributing factors include screening participation, distance from treatment centres, and prior experience and harms with the health system. Progress on these outcomes requires nurses and nurse scientists who approach cultural safety as a matter of research design, community partnership, and care delivery. Curricula that carry this content across the program structure will help to prepare nursing graduates to do that work.

675 WEST 10TH AVENUE
VANCOUVER, BC
CANADA V5Z 1L3

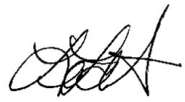
TEL: 604.675.8000
TOLL-FREE: 1.888.675.8001
WWW.BCCANCER.BC.CA

BC CANCER RESEARCH
Provincial Health Services Authority

BC Cancer can support the program in concrete ways. Our nursing research theme is positioned to host graduate practicum students, provide co-supervision and thesis or dissertation committee membership, and offer access to active oncology nursing research programs across the provincial cancer system.

We believe the proposed programs will strengthen the preparation of graduate nurses and nurse scientists and contribute meaningfully to a responsive, evidence-informed, and equitable health system. I support the proposed refresh and am available to speak with the review committee if further detail would be useful.

Sincerely,



Dr. Leah Lambert, RN, PhD
Senior Scientist, Nursing Theme Lead
Department of Clinical Research
BC Cancer Research Institute
Clinical Associate Professor, UBC School of Nursing
MSHRBC Scholar (2024-2029)

BCIT SCHOOL OF HEALTH SCIENCES

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

July 2, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Marcellus:

Re: Letter of Support – University of Victoria School of Nursing Graduate Programs Refresh

I am pleased to provide this letter of support for the University of Victoria School of Nursing's proposed Graduate Programs Refresh. BCIT values its long-standing relationship with the School and recognizes the importance of accessible, practice-relevant graduate education that enables nurses to advance into leadership, advanced practice, education, and research roles.

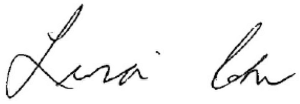
The proposed refresh is a thoughtful and timely response to our evolving health-system, professional, and learner needs. The redesigned Master of Nursing program offers a clearer, more flexible structure, with core learning, disciplinary and external electives, and thesis, practicum, or capstone pathways. This approach will better accommodate diverse learner goals and support the integration of evidence-informed practice, leadership, and scholarly inquiry in evolving healthcare environments.

BCIT particularly supports the continuation and strengthening of the established pathway between our institutions. The proposed MN structure preserves recognition of approved BCIT clinical coursework, enabling eligible students to receive up to 4.5 units of credit and, where appropriate, complete their master's degree within one year. This pathway provides a meaningful bridge between practice-focused education and graduate study, while supporting workforce development in British Columbia.

BCIT also supports the proposed modernization of the PhD in Nursing. The streamlined curriculum, annual admissions cycle, and revised candidacy process are expected to improve student progression while maintaining the rigorous preparation required for original research and contributions to the nursing discipline. These changes will help prepare nurse scholars to address complex healthcare issues through applied, collaborative, and community-responsive research.

The refresh's emphasis on Indigenous knowledges, equity, reconciliation, community partnership, and sustainable healthcare aligns with BCIT's commitment to applied learning and preparing graduates for diverse practice settings. BCIT supports the UVic School of Nursing in advancing this comprehensive refresh and believes the proposed programs will make an important contribution to nursing education and to health-system capacity in British Columbia.

Sincerely,



Lisa Chu
Dean, School of Health Sciences
British Columbia Institute of Technology

CASN ACESI

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

May 29, 2026

Dr. Lenora Marcellus
Director, School of Nursing
Faculty of Health
University of Victoria
Victoria, British Columbia

Dear Dr. Marcellus,

On behalf of the Canadian Association of Schools of Nursing (CASN), I am pleased to support the University of Victoria School of Nursing's proposed Graduate Program Refresh. The proposal reflects a thoughtful, forward-looking approach to graduate nursing education that responds to evolving health system needs while remaining closely aligned with national educational priorities and expectations for advanced nursing preparation.

CASN has consistently emphasized the importance of graduate nursing education that prepares nurses for leadership, scholarship, evidence-informed practice, systems transformation, and socially accountable responses to increasingly complex health contexts. The proposed redesign aligns strongly with these principles through its focus on curricular relevance, flexible learning pathways, strengthened research preparation, and a clear commitment to health equity and reconciliation.

The refreshed Master of Nursing structure promotes greater flexibility while maintaining educational rigour. The integration of multiple completion pathways, including thesis, practicum, and capstone options, offers students opportunities to pursue educational experiences that align with professional goals and diverse practice contexts. This flexibility reflects broader shifts in graduate education and supports student success and responsiveness to workforce and societal needs.

The proposal's conceptual framework, grounded in people, place, and planet, demonstrates a meaningful commitment to socially responsive nursing education and aligns with priorities increasingly emphasized across nursing education nationally and globally. The explicit attention to ecological responsibility, global citizenship, community partnership, and stewardship of the profession resonates with CASN's ongoing emphasis on leadership and social accountability in nursing education.

The strengthened emphasis on Indigenous health, Indigenous ways of knowing, and reconciliation is particularly important. CASN has identified Indigenous health, cultural safety and knowledge plurality as essential components of nursing education at all levels. The proposal's integration of Indigenous perspectives into core learning requirements, together with continued enhancement of the Indigenous

Wellness stream, reflects an intentional and substantive approach to preparing graduates to advance culturally safe, equitable, and sustainable health systems.

The proposed curriculum renewal also aligns closely with expectations for graduate-level competencies in scholarship and leadership. New and revised courses focused on evidence-informed practice, health research methods, systems leadership, policy, planetary and global health, and community engagement support the development of graduates capable of addressing contemporary and emerging challenges in healthcare systems.

In addition, the redesign of the doctoral program demonstrates a commitment to strengthening doctoral education and supporting student progression and success. Efforts to streamline coursework, clarify candidacy expectations, and improve program accessibility reflect thoughtful consideration that centers the continued relevance and sustainability of graduate education and associated student outcomes, while maintaining the rigour expected of doctoral preparation. Moving to annual admissions demonstrates responsiveness and collective accountability to meet the demand for doctorally-prepared nurses in Canada as an essential component of workforce planning in the decades to come.

Graduate nursing education is critical to preparing future leaders, educators, scholars, researchers, and advanced practitioners. The University of Victoria School of Nursing's proposal represents an important investment in the future of nursing education and demonstrates responsiveness to evolving societal, professional, and health system realities.

I wish you and your colleagues continued success as this important work proceeds through institutional review and implementation.

Sincerely,



Jean Daniel Jacob, RN/IA, PhD
Executive Director | Directeur Général
(he/him/il/lui)

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa Ontario K2E 8C4
Ph: 613-235-3150
Fax: 613-235-4476
Email: jdjacob@casn.ca
www.casn.ca

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr. Caroline Sanders
Director
School of Nursing
University of Northern British Columbia

May 12th 2026

Dear Dr. Marcellus,

I am writing to express support for the University of Victoria School of Nursing's proposed Graduate Program Refresh, which includes the Master of Nursing, Nurse Practitioner, Indigenous Wellness, and PhD programs.

The proposed redesign offers a thoughtful, timely response to the evolving needs of graduate nursing education in British Columbia and across Canada. The refresh demonstrates a strong commitment to accessibility, flexibility, curricular relevance, and student success in distributed and online learning environments. It also reflects responsiveness to changing healthcare systems, workforce realities, and the growing importance of Indigenous health leadership and reconciliation in nursing education.

Particularly notable are the proposal's commitments to:

- providing greater flexibility for students to tailor graduate studies to professional and community goals;
- creating new pathways, including accelerated options for pathway students;
- strengthening the quality and coherence of the Nurse Practitioner program;
- deepening the integration of Indigenous knowledges and Indigenous health systems across graduate education;
- modernizing the PhD curriculum to support scholarly development and timely progression; and
- introducing contemporary courses addressing emerging areas of nursing practice, leadership, education, policy, harm reduction, and planetary and global health.

The strengthened Indigenous Wellness stream, together with the program's distributed and flexible delivery model, is an important contribution to advancing graduate nursing education that is responsive to rural, remote, northern, Indigenous, and urban health contexts across British Columbia. The proposal reflects a strong commitment to relational, community-responsive, and equity-oriented nursing education and aligns with broader provincial and national priorities related to health equity, reconciliation, and the preparation of nurses for leadership across diverse practice settings.

Overall, this refresh marks a substantial and well-considered advancement in graduate nursing education. I believe the noted program developments will meaningfully contribute to the preparation of future nursing leaders, scholars, educators, and advanced practice nurses in British Columbia and beyond. Further, I believe that investment in advanced nursing education will be a sustainable approach to building a future healthcare workforce that is responsive, adaptable, and focused on evidence-informed approaches that will support communities and all ages of the life span access high quality care.

Thank you for the opportunity to review and support this important initiative.

Sincerely,



Dr. Caroline Sanders, MBE, PhD, RN
Professor
School of Nursing
University of Northern British Columbia

SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 21, 2026

Re: Proposed changes to the Honours, Major and Minor programs in French and Francophone Studies

At its meeting on October 7, 2026, the Senate Committee on Planning considered the proposal to revise the Honours, Major and Minor programs in French and Francophone Studies.

The proposed changes make academic pathways clearer and more accessible for students by simplifying program structure and improving course sequencing. It also adopts a more holistic approach by combining language and culture studies, recognizing them as inseparable aspects of French and Francophone learning. The revised programs also respond to the growing interest in French cultural studies in a minority-language context and remain aligned with the learning outcomes and course content of the Honours, Major, and Minor programs in French and Francophone Studies. The proposed revisions will allow the unit to offer programs that match the Division's resources and build on the strengths of its faculty members.

Recommended Motions:

That Senate approve the proposed changes to the Honours program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours)".

That Senate approve the proposed changes to the Major program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours)".

That Senate approve the proposed changes to the Minor program in French and Francophone Studies, as described in the document "French and Francophone Studies (General and Minor; BA-Major; BA-Honours)

Respectfully submitted,
2026/2027 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Vice-President Academic & Provost designate

Erin Campbell, Faculty of Fine Arts
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Patricia Cochran, Faculty of Law
Martin Farnham, Faculty of Graduate Studies
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Pascalle Sabine Ricard, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities
Karima Ramji, Executive Director, Co-op. Education & Career Services
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Viverly Litan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

French and Francophone Studies (General and Minor; BA—Major; BA—Honours)

SUBMITTED BY	NAME/TITLE	EMAIL
Dean or designate	Annalee Lepp, Dean, Faculty of Humanities	deanhums@uvic.ca
Academic unit, department, or school	School of Languages, Linguistics and Cultures	sllcchair@uvic.ca
Name, title, and email of contact person	Sara Harvey, Associate Professor After Dec. 31: Emile Fromet de Rosnay	saraharvey@uvic.ca derosnay@uvic.ca
Anticipated start date of proposed program: May 2027 ***Note – the program must not be advertised/offered until all approvals are finalized.***		
REQUIRED APPROVALS		**DATE**
Pre-consultation with AVPAP (by contact person and Dean/designate) ***It is highly recommended that this consultation take place at the onset, prior to template completion.**		July 18, 2025
Departmental/School approval		September 15, 2025
Resource requirements approval (signed by the Faculty Dean) ***Please complete the New and Revised Academic Program Resource Requirement template and submit to the VPAC office a minimum of eight (8) weeks prior to submitting this proposal to the Senate Committee on Planning.**		July 21, 2026
Faculty Curriculum Committee approval		September 28, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)		October 14, 2025
CONSULTATIONS		
Internal Consultations must be initiated at least eight (8) weeks before the SCP submission deadline via the SCP Consultations MS Teams channel. ***Complete a consultation form for each consultation and submit with the proposal.**	**DATE OF CONSULTATION**	**CONSULTATION DOCUMENTATION ATTACHED (Y/N)**
Office of the Registrar and Enrolment Management - Registrar wtaylor@uvic.ca *****Due to a high volume of requests, early consultation with OREM is recommended in order to receive feedback well ahead of proposal submission deadline.**	**June 25, 2026**	**Y**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

Co-operative Education and Career Services – Executive Director - cooped@uvic.ca	**Aug 7 2025**	**Y**
Libraries – University Librarian - ulo@uvic.ca	**Aug 7 2025**	**Y**
Indigenous Academic and Community Engagement – Executive Director - iaceconsultations@uvic.ca *****Consultation must be submitted using the IACE Consultation template.**	**Jul 31 2025**	**Y**
External and Internal Departmental Consultations (letters of support as per section J – use SCP consultations template for all internal consultations)	**Aug 2025**	**Y**
NON-STANDARD TUITION		
Proposed program involves non-standard tuition ☐ **YES** ☒ **NO** ***If you answered YES, complete the UVic Non-standard Tuition Template and submit it to the AVPAP separately.**		

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).

The French and Francophone Studies division of the School of Languages, Linguistics and Cultures is proposing a revision of its undergraduate honours, major, and minor programs. **The proposed changes are intended to allow the unit to offer a major and a minor in French that are fully tailored to the Division's resources, focused on the diverse and complementary expertise of the faculty members, and responsive to the demand for cultural studies in French in a minority context.**

The principal revisions are as follows:

⇒ Integration of Indigenous, decolonial, and multimedia content throughout the program at all levels (please see Appendix for details about this integration);

⇒ Addition of a required course on Global French and Francophone Connections (FRAN 175), as a foundation course that will include decolonial and Indigenous literature and media;

⇒ Emphasis on professional skills (writing, speaking, analysis of literature and media) to prepare students for the workforce and graduate school;

⇒ Integration of experiential learning in third-year required courses instead of the current separate experiential requirement;

⇒ Clarification the level of French required to enter second year and above in French, which is the language level (B2);

⇒ Alignment of lower-level requirements across the honours, major and minor programs to facilitate timely completion;

⇒ Streamlining the programs by reducing the number of second- and upper-year courses to align with our current and anticipated faculty complement and to ensure that courses are viable in size.

These changes will not affect the language-learning outcomes of the program, which bring students to a C1 level of the Common European Framework of Reference for Languages (CEFR), which is above the level of bilingualism required for French immersion teachers in BC and which meets the Federal Government standard for functional bilingualism.

The proposed program revisions are intended to meet the following **strategic goals,** in alignment with the **learning outcomes and pedagogical content** of our programs:

⇒ Streamline our programs and make the academic trajectory more transparent to students, with a shorter list of electives and redesigned course sequencing.
⇒ Formalize, through the overhauling of the curriculum, the accents placed within our programs on instructional activities related to digital literacy, engaged citizenship, anti-racism, and inclusive education.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

⇒ Combine previously separate "language" and "culture" courses to eliminate the false distinction between language and culture.
⇒ Attract larger numbers of students and boost enrollment by emphasizing our strengths, avoiding the misconception that our programs concern solely the acquisition of French as an additional language, and accentuating the diverse areas of inquiry collected under the label "French and Francophone Studies."
⇒ Ensure a high level of training in French on Vancouver Island by offering academic programs that will progressively bring students to C1 level of the CEFR, enhance bilingualism and contribute to the expansion and sustainability of the French-language educational offerings in BC.
⇒ Increase attention to the global Francophonie and address issues of colonization, postcoloniality and decolonization through the study of language, literature, media and culture, implemented consistently across the full span of undergraduate coursework.
⇒ Present the Francophone world in a way that includes France as well as Québec and Canada, as well as all other areas of the world where French is spoken, such as Africa, the Caribbean, the Maghreb, the Indian Ocean Rim, the Pacific Ocean Rim, the Middle East, etc., and that embraces a decolonial and international perspective.

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 proposed revisions are intended to align with the Division's current and anticipated future resources and do not require additional resources.

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

No, there are no changes regarding student admission.

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.

The following table outlines the changes to the curriculum with respect to required courses and compares the current and proposed Minor and Major programs.

Current Minor **New Minor**

100 level	Units	100 level	Units
Complete 1 of the following - FRAN180 (or FRAN 181 and FRAN 182) Or Permission of the School	**3.0**	**FRAN 175** **FRAN180—Intensive French IV or FRAN 181 and 182** **or equivalent:** **• French immersion until Grade 12,**	**1.5 - 4.5**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

		• Francophone cégep diploma, •French baccalaureate, •Permission of the School.	
200 level	**Units**	**200 level**	**Units**
FRAN 200	**1.5**	**FRAN 200**	**1.5**
FRAN 275	**1.5**	**FRAN 285**	**1.5**
FRAN 280	**1.5**	**FRAN 295**	**1.5**
300/400 level	**Units**	**300/400 level**	**Units**
FRAN 409	**1.5**	**FRAN 309**	**1.5**
from FRAN305-FRAN470	**7.5**	**FRAN320-FRAN470**	**7.5**
TOTAL – units FRAN Required Upper Level Courses – 9 units		**TOTAL – units FRAN Required Upper Level Courses – 9 units**	

Current Major **New Major**

100 level	Units	100 level	Units
Complete 1 of the following - FRAN180 (or FRAN 181 and FRAN 182) Or Permission of the School (see entry point)		**FRAN 175** **FRAN180—Intensive French IV or FRAN 181 and 182** **or equivalent:** • French Immersion until Grade 12, • Francophone cégep diploma, •French baccalaureate,	**1.5 - 4.5**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

		•Permission of the School.	
200 level	**Units**	**200 level**	**Units**
FRAN 200	**1.5**	**FRAN 200**	**1.5**
FRAN 275	**1.5**	**FRAN 285**	**1.5**
FRAN 280	**1.5**	**FRAN 295**	**1.5**
300 /400 level	**Units**	**300/400 level**	**Units**
FRAN 305	**1.5**	**FRAN 309**	**1.5**
FRAN 310	**1.5**	**FRAN 324**	**1.5**
FRAN 375	**1.5**	**FRAN 320-FRAN 471**	**12**
FRAN409	**1.5**		
Complete 7.5 units from FRAN 325 – 480 **Complete 1.5 units from FRAN 360 - 365**	**9**		
TOTAL –FRAN Required Upper-Level Courses – 15 units		**TOTAL –FRAN Required Upper-Level Courses – 15 units**	

The tables show three crucial changes in our program:

1. CLARIFICATION OF THE LEVEL OF FRENCH REQUIRED TO ENTER SECOND YEAR AND ABOVE:

The purpose of this revision is to clarify the level of French required to enter second year and above in the programs.

Students will meet the same level as in our former program (B2 French/FRAN 180 or 181/182). However, we have specified more flexible ways in which they can achieve that level. The first-year language requirement will now be articulated as follows:

One of

- FRAN180
- FRAN 181 or
- equivalent:

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

- French immersion up to Grade 12 or
- Francophone cégep diploma or
- French baccalaureate or
- Permission of the School (in-house placement test** available on request).

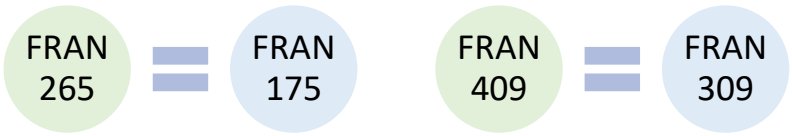
**Since the 1990s, the French and Francophone unit has had an in-house placement test for students who fall outside standard categories. This placement procedure does not delay students' time to register.

It is important to note that FRAN100, FRAN120 and FRAN170 will continue to count for academic credit and that students are still able to start their academic journey with any of these three courses, no matter what program they enroll into, while still reaching the C1 level of the CEFR by graduation—as is currently the case.

2. **MOVING TWO COURSES FROM ONE LEVEL TO ANOTHER** to better align with their learning outcomes and students' progression:

FRAN 265, Global French Connections, will move to first year and become FRAN 175, Global French and Francophone Connections, to establish a required decolonial foundation for the program and a required Level 100 culture course for all students, mandatory for both the minor and major. This change aligns with our reform, which aims to decolonize the approach to French and Francophone studies.

FRAN 409, Speech Art in French, will move to third year (FRAN 309) as foundational to the upper-year sequence because students require competency in oral French to proceed successfully to the upper-year program. Moreover, the new FRAN 309 comprises experiential learning, which the new program concentrates in year 3.

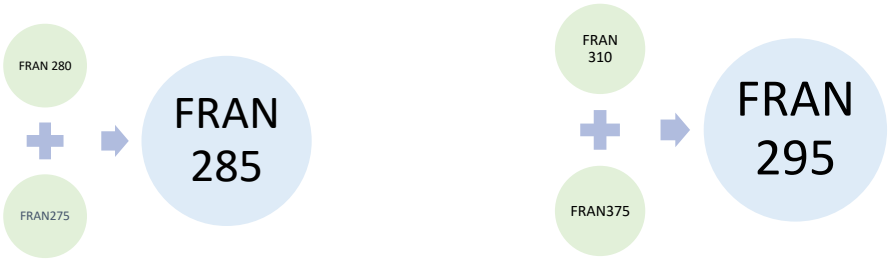


TWO NEW COURSES (FRAN 285, FRAN295) CREATED BY COMBINING THE CONTENT OF FORMER ONES to integrate our program's language and culture learning objectives in each course rather than separating language from culture. This proposed revision will also consolidate students into two cohort-based required courses, thereby making it possible to staff them reliably every year with a smaller faculty complement.

FRAN 275, Writing in French 1, and FRAN 280, Literature, Media and Culture I will be combined to form the new FRAN 285 (French Language and Culture Through Story and Screen).

Similarly, FRAN 375, Writing in French II, will be combined with FRAN 310, Literature, Media and Culture II, to form FRAN 295 (French Language and Culture Through Poetry and Stage).

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE



The proposed revisions will also retire multiple courses. Some of those courses are no longer aligned with the priorities of the Division of French and Francophone Studies, as they are remnants of previous conceptualizations of the field (heavily focused on literature, especially classical and canonical works, with division of knowledge by centuries and geographical areas). Some were taught by former colleagues who are now retired or have left the unit. Some courses are being retired because they overlapped (at least partially) with other existing courses.

Note that we are also introducing new courses to cover the Division's priorities that are aligned with the interests of new colleagues. Furthermore, some content of retired courses is being incorporated in other courses. See Table 1.

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.

Yes, the proposed curriculum changes provide opportunities to integrate accessible and inclusive pedagogical design throughout the programs. Importantly, some courses have already adapted practices which incorporate principles of Universal Design for Learning (UDL). Most of the courses of the French and Francophone Studies programs already offer multiple ways for students to engage with course content and to participate in learning activities. Assessments are diversified and include a range of formats: projects, presentations, reflective assignments, and hands-on learning activities, providing students with greater flexibility. Courses already include transparent assessment criteria, stated on syllabi, to promote an equitable learning environment for students.

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

While the proposed revision does not alter our undergraduate programs' learning outcomes, it will allow us to **better articulate** them for recruitment purposes and to showcase our mission statement and our values.

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.

One of the proposed changes is to **delete the experience requirement currently required** from our major and honours programs, which was creating barrier to students' progression. Instead, **experiential learning**

is now embedded within the programs. The curriculum changes aim to emphasize **experiential learning** and **professionalization** from the third year of both the minor and the major, with the main 300-level courses focusing on experimental learning and community engagement. We will also encourage students to consider the following options offered by the SLLC and by UVic at large:

- ⇒ Completion of an Outgoing Exchange with a partner Francophone University, through the International Centre for Students (ICS) Exchange Program.
- ⇒ Completion of an independent exchange with a Francophone university, validated through a Request for a Letter of Permission to Take Courses Elsewhere (LoP).
- ⇒ Completion of a Co-op program option through the Humanities and Fine Arts Co-operative Education Program.
- ⇒ Completion of one of *FRAN360—French Field School Seminar* or *FRAN360A—Paris on Stage*, the highly successful and regularly offered field schools of the Division of French and Francophone Studies within the SLLC.

For FRAN 360 and FRAN360A, notes were added stating that international students should consult with ICS regarding study/work permits.

The proposed changes were also devised with the goal of **overhauling the French and Francophone Studies curriculum to further its internationalization, decolonization and indigenization** and diversifying the field by moving away from time periods**.** Faculty members of the Division of French and Francophone Studies collectively devised a **framework plan** that includes every course of the curriculum. This new document not only ensures that course content is in line with the mission statement of the Division within the SLLC, but it also outlines how each course contributes to the intended learning outcomes of the programs with regards to exploring the tension between colonialism and indigeneity that is central in every aspect of the Francophone world.

The framework plan lists the meaningful ways in which every course contributes to decentering the field of French and Francophone Studies from a focus on the traditional French canon through the assigned readings and the lecture contents, the diversity of literary and mediatic genres studied, and the inclusion of contents from various geographical areas and time periods. These notes are extremely important to the implementation of the values of equity, diversity and inclusion that the Division and the SLLC have agreed to embody. Our framework indicates that the new core courses (FRAN 285, 295, 324) must cover at least two geographical areas and two periods of cultural history. At least one work must be from BIPOC communities, and women must be equally represented in the corpus—which could also include authors or artists from LGBTQIA2S+ communities. All courses in our new program, including FRAN 175, will promote diversity in Francophonie.

Finally, our proposed revision also respects the spirit of **UVic's Indigenous Plan:**

- ⇒ Climate, environmental change and sustainability.
- ⇒ Indigenous-led scholarship.
- ⇒ Social justice and equity.
- ⇒ Technology and the human experience.

G. 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 revision of our programs gives us a competitive edge in different ways. Particularly, our focus on **intensive first-year language courses** (FRAN100, FRAN120, FRAN170 and FRAN180—all 3.0 units and unique to UVic) helps create a cohort of students who enter their second year of study with the linguistic skills necessary to go above and beyond mastery of the language.

Furthermore, our proposed revised curriculum is a solid **introduction to the immense diversity of the Francophone world and of its cultural, linguistic, literary and artistic productions**. Not only are students able to enroll in courses dedicated to African and/or Caribbean cultural productions, or Indigenous literatures from Canada, for example, but they will be introduced to those corpuses throughout their academic career. Our revised programs also translate into an **exploration of the multiple civilizations of the French-speaking world** and as such involve the study of culture, including literature, theatre and media, and the study of the French language from linguistic, historical and sociolinguistics perspectives, considering regional, social and historical varieties of French. Whereas other institutions in BC offer programs also aim at providing a general overview of this global diversity, they often focus on one or two of those multiple aspects of French and Francophone Studies.

Our focus on **experiential learning** also strengthens language proficiency, offering students multiple opportunities to engage in authentic communication practices. The experiential approach accentuated through the proposed revision not only is in line with UVic's national and international reputation but is also one of the ways through which we are hoping to distinguish our programs from those offered in other institutions.

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

The proposed changes have been designed with the goal of attracting a larger number of students into the programs and the courses offered by the Division of French and Francophone Studies within the SLLC—we hope that they will contribute to **positive consequences on enrolment** for the following reason:

With the goal to facilitate timely completion of the programs, we **streamlined our programs and their academic plans** by drastically reducing the number of courses: we propose that 25 courses be retired from the academic calendar. All those steps were accomplished to make our programs and courses more attractive for current and potential students.

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).

The proposed changes have been designed to **simplify student progression into our programs**, by offering a more coherent and professionally oriented range of courses and by **adapting the program and the course offering to our teaching resources, which has been reduced by 40% by 2026** (in comparison with 2019, the year of the last major revisions).

The revisions will have the following **positive consequences on students' experience**:

⇒ Program declaration facilitated by years 1 & 2 following the same path for the Minor, Major and Honours programs.
⇒ Enrollment in classes made easier because of elimination of FRAN310 as a prerequisite for 400-level courses.

⇒ Program streamlined by moving experiential requirement, and by embedding experiential learning pedagogies into most third-year classes.

⇒ Added professional value with a new methodology course in the third year (FRAN324) and a professional orientation to all required courses.

⇒ Integration of the civilizational, cultural, and linguistic dimensions of French and Francophone Studies, including Indigenous cultures of the Francophone world, into all courses of the curriculum.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

TRANSITION PLAN

Students should be encouraged to follow the new program when possible. Students who have completed all old lower-level requirements and some of the old upper-level requirements may wish to remain on the old program.

Students who have completed only FRAN 180 should follow the new program and take FRAN 175.

If one or both of FRAN 275 or 280 are complete, follow the new program and substitute one of these for FRAN 285 and take FRAN 295 (if they haven't completed either of FRAN 310, 375). Consider waiving FRAN 175 if both 275 and 280 have been completed.

If one of FRAN 310 or 375 is completed and the student wishes to follow the new program, either can be used to meet the FRAN 295 requirement.

Students following the new program:

New requirements	Substitution of old courses
1.5u FRAN 324	No equivalent of old course, take FRAN 324
1.5u FRAN 309	1.5u FRAN 409
12.0u FRAN 320 – 470	12.0u can include any previously completed FRAN 300 – 400 level courses (e.g. FRAN 305, 310, 375, 360)
Total: 15.0u FRAN 300 – 400 level	**Total:** 15.0u FRAN 300 – 400 level

Students remaining in the old program:

Old requirements	Substitution of new courses
1.5u FRAN 305	1.5u FRAN 320 – 470; FRAN 324 highly recommended
1.5u FRAN 310 1.5u FRAN 375	• If neither has been completed, take FRAN 295 and 3.0 units FRAN 320 – 470. • If one of FRAN 310 or 375 has been completed, replace the other with 1.5 units FRAN 320 – 470.
1.5u FRAN 409	1.5u FRAN 309
1.5u FRAN 360-365 (Experience requirement)	Experience requirement waived, replace with 1.5 units FRAN 320 - 470
7.5u FRAN 325 – 480	7.5u FRAN 320 - 470
Total: 15.0u FRAN 300 – 400 level	**Total:** 15.0u FRAN 300 – 400 level

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.

We have consulted with all chairs and directors in Humanities and with other faculties. Of partner faculties, the most important is Education because future French immersion teachers must meet B2 French. All those consulted were supportive (see attached).

APPENDIX

Table 1. Courses being retired and replaced/rationale

Retired courses	New courses	Relationship/Rationale
FRAN125 Showcasing the Francophonie (in English)		FRAN125 was never taught
FRAN150 French Conversation		Redundant with current 100-level courses, all of which have an oral component
FRAN160 French Words in Context		Redundant with current 100-level courses, all of which have a vocabulary component
FRAN240 Intermediate Oral French		Redundant most 100-level French courses, as well as with FRAN 200
FRAN 265 Global French Connections	FRAN 175: Global French and Francophone Connections	Renumbered and level changed to create first-year decolonial foundations course. Change of title to reflect unit name: Global French and Francophone Connections. ***MX note required: 175 MX with 265 *** formerly note for 175: formerly FRAN 265 and FRAN 165
FRAN275 Writing in French I	FRAN285 French Language and Culture Through Story and Screen	Proposal to combine FRAN275—Writing in French I and FRAN280—Literature, Media and Culture I. ***MX note required: 285 MX with 275 and 280 *** formerly note for 285: part of

		275 and 280
FRAN280 Literature, Media and Culture I	FRAN285 French Language and Culture Through Story and Screen	Proposal to combine FRAN275— Writing in French I and FRAN280— Literature, Media and Culture I. ***MX note required: 285 MX with 275 and 280 *** formerly note for 285: part of 275 and 280
FRAN305 Intermediate French Linguistics	FRAN 200: French Sounds and Word Structure ***Slight title and content change (sentence structure) to include some content from FRAN 305	No longer aligns in most part with the Division's priorities; *** No MX note needed: addition is very minor in the context of the whole course. ***No formerly note needed: see above *** no need to renumber FRAN 200 as the addition of sentence structure is a small percentage of the course.
FRAN310 Literature, Media and Culture II	FRAN295 French Language and Culture Through Poetry and Stage	Proposal to combine FRAN310— Literature, Media and Culture II and FRAN375— Writing in French II to integrate language and culture courses. **** MX note needed: FRAN 295 MX with FRAN 310 and FRAN 375 *** Formerly note needed: formerly part of FRAN 310 and FRAN 375
	FRAN320	New course. furthers the study of performative and media arts introduced in FRAN295 through song and theatre
	FRAN324 Academic Writing and Methodology in Francophone Contexts	New course, required.
	FRAN325F Studies in Cultures of the	New course, French equivalent of FRAN 325 (taught in English)

	Francophone World	*** no MX needed with FRAN 325.
FRAN336 Québec and Francophone Cinema (in English)		No longer aligns with the priorities of the Division's programs; cinema will be integrated into many courses rather than being segregated.
FRAN 345 Advanced French Language		No longer aligns with the priorities of the Division's programs; language and culture courses will be integrated in future.
FRAN365A Directed Experiential Learning		No longer aligns with the priorities of the Division's programs; experiential learning will be. integrated into third-year courses across the board.
FRAN375 Writing in French II	FRAN295 French Language and Culture Through Poetry and Stage	Proposal to combine FRAN310—Literature, Media and Culture II and FRAN375—Writing in French II to integrate language and culture courses. *** MX note needed: FRAN 295 MX with FRAN 310 and FRAN 375 ***Formerly note needed: formerly part of FRAN 310 and FRAN 375
FRAN384 French Morphosyntax		No longer aligns with the priorities of the Division's programs
FRAN404 History of French		No longer aligns with the priorities of the Division's programs
FRAN406 Translation Studies		No longer aligns with the priorities of the Division's programs
FRAN409 Speech Art in French	FRAN309 The Craft of Public Speaking	Title change and renumbering Change of level to create the verbal fluency needed for success at upper level. *** MX note needed: FRAN 309 MX with FRAN 409 ***Formerly note needed: formerly

		FRAN 409
FRAN 412 History of Quebec and Franco-Canadian Literature		No longer aligns with the priorities of the Division's programs
FRAN428 Francophone African Women Filmmakers	FRAN460 Studies in Francophone Cinema	African cinema—as with cinematic achievements of the rest of the Francophonie—will be integrated into all cinema courses, not segregated. *** MX note needed: FRAN 460 MX with FRAN 428. ***Formerly note needed: formerly part of FRAN 428
FRAN431 Medieval Literature		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
FRAN434 Medieval and Renaissance Theatre		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
FRAN437 French Myths up to the 21st Century		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
FRAN438 French Texts that Made our World		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
	FRAN448 Studies in Francophone Cultural, Social and Political Thought	New course that can be adapted to cover different topics and that aligns with the goals of the CSPT program to enable a joint graduate-undergrad course in this area.
FRAN455 Dada, Surrealism and the End of the French Novel		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
FRAN456 20th-Century French Theatre		No longer aligns with the priorities of the Division's programs; reflects traditional French canon
FRAN 459 The Everyday in French Culture since the 19th Century		No longer aligns with the priorities of the Division's programs; reflects

		traditional French canon
FRAN478 Critical Methods		Critical methods will be integrated into upper-year courses rather than being segregated.

Table 2. Other minor changes

FRAN100		Slight description change
FRAN120		Slight description change
FRAN170		Slight description change
FRAN180		Slight description change
FRAN325 Studies in the Cultures of the French-speaking World (in English)	FRAN325 Studies in Cultures of the Francophone World (in English)	Title change to align with unit name; repeatable
FRAN325A The Tour de France (in English)		Slight description change
FRAN327 Voodoo in Popular Francophone Culture and Fiction (in English)		Slight description change
FRAN360 French Field School Seminar	FRAN360 French and Francophone Field School Seminar	Title change to align with unit name. Addition of note to alert international students to consult ICS about the potential visa implications of this experiential-learning course.
FRAN360A Paris on Stage		Slight description change. Addition of note to alert international students to consult ICS about the potential visa implications of this experiential-learning course.
FRAN378 Creative Writing in French		Proposal to be offered as a year-long course that runs from September to April, while retaining its current 1.5 credit value

FRAN394 Children's and Young Adult Literature in French	FRAN394 Children's and Young Adult Literature from the Francophone World	Slight title change, Slight description change, prerequisite change
FRAN401 Teaching and Learning French	FRAN401 Pedagogy of French Language Teaching	Title change, Slight description change, prerequisite change
FRAN405 Varieties of French		Prerequisite change
FRAN407 Canadian Francophonie and Linguistic Ideologies		Prerequisite change
FRAN418 Québec Literature and Culture of the Extrême Contemporain		Prerequisite change
FRAN422 Contemporary Francophone African Novel	FRAN 422: Contemporary Francophone African and Caribbean Literature	Title change; slightly broadens the course Prerequisite change
FRAN426 Indigenous Literatures of Canada or the Francophone World	FRAN426 Francophone Indigenous Literatures of Canada and Beyond	Title change Prerequisite change
FRAN436 Early Modern Literature and Culture	FRAN436 Early Modern Literatures, Media and Cultures	Title change Prerequisite change
FRAN445 Nature and the Environment in French-Speaking Cultures		Prerequisite change
FRAN449 Critical and Subversive French Theatre		Prerequisite change

1. **Examples of Integration of Indigenous, decolonial, and multimedia content throughout the program at all levels**

FRAN175—Global French Connections (1.5)—level change

Course Description

Explore the diversity of the Francophonie from Quebec to Senegal, France to Vietnam. Experts from the School of Languages, Linguistics and Cultures bring students the French-speaking world through its media (films, graphic novels, songs, podcasts, Twitter). Instruction and media are presented in French, but students have the option to hand in assignments in English.

Corpus and Contents Notes

It is not a literature course nor is it a shell course for instructors to develop a particular topic. While it is possible for instructors to assign a complete work as a mandatory reading, such as a novel, a poetry collection, a play or any other book, for example, literature must not become the focus of the course.

This course must focus on the global presentation of the world's French-speaking archipelago. A geo-historical and socio-cultural perspective is necessary to provide students with an overview of the diversity of the French-speaking world.

- Course content should include at least two media pieces (short or long) from two different geographical areas and from two different periods. A particular attention should be given to popular forms of media, such as *bande dessinée* and graphic novel, film, social media, music and *chanson*, and cultural manifestations such as carnivals or festivals.

- This course should, as much as possible, include introductory elements to the history of the French language.

- This course will necessarily address the ongoing tensions between colonialism and indigeneity in the different areas of the Francophone world and should further internationalization and decolonization of our programs' curriculum by providing students with knowledge of colonisation, cultural and linguistic reclamation, post-coloniality and decolonial movements, etc., in French, in ways specific to the field of French and Francophone Studies.

FRAN285 French Language and Culture Through Story and Screen

Course description

Focuses on the language and cultural diversity of the Francophone world, through critical exploration of narrative forms in literature and film. Encompasses various historical periods and French-speaking geographical areas. Combined with FRAN95, it enables to reach the C1 level of the Common European Framework of Reference for Languages.

Corpus and Contents Notes

This new course, with FRAN 285, is designed to integrate elements of the C1 level of the CEFRL into our curriculum and reflects the recommendations of the C1 level with a flexible approach. Particular attention must be paid to the elements of the C1 level of the CEFRL such as vocabulary, interactional activities, grammar, and written and oral production.

- In terms of the cultural content of the two courses, FRAN295 focuses on poetry, songs (such as but not restricted to *chanson*) and theatre (both written and performed).

- The study of various works is accompanied by a grammatical and lexical approach, as well as technical and aesthetic considerations (genres and/or styles, movements) and a presentation of the sociohistorical and critical contexts.

- The number of completed works assigned is limited to 4, and they must cover at least two geographical areas and two periods of cultural history. At least one work must be from BIPOC

communities, and women must be equally represented in the corpus—which could also include authors or artists from LGBTQIA2S+ communities

FRAN320 Francophone Performative Arts and Media

Course description

Introduction to the critical study of performing and media arts through the cultural history and civilisations of the French-speaking world. Includes an experimental or community-engaged learning component.

Corpus and Contents Notes

FRAN 320 is one of our principal experiential learning courses. The teaching approach may be both historical and critical and include a few theoretical notions, but it should also be based on practice, as the experimental and experiential component is central to this course. Particular attention is given to the transition from theory to practice. This course may include a research-creation or research-action component.

- From a historical, critical and experimental perspective, the teaching is based on an exploration of the performative arts such as theatre, poetry and song, as well as forms of communication in the media such as press, radio and social media.

- Genres to consider include, but are not limited to, theatre, dance, puppetry, video art, multimedia arts, song, broadcasting, press, magazines, TV series.

- Does not systematically touch on film but may include it.

- This course should cover at least two historical periods, two geographical areas, one performance art and one media.

- Attention must be given to people who are historically underrepresented in the arts (women, LGBTQIA2S+ communities, Black communities, Indigenous communities and people of color).

FRAN405 Varieties of French

Course Description

A survey of historical and (socio)linguistic aspects of French as spoken in different areas. Focus can be on French in North America, Africa, the Caribbean, Europe or another area, highlighting the vitality and richness of this language by pointing out specificities of varieties of French.

Corpus and Contents Notes

The course is designed to introduce students to (socio)linguistics aspects of varieties of French in a particular Francophone zone.

- Important concepts that must be covered include but are not limited to: Phenomena related to language contact such as borrowing and integration, code creation (mixed languages and creoles),

language maintenance and attrition, language death and revitalization; linguistic particularities of the French varieties under study, etc.

- Students are encouraged to critically engage with contemporary issues related to varieties of French through different materials, preferably in French, including scholarly articles and book chapters, interviews, newspaper articles, etc.

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify:
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: September 22, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar	Proposal
Feedback provided (please add feedback only in this section)	
The proposal is excellent and very thorough. OREM appreciates the opportunity to be involved in the consultation and feedback process. Please accept our recommendation to consider adjusting Section D to be more explicit about the minimum number of units to be completed at the 400-level as part of the new major requirements.	
How was the feedback provided incorporated into the proposal?	

Senate Committee on Planning
Required Internal Consultations

Signature: _____ 

Date: _____September 22, 2026

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: French and Francophone Studies	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Chair of SLLC, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
CO-OP – Andrea Giles, Executive Director	SPC document	See below

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.

I agree that the streamlining of your course offerings may translate into higher enrolments. The change from mandatory to optional experience requirement should also streamline the student experience. As participation in our Co-op program remains an option, I anticipate that your changes will have no direct impact on Co-op but provides an interesting opportunity to strengthen our collaboration with your program.

Please consider this feedback as my confirmation of consultation and of support of your proposal.

Signature: Andrea Giles

Date: August 8-2025

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 Languages, Linguistics and Cultures

Name of Program: French and Francophone Studies

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 French and Francophone Studies division of the School of Languages, Linguistics and Cultures is proposing a revision of its majors and minor programs as follows:

- ⇒ Integration of Indigenous, decolonial, and multi-media content throughout the program at all levels
- ⇒ Emphasis on professional skills (writing, speaking, analysis of literature and media) to prepare students for the workforce;
- ⇒ Integration of experiential learning in third-year mandatory courses instead of the current separate experiential requirement;
- ⇒ Addition of a mandatory course on the Global Francophonie, as a foundations course that will include decolonial and Indigenous literature and media;
- ⇒ Clarification of the entry point to the program as FRAN 180, which is the language level required for progression to second and upper-year;
- ⇒ Lower-level requirements that will be consistent across the major and the minor to facilitate completion of the program;
- ⇒ Streamlining of the program by a reduction of the number of second- and upper-year courses.

The main reason for this review is to offer a Major and a Minor in French that are fully tailored to the department's resources, focused on the diverse and complementary expertise of the faculty members, and responsive to the demand for cultural studies in French in a minority context.

Rationale for the proposal (approximately 200 words)

The proposed significant program revision was conducted to meet the following **strategic goals,** in alignment with the **learning outcomes and pedagogical content** of our programs:

- ⇒ Attract larger numbers of students and boost enrollment by emphasizing our strengths, avoiding the misconception that our programs concern solely the acquisition of French as an additional language, and accentuating the diverse areas of inquiry federated under the label “French and Francophone Studies.”
- ⇒ Increase attention to the global Francophonie and address issues of colonization, postcoloniality and decolonization through the study of language, literature, media and culture, implemented consistently across the full span of undergraduate coursework.
- ⇒ Present the Francophone world in a way that includes France as well as Québec and Canada, and all other areas of the world where French is spoken, such as Africa, the Caribbean, the Maghreb, the Indian Ocean, the Pacific Ocean, the Middle East, etc., in a decolonial and international perspective.
- ⇒ Streamline our programs and make the academic trajectory more transparent to students, with a shorter list of electives and redesigned course sequencing.
- ⇒ Formalize and further, through the overhauling of the curriculum, the accent placed within our programs on instructional activities related to digital literacy, engaged citizenship, anti-racism and inclusive education.

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

We don’t have the means to know how many Indigenous students are currently enrolled in the FFS program.

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

We don’t envision a specific number of Indigenous students, but the proposed changes were devised with the goal of overhauling the French and Francophone Studies curriculum to further its internationalization, decolonization and indigenization. We are hopeful that these changes might attract Indigenous students interested in the Francophonie.

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)

Two of the main objectives of the program changes are:

⇒ Integration of Indigenous, decolonial, and multi-media content throughout the program at all levels

⇒ Addition of a mandatory course on the Global Francophonie, as a foundations course that will include decolonial and Indigenous literature and media

It is our hope that the integration of these changes might attract Indigenous students interested in the Francophonie.

- 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)

No new hires are envisioned in the near future

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

The changes proposed respect the spirit of the UVic's Indigenous Plan by fostering Indigenous-led scholarship.

- 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 identity specific goals and priorities (approximately 200 words).

The proposed revision addresses the following impact areas of **Aspiration 2030: UVic Research and Creative Works Strategy**, as well as it respects the spirit of **UVic's Indigenous Plan**:

- ⇒ Climate, environmental change and sustainability.
- ⇒ Indigenous-led scholarship.
- ⇒ Social justice and equity.
- ⇒ Technology and the human experience.

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)

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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:

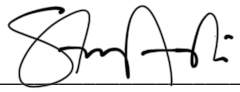
☐Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
☐Libraries – ulo@uvic.ca
☐Co-operative Education and Career Services – cooped@uvic.ca
☒Academic unit Specify: Academic and Technical Writing Program (ATWP)
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form 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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Steven Accardi, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thanks for sending this proposal. The revisions you've described are exciting, and I don't see any potential impact on the ATWP. Hurrah to you and your colleagues for so thoughtfully planning a structured series of courses for your students.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature: 

Date: 28/07/2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: European Studies
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and August 12, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Paul Schure, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Well done on brokering all these changes and designing a coherent new program! Thank you for informing European Studies. Regarding the experiential learning piece, i.e.: One of the proposed changes is to delete the experience requirement currently mandatory from our major and honours programs, to streamline the student experience. This change requires that we explain to students that experiential options are now embedded within the programs. The curriculum changes aim to emphasize experiential learning and professionalization from the third year of the minor and the major, with the main 300-level courses focusing on experimental learning and community engagement. We will also encourage the students to consider the following options offered by the SLLC and by UVic at large: ⇒ Completion of an Outgoing Exchange with a partner Francophone university, through the International Centre for Students (ICS) Exchange Program.	

UVIC

Senate Committee on Planning
Required Internal Consultations

⇒ Completion of an independent exchange with a Francophone university, validated through a Request for a Letter of Permission to Take Courses Elsewhere (LoP).
⇒ Completion of a Co-op program option through the Humanities and Fine Arts Cooperative Education Program.
⇒ Completion of one of FRAN360—French Field School Seminar or FRAN360A—Paris on Stage, the fields school of the Division of French and Francophone Studies within the SLLC.
Perhaps you would like to include the EU Study Tour in that experiential learning list as well? While the main language of the Tour is English, French also features and several students have given the feedback that the Tour made them aware of the importance of French (I know... this sounds quite strange coming from Canadian students. I am just reporting how multiple students said it! (The language of the Court of Justice of the EU is French. This is arguably the most popular visit among students. We often also visit the Quebec mission and Brussels and Luxembourg are predominantly French speaking))
Also note that the EU Study Tour is followed by the EU Internship Program, with some internships being in French (e.g. Afalab in Paris)
All these suggestions are obviously optional. I have no concerns and congratulate you on these revisions.

How was the feedback provided incorporated into the proposal?

Thank you very much for your feedback and support. After careful consideration, we have decided not to include the EU Study Tour at this time. Because the tour is not delivered entirely in French, we would like to limit the amount of courses taught in English to preserve the immersive nature of our programs.

Signature: Pschure (Paul Schure, EUS)

Date: Aug 14, 2026

Thanks & Good luck!

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Religion, Culture and Society (RCS) Program
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7-8, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Andrew M. Wender, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thank you so much for seeking feedback on this proposed revision. In sum, I think that it is terrific, and much admire the intensive work that you and SLLC colleagues have undertaken. From the standpoint of Religion, Culture and Society, all that I see promises to inform our students (Humanities, and RCS specifically), and our cross-unit collaboration in deeply beneficial ways.	
How was the feedback provided incorporated into the proposal?	

UVIC

Senate Committee on Planning
Required Internal Consultations

N/A

Signature: _____

Date: JULY 21, 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Education
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13 and September 3, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Leslee Francis Pelton, Associate Dean Undergraduate Programs	Email correspondence
Feedback provided (please add feedback only in this section)	
Our Advising office has been notified about the changes you have planned for your French program and had no specific questions. In recent years we have moved away from requiring specific courses to meet the French requirements for both CORE and Immersion programs and moved towards simply specifying the number of units of upper level or total units of French required. We've found that is easier to work with, particularly as not all our post-degree applicants have completed their undergraduate degrees at UVic so it streamlines things better when evaluating transcripts for admission. Thus, we're happy to support the changes you are making in your French program.	
How was the feedback provided incorporated into the proposal?	

Senate Committee on Planning
Required Internal Consultations

N/A

Signature: _____ L Francis Pelton _____

Date: ____July 13, 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Fine Arts
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13-14, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Catherine Harding, Associate Dean Academic	Email correspondence
Feedback provided (please add feedback only in this section)	
These changes look very good. We are happy to support your new programming in this area. Thanks for all that you are doing to keep French and Francophone Studies in a good place!	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations



Signature: _____

Date: _ July 13, 2026

___

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Law
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13 and August 22, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Estair Van Wagner, Associate Dean, Academic and Student Relations	Email correspondence
Feedback provided (please add feedback only in this section)	
Thank you for sharing the proposed program revision with us. This is a well-thought-out proposal and one that the Faculty of Law is happy to support.	
How was the feedback provided incorporated into the proposal?	
N/A	



Signature: _____
Dr. Estair Van Wagner, Associate Dean,
Academic and Student Relations

Date: __July 15, 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Media Studies
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

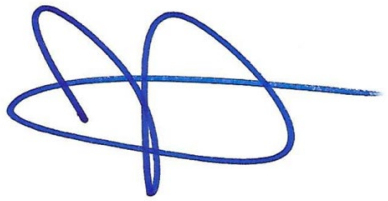
****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and August 21, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Jentery Sayers, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thanks for sharing this SLLC proposal for revisions to FFS with MDIA, Silvia. We've no concerns on our end, and we're excited to learn about the new courses — such as Francophone Performative Arts and Media — you've planned. Exciting! Let me know if you need anything else from us for now. Happy to help.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature:



Date:

15 July 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Medieval Studies Program
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

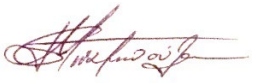
****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and October 5, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Evanthia Baboula, Director	Email correspondence and Kuali proposal
Feedback provided (please add feedback only in this section)	
Thanks for sending this consultation request. I was aware of the proposed changes through the Kuali information but have only seen your message while going back to the communication that came before I had access to the Director's email. The proposed changes sound like a strong and coherent plan. As far as the Medieval Studies Program is concerned, it is of course sad to see the Medieval-themed courses go. As a result of the changes in French and Francophone Studies, we have adjusted our Honours, Major and Minor program entries for Cycle 1. This means that, once the approvals go through, there will be no FRAN courses in the Medieval Studies curriculum. However, I look forward to discussing future opportunities for: a. inclusion of topics courses into our programs and/or b. support for introducing relevant content into the Medieval Studies programs as French is one of the foundational languages for engaging deeply with the Medieval world(s).	

Senate Committee on Planning
Required Internal Consultations

How was the feedback provided incorporated into the proposal?
N/A

Signature: _____  _____(thank you for consulting again this year; assuming that the proposal is similar to the initial one, I have no changes to make to the previous consultation).

Date: July 15, 2026

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Science
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Chris Eagle, Associate Dean Academic	Email correspondence
Feedback provided (please add feedback only in this section)	
No questions or comments from me. Thanks for sharing the plan, and I hope that it goes smoothly.	
How was the feedback provided incorporated into the proposal?	
N/A	



Signature: _____ _____

Date: ____14 July 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Social Science
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: July 25, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Elisabeth Gugl, Associate Dean Academic and Undergraduate Studies	Email correspondence
Feedback provided (please add feedback only in this section)	
I reviewed this proposal for revisions to the French and Francophone Studies program and do not have any concerns with the proposed changes. I appreciate the increased flexibility the revisions provide to students entering the program. It is also more streamlined and experiential learning is embedded in courses rather than a separate requirement that can prolong students' progress in their programs.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature: _____

Date: July 27, 2026

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: October 21, 2026

Subject: Undergraduate Calendar Amendments to Establish Admission, Progression, and Degree Requirements for the Accelerated Bachelor of Science in Nursing (A-BSN) Program

At its meeting on October 21, 2026, the Senate Committee on Academic Standards considered and approved a proposal from the School of Nursing on revisions to the Undergraduate Academic Calendar to establish admission, progression, and degree requirements for the Accelerated Bachelor of Science in Nursing. (A-BSN).

Recommended Motion:

That Senate approve the admission requirements to the Accelerated Bachelor of Science in Nursing (A-BSN).

Respectfully submitted,

2026/2027 Senate Committee on Academic Standards

Cedric Littlewood, (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

University of Victoria | Faculty of Health | School of Nursing
HSD Room A402 PO Box 1700 STN CSC Victoria BC V8W 2Y2

DATE: October 10, 2026
TO: Dr. Cedric Littlewood, Chair, Senate Committee on Academic Standards
FROM: Dr. Kim Daly, Associate Teaching Professor, Associate Director of Undergraduate Programs and Partnerships
Dr. Lenora Marcellus, Professor and Director, School of Nursing

REGARDING: ***Undergraduate Calendar Amendments to Establish Admission, Progression and Degree Requirements for the Accelerated Bachelor of Science in Nursing (A-BSN)***

Purpose:
The School of Nursing proposes implementation of a new Accelerated Bachelor of Science in Nursing program (A-BSN), with the initial cohort of 40 students admitted for September 2028. This change is proposed for the Cycle 1, May 2027 Undergraduate Calendar, pending approval from the Government of British Columbia Degree Quality Assessment Board (DQAB). This cycle is requested to provide sufficient time for marketing and for applicants to complete prerequisite courses.

Overview:
The School of Nursing currently offers a four-year BSN program, delivered collaboratively with four College Partners (Aurora College in Yellowknife, Camosun College in Victoria, College of the Rockies in Cranbrook and Selkirk College in Castlegar). Approximately 250 students are admitted annually by the College Partners. Students transfer to UVic in Semester 6 to complete the final four terms of the program, in person from Camosun, and remaining onsite at Aurora, College of the Rockies, and Selkirk.

Accelerated, or compressed time frame, programs are a long-standing and effective model of BSN education in Canada and in other countries. There are currently two accelerated BSN programs in BC (UBC and UNBC). A Request for Proposal to deliver an accelerated BSN (A-BSN) program was submitted to the BC Ministry of Post-Secondary Skills and Training April 2025 and base funding was confirmed June 2025 for annual cohorts of 40 students. This program will contribute to the Ministry goal of increasing nursing seats to address significant health human workforce shortages. Start-up funding has been received to support program planning and development, including creation of a simulation learning space.

The A-BSN program will be a new curriculum and program delivery model for the School of Nursing. The A-BSN will be complementary to our current four-year collaborative BSN program and aims to attract individuals with previous experience and achievement in university-level, post-secondary education who have decided on careers as Registered Nurses (RNs). It is designed specifically for learners who already have completed at least 30 transferable university-level units. Program-specific courses will be delivered within a sequential five-semester timeframe. The curriculum is composed of courses at the 300 and 400 level that meet

the same aim, purpose, and program learning outcomes as the UVic School of Nursing four-year BSN program. The aim of both the A-BSN program and four-year BSN is to prepare graduates to meet entry-level professional practice requirements, as identified by the BC College of Nurses and Midwives (BCCNM), and transition successfully to the new graduate RN role.

Rationale

This proposed program aligns closely with health human workforce priorities at regional, provincial and national levels, and with current UVic and Faculty of Health priorities and plans. As the population in Canada ages and needs for health care increase, health systems are challenged to keep pace with the necessary number of RNs in direct care roles. There have been surges in health care and nursing job vacancies, suggesting that demand for health care is outpacing the gains in supply. Provincial and national governments and health/post-secondary Ministries are encouraging the growth and expansion of innovative BSN program delivery models to meet the urgent need for RNs in the health system for the next several decades.

Academic standards

This will be the first A-BSN program on Vancouver Island. There are similarities and differences across Canadian accelerated programs, related to admission requirements, entry points and length of program. However, all programs are based on provincial entry-level competencies and national education framework domains. All Canadian BSN programs are required to address provincial and territorial regulatory educational program requirements, and all graduates of BSN programs are required to pass the National Council of State Boards of Nursing (NCLEX) exam prior to professional licensure.

Program quality

The A-BSN curriculum is built upon our well-established and recognized BSN curriculum offered in collaboration with four College Partners. This curriculum has recently been updated, and the new version was launched in September 2025. The new version ensures continued alignment with national and provincial priorities, including integration of learning outcomes across courses on decolonization, anti-racist practice, mental health and substance use, planetary health, interprofessional practice, and technology. The Partnership maintains a comprehensive curriculum and evaluation guide for the four-year collaborative BSN program. This updated curriculum was used to inform the curriculum design for the A-BSN to ensure congruence across undergraduate programs.

The A-BSN program design is comparable to other accelerated programs already operating successfully in two other BC universities with diverse contexts (UBC and UNBC), and other universities across Canada. The program will be five terms, which is the same length as UNBC and UBC. The proposed A-BSN curriculum grid is presented in *Appendix 1.* A cross mapping of A-BSN and four-year BSN courses is provided in *Appendix 2.*

Entrance standards

Specific admission criteria have been developed for the A-BSN program to address prerequisites, previously completed university-level units, and the need for students to successfully manage an accelerated pace of learning. We conducted the following activities:

- Environmental scan to ensured that our admission criteria aligned competitively and rigorously with accelerated programs operating successfully in BC and other provinces (see *Appendix 3* for cross-comparison from selected programs);

- Determination of prerequisite courses and the timing of completion of these courses to ensure students were current and prepared for the program, balanced with acknowledging prior learning and ensuring overall program length is competitive;
- Development of admission criteria to support our aim to attract students with core academic competencies in science, critical thinking, and communication required for rapidly developing and integrating nursing knowledge into practice; and
- Series of consultations with Admissions to ensure the application assessment process would be robust and clear.

Rationale for specific admission criteria are described below:

a. Minimum admission GPA of 4.0 (B-, 70%):
    - The accelerated pace of the A-BSN requires strong academic competencies for success. Students with a minimum GPA of 4.0 will have an increased likelihood of program readiness and successful program completion.
    - BSN programs are highly competitive. The admission GPA of successful applicants for the four-year program in collaboration with Camosun College is typically above the minimum calendar requirements, already averaging 4.0. Specifying 4.0 for the A-BSN will address the academic competencies needed but keep the program open to a wide range of applicants.
    - This is comparable to the requirement in other accelerated programs, which is typically 70% (Appendix 2).
b. Seven-year currency requirement for Human Anatomy and Physiology courses:
    - Our experience with the four-year program shows that performance in these two courses is highly indicative of success in the BSN program, including clinical practice courses. Scientific comprehension is consistently identified as a strong predictor of program completion and NCLEX success.
    - Because health science knowledge advances rapidly, a currency requirement is necessary to ensure student readiness for clinical practice education.
    - The currency requirement in other accelerated programs ranges from 5 to 10 years (Appendix 2).
c. Indigenous Studies prerequisite:
    - This prerequisite addresses the School's strong commitment to decolonization and anti-racist practice that is expected and required of graduates.
    - In the second term students complete NURS 484: Understanding Indigenous Health and Wellbeing, which requires application of foundational knowledge of the history of colonization within the context of nursing practice. Due to the compressed curriculum students will need to enter the program having completed an Indigenous Studies course as a foundation for the NURS 484 course included in Term 3 of the degree and to engage in the intentional threaded learning throughout all courses.
    - The number of prerequisite courses in other accelerated programs ranges from 3 to 8. Our proposal requires 4 electives.
d. Progression regulations:
    - The A-BSN is an intensive five-term program with a compressed curriculum that requires achievement of strong academic performance throughout. The practice course standards, report rules, and completion timeline align with the four-year program and with BSN progression regulations in Schools across Canada. We have

recently completed a detailed literature and policy review of progression regulations in programs across Canada and have reaffirmed our progression regulations, in particular the following criteria:

i. Program completion within five years – the five-year time limit enables learners to complete degree requirements in the event they receive an unsuccessful grade and/or wish to take a leave of absence. Because health science knowledge and nursing practice are rapidly advancing, a time limit is required to ensure students will be able to successfully complete their licensure exam and transition into professional practice.
ii. Students must complete all required courses in each term before progressing - the academic requirements of each term must be met before progressing to the next term as learning is integrated and levelled across theory and practice courses. BCCNM practice standards and entry-level competencies are mapped and levelled across all courses.
iii. Withdrawal from the program after a second practice course failure – failure in clinical courses is significant as it can impact patient safety. We also acknowledge that contextual student factors can impact learner success. A two-course failure enables contextual considerations while upholding patient safety. In our environmental scan we found one program with a one-course failure policy and one program with a three-course failure policy. All others had a two-course failure policy.

Potential applicant pool

Last year we received over 800 applications for 160 seats in the Camosun College/UVic BSN program. Many of these applicants already had a degree or a portion of a degree. In consultation with UVic student recruiting, we also project that there is an untapped student market with UVic undergraduate students and that the A-BSN will offer another exciting career option. We typically attract students from Vancouver Island and the lower mainland. The A-BSN may also attract a greater number of out of catchment students, including international students. Because the trend across Canada is high volumes of applications from highly qualified applicants for limited numbers of seats, this new program will increase the opportunity for people who are interested in nursing careers.

We have aligned the A-BSN admission document and readiness standards and expectations with the current four-year BSN program, which are like expectations in other programs across the province. These standards have been designed to meet BCCNM Fitness to Practice capabilities and Provincial Health Services Authority student practice education guideline recommendations for readiness for clinical practice.

Consultation, approval to date, and implementation

Consultation

The proposed program is the result of two years of focused development within the School of Nursing and in consultation with numerous units and partners within and external to the University, including regular ongoing consultation with the Faculty of Health Associate Dean Academic and the Faculty of Health Associate Vice-President Academic Programs.

Specific steps in program development/engagement processes included:

- Extensive environmental scan of programs and key elements (including program structure, admission requirements), supported by a Work Study student.
- Literature review, with a focus on curriculum design, teaching and learning, and student outcomes
- Admissions requirements and selection process environmental scan and evidence review undertaken for best practices, with a focus on equity, conducted by a limited term faculty member with a policy development and nursing professional association background.
- Iterative series of faculty engagement and curriculum design workshops, supported by educational consultant (former School of Nursing Teaching Professor) and curriculum designer (former School of Nursing Academic Partnership Coordinator). One targeted workshop was held with current faculty who had completed an accelerated BSN program. Examples of other targeted workshops include curriculum development, student marketing and recruitment, and practice education.
- Communication with College Partners about new program, through Steering Committee and other leadership meetings.
- Series of consultation meetings with Island Health and Camosun with a focus on practice placement development, including current capacity assessments and projections for new placements in relation to the A-BSN and the PN to BSN Bridge Program delivered in partnership with Camosun College.

Consultations occurred by email, Zoom/Teams discussions, and through in person meetings and faculty engagement sessions. A detailed curriculum plan was iteratively developed through these processes. The final curriculum plan was shared with each group to inform their final letters of support. No concerns were raised regarding the curriculum structure. Positive comments were received for specific elements including the concept-based learning approach, number of practice hours, community focus, simulation integration, and commitment to Indigenous knowledges.

The following consultations have been conducted at UVic, in addition to the required consultations with IACE, Library, Co-op, and OREM:

- Academic Writing Program – most applicants are anticipated to meet the UVic academic writing requirements, discussion on which courses may be suitable to A-BSN prerequisites.
- Faculty of Health – Exercise, Physical and Health Education – discussion on which foundational science courses may be suitable for A-BSN prerequisites.
- Faculty of Science - Biology - discussion on which foundational science courses may be suitable for A-BSN prerequisites – determined to not be suitable.
- Indigenous Studies Program – discussion on which courses may be suitable for A-BSN prerequisites.

The following consultations have been conducted with external organizations:

- British Columbia College of Nurses and Midwives – including planning for program approval and review, timeline for submission of Notice of Intent prior to program launch.
- Deans/Directors/Chairs of Schools of Nursing in comparable BC programs and within our UVic and College Partners BSN Partnership, including Aurora College, Camosun College, College of the Rockies, Selkirk College, and the University of Northern British Columbia.
- Island Health.

Approval to date

The School of Nursing Council (November 5, 2025) and Faculty of Health Council (September 3, 2026) have approved the proposal. The proposal has been submitted to the Senate Committee on Planning (October 7, 2026 agenda). The proposal will be submitted to BC DQAB in November 2026.

Implementation

The A-BSN program is anticipated to launch in Fall 2028. The remaining internal and external approval processes are expected to be completed by Spring 2027, including BC DQAB approval. This timeline will allow the School of Nursing to begin marketing the program to prospective students and for applicants to complete prerequisite courses. The application deadline for the first cohort in the A-BSN program is January 31, 2028, with pre-requisite courses or equivalents completed by April 30 and pre-practice eligibility requirements completed before August 31, 2028.

> *Marketing:* Marketing and applicant advising resources will be developed in collaboration with Camosun College, to coordinate and provide clarity of messaging for potential BSN program applicants related to three approaches to BSN education in Victoria: (1) the A-BSN for applicants with previous university learning; (2) four-year BSN; and (3) Practical Nurse to BSN Bridge Program for Licensed Practical Nurses interested in BSN education.
>
> *Simulation learning:* Planning is underway related to physical space, human resources, and teaching. A simulation learning space is under development on campus, with the concept design phase completed and the schematic design phase beginning. The simulation team planning has been completed, with recruitment for a simulation Manager underway. A faculty member with simulation pedagogy expertise has joined our team this year and is beginning strategic planning as the Simulation Faculty Lead.

Currently the Calendar includes limited information related to the BSN Program Year 1 admission process because students in the four-year BSN are admitted at College Partner sites and transfer to UVic for Semester 6. Our proposed Calendar revisions include substantial additions related to the new program, admission requirements, minimum academic standing, and application. Therefore, we have proposed primarily ***new*** versus revised content *(Appendices 3 and 4).*

Supporting documentation

The following documents are included in the appendices section of this submission:

- Appendix 1: Proposed A-BSN structure - curriculum grid (p. 7)
- Appendix 2: Cross mapping of courses in the A-BSN and four-year BSN programs (p. 8)
- Appendix 3: Comparison of selected A-BSN programs (p. 9)
- Appendix 4: Proposed Calendar language changes (pp. 12-20)
- Appendix 5: Calendar language with accepted changes (pp. 21-29)

Appendix 1: Proposed A-BSN structure – curriculum grid

Learning streams: HH (Health and Healing); PP (Professional Practice); NP (Nursing Practice); RP (Relational Practice); HS (Health Science)

YEAR ONE Fall Term One: Health Promotion and Professional Identity	***YEAR ONE Winter Term Two: Health Challenges and Healing Initiatives I***	***YEAR ONE Summer Term Three: Health Challenges and Healing Initiatives II***	***YEAR TWO Fall Term Four: Intersecting Health Contexts***	***YEAR TWO Winter Term 5: Leading Through Transition***
HH 1 (1.5) Community and Global Health	**HH II (1.5)** Health Assessment Across Continuum of Health and Lifespan	**HH III (1.5)** Health Challenges and Healing Initiatives	**HH IV (1.5)** Complex Health Challenges and Healing Initiatives	
Lab I 39 hrs	**Lab II** 39 hrs	**Lab III** 39 hrs	**Lab IV** 39 hrs	
PP I (1.5) Profession and Discipline of Nursing	**PP II (1.5)** Nursing Ethics	**PP III (1.5)** Evidence for Nursing Practice	**PP IV (1.5)** Leadership and Heath System Improvement	
HS 1 (1.5) Pharmacology				
	RP I (1.5) Connecting Across Difference	**RP II (1.5)** Understanding Indigenous Health and Well-being		
			Nursing Elective (1.5) Can also be BCIT theory for Learning Pathway	
NP I (1.5) Promoting Health of Communities 104 hrs	**NP II (1.5)** Promoting Health and Healing 1 208 hrs	**NP III (3.0)** Promoting Health and Healing 2 208 hrs	**NP IV (3.0)** Responding to Complexity in Nursing Practice 312 hrs	**Consolidated Practice Experience I (4.5)** 192 hrs **NP V (4.5)** Leadership and Transition to Professional Practice 192 hrs (Includes option of Learning Pathway Practicum)
Total practice hrs: 143 *Total units: 6*	*Total practice hrs: 247* *Total units: 6*	*Total practice hrs: 247* *Total units: 7.5*	*Total practice hours: 351* *Total units: 7.5*	*Total practice hrs: 384* *Total units: 9*
Total practice hours (including lab) for Terms 1-5: 1372 hrs **Total units for Terms 1-5 (36) PLUS minimum 30 transferable university units = 66 units**				

Appendix 2: Cross-mapping of A-BSN and four-year collaborative BSN program courses

Prerequisites

A-BSN: Course Name	4-year collaborative BSN: Course Name
Pre-requisite	HS I: Anatomy and Physiology HS II: Anatomy and Physiology
Pre-requisite	Indigenous Health and Healing
Pre-requisite	English

Core courses

A-BSN: Stream and course name	4-year collaborative BSN: Stream and course name
HH I: Community and Global Health	HH I: Living Health HH VII: Promoting Community and Societal Health HH VI: Global Health Issues
Lab I	HH I Lab
PP I: Profession of Nursing and Nursing Inquiry	PP I: Professional Practice PP II: Introduction to the Discipline of Nursing PP IV: Nursing Inquiry
HS I: Pharmacology for Nursing Practice	HH III: Health Challenges and Healing Initiatives III HH IV: Health Challenges and Healing Initiatives IV HS III and IV: Pathophysiology
NPI: Promoting Health of Communities	NP I: Introduction to Nursing Practice RP II: Creating Health-Promoting Relationships NP VII: Engaging in Leadership and Promoting Health of Communities
HH II: Health Assessment Across the Continuum of Health	HH II: Health Indicators Theory HS III: Pathophysiology
Lab II	HH II Lab
RP I: Connecting Across Difference	RP I: Self and Others RP II: Creating Health-Promoting Relationships
PP II: Nursing Ethics	PP III: Nursing Ethics
NP II: Promoting Health and Healing	NP II: Coming to Know the Client CPE I
HH III: Health Challenges and Healing Initiatives	HH III: Health Challenges/Healing Initiatives HS IV: Pathophysiology
Lab III	HH III Lab CPE III
RP II: Understanding Indigenous Health and Well-Being	Understanding Indigenous Health and Well-Being
HS II: Evidence for Nursing Practice	PP VI: Nursing Research PP VII: Quantitative and Qualitative Analysis
NP III: Advancing Health and Healing	CPE III
HH IV: Complex Health Challenges and Healing Initiatives	HS IV: Pathophysiology
Lab IV	CPE IV
PP III: Leadership and Systems Improvement	PP V: Nursing Leadership
Nursing Elective	Nursing Elective
NP IV: Responding to Complexity in Practice	CPE IV
CPE I	CPE V NP VII: Engaging in Leadership and Promoting Health of Communities
CPE II	CPE V NP VII: Engaging in Leadership and Promoting Health of Communities NP VIII: Transition to Professional Practice

Appendix 3: Selected comparison A-BSN programs

University	Program name	Admission requirements	International	Prerequisite courses	Program structure
UBC	Advanced standing BSN	• Completed Bachelor's Degree (or equivalent) OR minimum 48 transferable credits (non-nursing) • Minimum 2.8 GPA (out of 4) or 70% for the most recent 30 non-nursing credits • 9 prerequisite credits • PLAR Review (if applicable) • CASPer Test • Supplemental Application Forms; Official Transcript	Only Canadian Citizens, Permanent Residents of Canada, and persons with Refugee status	• 3 UBC credits of first year or higher English Composition / Writing course • 6 UBC credits (or equivalent) of Human Anatomy and Physiology	20 months, 5 consecutive terms
UNBC	Baccalaureate Nursing Program (NBNP)	• Minimum 'B' average on the most recent 60 credits • 24 credits of prerequisites • 24 credits at 200-level or above • Either a baccalaureate degree with 24 non-nursing prerequisite credits or 60 transferrable credits toward a degree (including 24 prerequisites • CASPer assessment • Personal statement/letter of intent, Resume, Rural and Remote Suitability Questionnaire, and Two reference letters	English language proficiency: BCCNM English requirements: IELTS Academic (Overall 7, R6.5, L7, W6.5, S7) or CELBAN (R8, L9, W7, S8)	• Human Anatomy & Physiology (6 cr.) • Microbiology (3 cr.) • Statistics (3 cr.) • Social Sciences - Peoples & Cultures (3 cr.) • English (3 cr.) • Indigenous Studies (3 cr.) • Psychology - human development/behavior/cognition (3 cr.) (*) completed within 10 years with minimum 'B-' grade	2 years, 5 consecutive semesters
KPU	BSN, Advanced Entry (BSN-AE)	• English Proficiency Requirement (High School Courses/Undergraduate Courses/KPU Courses/Testing Options) • Recognized UG degree in last 6 years • Minimum cumulative GPA of 2.67, includes 30 UG credits at 3rd and 4th year level. • Prerequisite courses (12 credits)	Only Canadian citizens and permanent residents or landed immigrants of Canada	* 6 credits of UG human anatomy and physiology * 6 credits from outside health, including 3 credits of ENGL (*) minimum of C+ in each course	27 month, 7 semesters (*) Minimum Credits Required: 93

U of T	Accelerated BSN	* Minimum 2 years (10.0 credits) undergrad study * 4.0 credits above the 100-level * B average (75% or 3.0 GPA) in the most recent 5.0 credits * 5 (or 6) prerequisite courses * Personal Statement, Leadership and Community Involvement * (Optional): Significant Accomplishments and/or Unique Lived Experiences, Employment History	Available to international students on a competitive basis with all applicants	* 0.5 credit Microbiology (2025 intake) * 1.0 Human Physiology or 0.5 Human Physiology + 0.5 Human Anatomy * 0.5 Statistics * 1.0 Life/Physical Sciences * 1.0 Social Sciences * 1.0 Humanities (*) minimum grade 60% (C)	2 years
U of PEI	Accelerated BSN	* Academic Requirements (70% of admission score) 1) Completion of Grade 12 Academic or equivalent courses in English, Math, Chemistry, and Biology; 2) Completion of 60 semester hours of credit, must include sciences, within last 10 years 3) 10 prerequisite courses (30 semester hours) * CASPer Test (30% of admission score)	English language proficiency: the University English Language Proficiency requirements	* Human Anatomy (3 SH) – lab required * Human Physiology (3 SH) – lab required * Microbiology (3 SH) – lab required * Introductory Psychology (6 SH) * Developmental Psychology (3 SH) * Statistics (3 SH) * Introductory Nutrition (3 SH) * Two (2) English courses (6 SH) (*) minimum average of 75% with no individual course below 60% (*) Required courses in Pathophysiology and Pharmacology can be taken during the study	2 years with no breaks over summer
U of S	Post-degree BSN	* Calculated average of the most recent 60 credit units (60% weighting) * CASPer Test (40% weighting) * Requirements: 1) Completion of Baccalaureate degree or at least 90 credit units 2) minimum average of 70% of the most recent 60 credit units 3) At least 36 credit units at the senior level (200+) 4) English proficiency: high school and post-secondary studies in English / standardized test: TOEFL iBT (90), IELTS (7), CAEL (70) 5) 27 credit Prerequisites	Open to international students	* Anatomy and Physiology (6 CU) * Humanities (3 CU) * Microbiology (3 CU) * Indigenous Studies (3 CU) * Nutrition (3 CU) * Social Science (6 CU) * Statistics (3 CU)	2 years with no breaks over summer Year 1: Winter-Summer: 28 CU Fall: 18 CU Year 2: Winetr-Summer: 18 CU Summer-Fall: 30 CU
Queens	BScN Accelerated Standing Track	* Completed at least 60.0 units (~2 full years) of UG (graded) credits * Minimum GPA 2.7 (B-) in the most recent 60 credits, including prerequisites * Completed senior-level high school English (ENG4U or equivalent), Biology and Chemistry (or university-level equivalents) * Four prerequisite courses (18 credits)		* Psychology (6.0): PSYC 100 (6.0) * Statistics (3.0): any Stat exclusion course * Anatomy (3.0): ANAT 101 (3.0) * Physiology (6.0): {PHGY 215(3.0) + PHGY 216 (3.0) } OR {PHGY 216 (3.0) + KNPE 125 (3.0) } (*) in the most recent 7 years with a mark of 60% (C-) or higher	2 years with no breaks over summer

UNB	Accelerated BSN	* minimum of 46 university-level credit hours * average GPA of 3.0 (B or 70% average) or higher in the most recent 46 credits * 5 prerequisite courses * a minimum grade of 70% on the following grade 12 high school courses with an overall average of 75%: (Biology 120, Chemistry 122, English 122, Pre-calculus 110 or Math 120) * CASPer test score * Official transcript of marks from high school and university courses	English language proficiency: TOEFL iBT (100), IELTS (7.0), Duolingo (130.0), CAEL (80)	* Human Anatomy (4 CH) * Human Physiology (3 CH) * Microbiology (3 CH) * Pathophysiology (3 CH) * Statistics (3 CH) (*) minimum grade of 'C' in each course and minimum 3.0 GPA (B or 70%) average on the five courses	2 years, 6 terms, with no breaks over summer
McMaster	Accelerated BSN	* Completed at least 2 years or 54 units of university study * a Cumulative Average of at least B (75%) in the last 2 full years of university degree (minimum 54 Units) * Prerequisites * Selection process: 1) GPA: 80% weighting 2) CASPer Test: 20% weighting	Open to international students	* Psychology (6.0 units: One 6-unit Introductory or Two 3-unit courses) * Human Physiology AND/OR Human Anatomy and Human Physiology (6.0 units: one 6-unit course or two 3-unit courses) * Statistics (3.0 units) * Sciences (6.0 units: any combination of Biology, Chemistry, Biochemistry, Nutrition, Kinesiology) (*): minimum grade of at least 'C-' (60%) each (*): completed no later than 5 years	20 months, 5 semesters Total Units: 126
Manitoba	Bachelor of Nursing (BN) Advanced Standing/Entry	* Complete at least one year of university-level study * minimum Adjusted GPA: 2.5 (out of 4.5) {equal to C+} on the most recent 45 credit hours (minimum of 30 credit hours to a maximum of 45 credit hours) within the last 10 years * Prerequisite courses * University requirement: Written English and Mathematics requirements	Open to international students English language proficiency: IELTS Academic (6.5 overall, 6.0 each), CAEL (60.0), TOEFL iBT (86 overall, 20 each), PTE (58), Duolingo (120 overall, 105 each)	* Anatomy of the Human Body (3 CH) * Physiology of the Human Body or Human Physiology 1 and Human Physiology 2 (3-6 CH) * Essentials of Microbiology or Mechanisms of Microbial Diseases (3 CH) * Science Electives (9 CH) * Social Science and/or Humanities Electives (12 CH) (*): minimum grade of “C” in each course (*): must be completed within the last 10 years	28 months
U of A	BScN After-Degree	* A baccalaureate degree from a recognized academic institution. * An Admission GPA (AGPA) of at least 3.0 or equivalent. * Prerequisite courses * Casper test	* English proficiency: TOEFL iBT (90 overall, each 21), IELTS Academic (6.5 overall, 6.0 each), CAEL (70 overall, 60 each), * Prerequisite equivalences: on a case-by-case basis	* English (3 units) * Human Anatomy (3 units) * Human Physiology (3 units) * Medical Microbiology (3 units) * Statistics (3 units) (*): a minimum grade of C+ and taken within 5 years for Human Anatomy, Human Physiology, Medical Microbiology	2 years with no breaks over summer

Appendix 4: Current Calendar language with proposed changes (underlined)

Note: *Currently the Calendar includes limited information related to the BSN Program Year 1 admission process because students in the four-year BSN are admitted at College Partner sites and transfer to UVic for Semester 6. Our proposed Calendar revisions include substantial* ***additions*** *related to the new program, admission requirements, minimum academic standing, and application. Therefore, we have proposed primarily* ***new*** *versus revised content.*

Bachelor of Science in Nursing (Accelerated)

PROGRAM OVERVIEW

The Accelerated Bachelor of Science in Nursing (ABSN) is a full-time, five-consecutive-term program for applicants who have completed substantial university study in a field other than nursing. The program is offered primarily face-to-face on campus. The program is designed to be completed in 20 months and includes 36 units of nursing coursework after admission.

The curriculum integrates nursing knowledge, relational practice, health sciences, professional practice, simulation learning, and supervised nursing practice. Graduates are prepared for entry-level registered nursing practice, lifelong learning, and further study.

This degree is offered by the School of Nursing in the Faculty of Health. Students must also meet applicable University and Faculty requirements.

ADMISSION REQUIREMENTS

Applicants must meet the general requirements for admission to the University of Victoria and the School of Nursing's requirements. Admission is for September only.

Prior university study

- At least 30 units of transferable university-level coursework, including at least 7.5 units at the 200 level or above.
- The prior study must include the prerequisite courses listed below.

Prerequisite courses

Requirement	Minimum credit	Notes
Academic writing / English	1.5 units	A course that satisfies UVic's Academic Writing Requirement.
Human anatomy	1.5 units	Must be completed within previous seven years of the year of application.
Human physiology	1.5 units	Must be completed within previous seven years of the year of application.

Requirement	Minimum credit	Notes
Indigenous studies	1.5 units	University-transferable Indigenous studies coursework.

Use the BC Transfer Guide to review course transferability. Applicants may be asked to provide course outlines for courses without an established transfer agreement.

Minimum academic standing

- An overall admission GPA of at least 4.0 (B−, 70%) on UVic's 9-point scale.
- A grade of at least 4.0 (B−, 70%) in each required human anatomy and human physiology course.

Applications are due by January 31, with all supporting documentation. Pre-requisite courses can be completed or in-progress at time of application. Pre-requisite courses or equivalents must be completed by April 30th of the intake year, including the 30-unit minimum requirement. A final grade must be included on ~~your~~ official transcripts, submitted by the UGA deadline of June 1st.

Applicants must ~~also~~ meet UVic's English language requirement.

APPLICATION AND SUPPORTING DOCUMENTS

Apply to UVic undergraduate studies by the published deadline. New applicants apply through EducationPlannerBC. Returning applicants follow the instructions in UVic application instructions.

A complete application must include all transcripts and any additional documents required by Undergraduate Admissions and the School of Nursing. Late or incomplete applications will not be considered.

SELECTION PROCESS

Admission is competitive, and enrolment is limited. Applicants who meet the minimum admission requirements are considered using their academic record and any additional selection requirements approved by the School of Nursing. Meeting the minimum requirements does not guarantee admission.

12.5 percent of available ABSN seats are designated for eligible Indigenous applicants who meet the program's minimum admission requirements. Eligibility must be confirmed through UVic's Indigenous Citizenship Declaration process. Admission remains competitive within this applicant group.

See UVic's Indigenous Citizenship Declaration information for current eligibility and documentation requirements.

The School may maintain a short waitlist for entry in the same year. The waitlist does not carry forward to a later admission cycle. Applicants who are not offered a seat must submit a new application if they wish to be considered in a later year.

An applicant who is not in good academic or professional standing at UVic, Camosun College or another post-secondary program is not eligible for admission.

PROGRAM REQUIREMENTS

- Students must have satisfied all pre-practice eligibility requirements before July 31.
- Students must follow the prescribed full-time course sequence. Required courses are normally offered once each year.
- Students must have reliable access to high-speed internet and meet current School technology requirements.
- Students must use their UVic email address as their primary program contact while enrolled.
- A student who falls out of sequence must consult the School's BSN academic advisers. Re-entry to a course is subject to space, instructor, and practice-placement availability.

Current and prospective students may consult School of Nursing academic advising for support and program planning.

REQUIRED COURSE SEQUENCE

The ABSN curriculum is completed over five consecutive terms.

Term	Curricular focus	Required learning	Units
1 — Fall	Health promotion and professional identity	Community and global health; Laboratory I; profession of nursing and nursing inquiry; promoting health of communities practice; pharmacology for nursing practice	6.0
2 — Spring	Health challenges and healing initiatives I	Health assessment across the continuum; Laboratory II; connecting across difference; nursing ethics; promoting health and healing practice	6.0
3 — Summer	Health challenges and healing initiatives II	Health challenges and healing initiatives; Laboratory III; Indigenous health and well-being; evidence for nursing practice; advancing health and healing practice	7.5
4 — Fall	Intersecting health contexts	Complex health challenges; Laboratory IV; leadership and systems improvement; learning-pathway theory or nursing elective; responding to complexity in nursing practice	7.5
5 — Spring	Leading through transition	Two consolidated nursing practice courses, including transition-to-practice and NCLEX preparation	9.0
Total	Five consecutive terms	ABSN coursework after admission	36.0

Term 1: Health Promotion and Professional Identity

Title: Health and Healing I: Community and Global Health (1.5)
Short Title: Community and Global Health
Description:
Introduces health promotion, community health, and population health nursing in Canadian and global contexts. Examines foundations of primary health care, social and ecological determinants of health, and factors contributing to health inequities. Emphasis placed on diverse populations across the lifespan, planetary health, climate-related pathophysiology, global burden of disease, and nursing roles in advancing health equity. Includes a laboratory component to support application in practice.

Title: Professional Practice I: Introduction to the Profession of Nursing and Nursing Inquiry (1.5)
Short Title: Profession of Nursing and Nursing Inquiry
Description:
Introduces nursing as a profession and discipline. Examines foundational nursing perspectives and historical, political, cultural, and socioeconomic forces shaping contemporary nursing roles. Emphasis is placed on standards of practice, safe and ethical care, nursing theory, ways of knowing, evidence-informed practice, informatics, and skills for accessing, appraising, and applying evidence to support individual, community, and societal health outcomes.

Title: Health Science I: Pharmacology (1.5)
Short Title: Pharmacology
Description:
Provides foundational knowledge required for safe, evidence-informed, and sustainable medication administration. Examines pharmacokinetic and pharmacodynamic principles, medication safety, clinical reasoning, and patient-centered medication teaching. Introduces common medication classes encountered in nursing practice and the nurse's role in assessing therapeutic responses, recognizing adverse effects, and promoting medication safety and optimization.

Title: Nursing Practice I: Promoting Health of Communities (1.5)
Short Title: Nursing Practice I
Description:
Examines health promotion frameworks and theories. Engages learners in community-based practice with intersectoral and interdisciplinary teams. Emphasizes population health, social context, and application of nursing knowledge in community settings, with attention to prevention, equity, and community engagement.

Term 2: Health Challenges and Healing Initiatives

Title: Health and Healing II: Health Assessment Across the Lifespan (1.5)
Short Title: Health Assessment
Description:
Focuses on health promotion and assessment of individuals and families across the lifespan. Integrates human growth and development, pathophysiology, and teaching and learning.

Applies social determinants of health to care strategies. Includes a laboratory component to develop psychomotor nursing skills and support assessment across diverse contexts.

Title: Relational Practice I: Connecting Across Difference (1.5)
Short Title: Relational Practice I
Description:
Examines relational practice with individuals and groups across diverse contexts. Explores difference, ethics, and social justice using relational and philosophical approaches. Addresses communication, interprofessional relationships, and strategies for managing conflict and supporting care across settings.

Title: Professional Practice II: Nursing Ethics (1.5)
Short Title: Nursing Ethics
Description:
Examines foundations of nursing ethics, including biomedical and nursing-specific frameworks. Explores ethical theory in relation to nursing practice and contemporary health issues. Addresses ethical decision-making, responsibilities, and tensions in practice across care contexts.

Title: Nursing Practice II: Promoting Health and Healing 1 (1.5)
Short Title: Nursing Practice II
Description:
Provides practice experience with individuals and families experiencing health challenges. Focuses on health promotion, relational care, and application of nursing knowledge in diverse settings. Considers community and social context in care planning and delivery across a range of care environments.

Term 3: Health Challenges and Healing Initiatives II

Title: Health and Healing III: Health Challenges and Healing Initiatives (1.5)
Short Title: Health Challenges
Description:
Focuses on care in selected health challenges across the lifespan. Integrates pathophysiology, pharmacology, and nursing knowledge into clinical reasoning and care planning. Addresses ethics, vulnerability, informed consent, and ethical nursing practice with Indigenous people. Includes a laboratory component to support application in practice.

Title: Relational Practice II: Understanding Indigenous Health and Well-being (1.5)
Short Title: Indigenous Health
Description:
Develops understanding of the socio-cultural histories and contemporary contexts shaping Indigenous health and well-being in Canada. Through storytelling, self-reflection, and experiential learning, engages relational approaches and a critical social lens to examine power, white privilege, racism. Emphasis is placed on Indigenous strengths, knowledge systems, teachings, community contexts, and responsibilities for antiracist and relational nursing practice.

Title: Health Science II (1.5) Evidence for Nursing Practice

Short Title: Evidence for Nursing Practice
Description:
Builds understanding of nursing scholarship, scientific and methodological literacy, and knowledge translation for evidence-informed nursing practice. Focus on research interpretation and application of research findings, by critically appraising research articles and evaluating the validity of clinical evidence. Emphasis placed on applying research findings to patient care, quality improvement and policy decisions. Refines ability to communicate scientific concepts related to qualitative and quantitative research to support nursing practice.

Title: Nursing Practice III: Advancing Health and Healing (3.0)
Short Title: Nursing Practice III
Description:
Provides practice experience with individuals and families experiencing health challenges. Applies nursing knowledge across home, community, and care settings. Emphasizes integration of learning and consideration of social context in care planning and delivery.

Term 4: Intersecting Health Contexts

Title: Health and Healing IV: Complex Health Challenges and Healing Initiatives (1.5)
Short Title: Complex Health Care
Description:
Focuses on planning and managing care in complex and unstable situations across the lifespan. Integrates clinical reasoning, priority setting, and interprofessional collaboration. Applies pathophysiology and pharmacology in care planning. Includes a laboratory component for development of advanced psychomotor skills.

Title: Professional Practice III: Leadership and Systems Improvement (1.5)
Short Title: Leadership
Description:
Supports development as professional nurses and leaders within complex health systems. Examines how nurse leaders influence, create and manage change to promote individual, community and global health. Emphasizes leadership theories, collaborative and ethical practice, organizational philosophies and frameworks, systems improvement and nursing leadership responses to contemporary workforce, practice and health system issues.

Theory for Learning Pathway (1.5)

OR

Nursing Elective (1.5)

Title: Nursing Practice IV: Responding to Complexity in Nursing Practice 2 (3.0)
Short Title: Nursing Practice IV
Description:
Provides practice experience in complex and acute care contexts. Emphasizes clinical decision-making, prioritization, and relational practice. Addresses system and contextual influences on care and supports the development of autonomy in practice.

Term 5: Leading Through Transition

Title: Consolidated Practice Experience I (4.5)
Short Title: Consolidated Practice 1
Description:
Provides opportunities for participants to integrate learning from previous terms, and to advance their professional nursing practice. Participants have opportunities to consolidate learning and advance their clinical decision-making in a variety of settings. Nursing practice experiences consist of a six-week practice placement.

Title: Consolidated Practice Experience II (4.5)
Short Title: Transition to Practice
Description:
Provides practice experience in complex and acute care contexts. Emphasizes clinical decision-making, prioritization and relational practice. Addresses system and contextual influences on care and supports the development of autonomy in practice.

SCHOOL ACADEMIC REGULATIONS

Academic standing and progression

Students must maintain a cumulative GPA of at least 3.0 and earn a grade of C (60%) or higher in every required course. A required course with a grade below C must be repeated successfully before the student may progress to a later term.
Students must complete all required courses in each term before progressing. Practice courses and any related theory course in deferred status must be completed before a later practice course begins.

A student who does not meet the minimum progression GPA must meet with the Director or designate and may be placed on faculty probation or required to withdraw.

Nursing practice courses

Students must pass every nursing practice course before progressing. Successful completion requires satisfactory achievement of the competencies and indicators outlined by the applicable Course Learning Outcomes.

With permission from the School's designated committee, a student may repeat one failed nursing practice course. The student will remain on nursing practice probation for the rest of the program. A failed nursing practice course may be repeated only once during the program. A student who fails two nursing practice courses will be withdrawn from the program.
Withdrawal or unsuccessful completion of a required course may delay progression because the curriculum and practice placements are offered in sequence.

Professional conduct and student progression

Students must comply with Faculty regulations concerning professional conduct and practica, the Canadian Nurses Association Code of Ethics for Registered Nurses, and the professional and practice standards that apply in the placement jurisdiction.

If a student's conduct or competence may place clients, families, peers, staff, or others at risk, the instructor may restrict the student's activities, suspend the student's participation in the

course, or assign a failing grade. The School's designated committee will review reported failures or serious breaches and, after giving the student an opportunity to be heard, may set conditions for a repeat attempt or require withdrawal from the program.

Information about a student's progress may be shared among School faculty and staff when needed to support learning, evaluation, safety, and program decisions, in accordance with University policy.

Program interruption, withdrawal and readmission

Students considering a program interruption or voluntary withdrawal must consult an Undergraduate BSN academic adviser. Readmission is not guaranteed and is subject to academic standing, practice readiness, curriculum changes, available space, and practice placement capacity.

The ABSN must normally be completed within five years of admission to the School of Nursing. A student returning after an interruption may be required to repeat previously completed nursing courses or complete additional requirements if the curriculum has changed or if the interruption affects readiness for subsequent courses.

Course challenge

The School of Nursing does not award credit for required nursing courses by course challenge.

NURSING PRACTICE REQUIREMENTS

Practice experiences are essential and may be scheduled in a range of settings, locations, and times throughout the 24h day and night and on weekends and holidays Students are responsible for transportation, travel, and accommodation costs. A preferred location or schedule cannot be guaranteed.

Documentation and readiness – due by July 31

- Complete the Requisite Skills and Abilities acknowledgement required by the School and review the BCCNM expectations for entry-level registered nursing practice.
- Provide a valid criminal record check.
- Maintain at least CPR Level C or Basic Life Support certification for all clinical practice experiences. Annual recertification is required, regardless of the expiry date on the certificate. Training must be provided by a Canadian organization and include in-person, hands-on practice. Certification is subject to verification. All students must provide proof of annual certification or recertification of a minimum of CPR level C for the duration of their program enrollment. The School of Nursing will accept either BLS or CPR level C certification. Certification documents will be validated by the School of Nursing. All costs are the responsibility of the student. This requirement must be completed through in-person training with a Canadian provider. Course certifications solely provided online and/or without hands-on training will not be accepted. Students without valid certification on file with the School of Nursing at the start of the practice term will not be admitted to clinical practice areas.
- Students must complete an immunization and health documentation review and meet all current communicable disease prevention requirements set by the School of Nursing, the

University, provincial health authorities, and assigned practice placement agencies. Requirements may include tuberculosis screening and may change during the program. Failure to meet or maintain these requirements may prevent participation in practice experiences and delay program progression or completion.

- Meet the School of Nursing's requirements for personal respirators and masks, and complete any orientation, training, fit testing, or other preparation required by the assigned practice placement agency.
- Maintain health insurance coverage for the duration and location of the program.

Failure to meet or maintain a practice requirement may prevent participation in a placement and may delay or prevent program completion. Students are responsible for associated costs. See Nursing practicum information for current requirements and placement information. Applicants should also review the BCCNM requisite skills and abilities.

ATTENDANCE, PLACEMENT AND FITNESS TO PRACTICE

Attendance at all scheduled practice activities is mandatory. Students must notify the instructor and the placement agency of any absence and complete any missed practice hours.

The School of Nursing may approve or modify a practice agency or placement. A student may be denied entry to a practice experience, if preparation is unsatisfactory or may be temporarily or permanently removed if conduct or competence may adversely affect others. Applicable appeal procedures remain available.

Students must meet the BCCNM standards for fitness to practice throughout the program.

GRADUATION REQUIREMENTS

To receive the Bachelor of Science in Nursing, students must successfully complete all degree requirements, including the Academic Writing Requirement and all applicable University requirements stated in the UVic Academic Calendar.

Appendix 5: Current Calendar language with accepted edits (clean version)

Bachelor of Science in Nursing (Accelerated)

PROGRAM OVERVIEW

The Accelerated Bachelor of Science in Nursing (ABSN) is a full-time, five-consecutive-term program for applicants who have completed substantial university study in a field other than nursing. The program is offered primarily face-to-face on campus. The program is designed to be completed in 20 months and includes 36 units of nursing coursework after admission.

The curriculum integrates nursing knowledge, relational practice, health sciences, professional practice, simulation learning, and supervised nursing practice. Graduates are prepared for entry-level registered nursing practice, lifelong learning, and further study.

This degree is offered by the School of Nursing in the Faculty of Health. Students must also meet applicable University and Faculty requirements.

ADMISSION REQUIREMENTS

Applicants must meet the general requirements for admission to the University of Victoria and the School of Nursing's requirements. Admission is for September only.

Prior university study

- At least 30 units of transferable university-level coursework, including at least 7.5 units at the 200 level or above.
- The prior study must include the prerequisite courses listed below.

Prerequisite courses

Requirement	Minimum credit	Notes
Academic writing / English	1.5 units	A course that satisfies UVic's Academic Writing Requirement.
Human anatomy	1.5 units	Must be completed within previous seven years of the year of application.
Human physiology	1.5 units	Must be completed within previous seven years of the year of application.
Indigenous studies	1.5 units	University-transferable Indigenous studies coursework.

Use the BC Transfer Guide to review course transferability. Applicants may be asked to provide course outlines for courses without an established transfer agreement.

Minimum academic standing

- An overall admission GPA of at least 4.0 (B−, 70%) on UVic's 9-point scale.
- A grade of at least 4.0 (B−, 70%) in each required human anatomy and human physiology course.

Applications are due by January 31, with all supporting documentation. Pre-requisite courses can be completed or in-progress at time of application. Pre-requisite courses or equivalents must be completed by April 30th of the intake year, including the 30-unit minimum requirement. A final grade must be included on official transcripts, submitted by the UGA deadline of June 1st.

Applicants must meet UVic's English language requirement.

APPLICATION AND SUPPORTING DOCUMENTS

Apply to UVic undergraduate studies by the published deadline. New applicants apply through EducationPlannerBC. Returning applicants follow the instructions in UVic application instructions.

A complete application must include all transcripts and any additional documents required by Undergraduate Admissions and the School of Nursing. Late or incomplete applications will not be considered.

SELECTION PROCESS

Admission is competitive, and enrolment is limited. Applicants who meet the minimum admission requirements are considered using their academic record and any additional selection requirements approved by the School of Nursing. Meeting the minimum requirements does not guarantee admission.

12.5 percent of available ABSN seats are designated for eligible Indigenous applicants who meet the program's minimum admission requirements. Eligibility must be confirmed through UVic's Indigenous Citizenship Declaration process. Admission remains competitive within this applicant group.

See UVic's Indigenous Citizenship Declaration information for current eligibility and documentation requirements.

The School may maintain a short waitlist for entry in the same year. The waitlist does not carry forward to a later admission cycle. Applicants who are not offered a seat must submit a new application if they wish to be considered in a later year.

An applicant who is not in good academic or professional standing at UVic, Camosun College or another post-secondary program is not eligible for admission.

PROGRAM REQUIREMENTS

- Students must have satisfied all pre-practice eligibility requirements before July 31.
- Students must follow the prescribed full-time course sequence. Required courses are normally offered once each year.
- Students must have reliable access to high-speed internet and meet current School technology requirements.
- Students must use their UVic email address as their primary program contact while enrolled.
- A student who falls out of sequence must consult the School's BSN academic advisers. Re-entry to a course is subject to space, instructor, and practice-placement availability.

Current and prospective students may consult School of Nursing academic advising for support and program planning.

REQUIRED COURSE SEQUENCE

The ABSN curriculum is completed over five consecutive terms.

Term	Curricular focus	Required learning	Units
1 — Fall	Health promotion and professional identity	Community and global health; Laboratory I; profession of nursing and nursing inquiry; promoting health of communities practice; pharmacology for nursing practice	6.0
2 — Spring	Health challenges and healing initiatives I	Health assessment across the continuum; Laboratory II; connecting across difference; nursing ethics; promoting health and healing practice	6.0
3 — Summer	Health challenges and healing initiatives II	Health challenges and healing initiatives; Laboratory III; Indigenous health and well-being; evidence for nursing practice; advancing health and healing practice	7.5
4 — Fall	Intersecting health contexts	Complex health challenges; Laboratory IV; leadership and systems improvement; learning-pathway theory or nursing elective; responding to complexity in nursing practice	7.5
5 — Spring	Leading through transition	Two consolidated nursing practice courses, including transition-to-practice and NCLEX preparation	9.0
Total	Five consecutive terms	ABSN coursework after admission	36.0

Term 1: Health Promotion and Professional Identity

Title: Health and Healing I: Community and Global Health (1.5)
Short Title: Community and Global Health
Description:
Introduces health promotion, community health, and population health nursing in Canadian and

global contexts. Examines foundations of primary health care, social and ecological determinants of health, and factors contributing to health inequities. Emphasis placed on diverse populations across the lifespan, planetary health, climate-related pathophysiology, global burden of disease, and nursing roles in advancing health equity. Includes a laboratory component to support application in practice.

Title: Professional Practice I: Introduction to the Profession of Nursing and Nursing Inquiry (1.5)
Short Title: Profession of Nursing and Nursing Inquiry
Description:
Introduces nursing as a profession and discipline. Examines foundational nursing perspectives and historical, political, cultural, and socioeconomic forces shaping contemporary nursing roles. Emphasis is placed on standards of practice, safe and ethical care, nursing theory, ways of knowing, evidence-informed practice, informatics, and skills for accessing, appraising, and applying evidence to support individual, community, and societal health outcomes.

Title: Health Science I: Pharmacology (1.5)
Short Title: Pharmacology
Description:
Provides foundational knowledge required for safe, evidence-informed, and sustainable medication administration. Examines pharmacokinetic and pharmacodynamic principles, medication safety, clinical reasoning, and patient-centered medication teaching. Introduces common medication classes encountered in nursing practice and the nurse's role in assessing therapeutic responses, recognizing adverse effects, and promoting medication safety and optimization."

Title: Nursing Practice I: Promoting Health of Communities (1.5)
Short Title: Nursing Practice I
Description:
Examines health promotion frameworks and theories. Engages learners in community-based practice with intersectoral and interdisciplinary teams. Emphasizes population health, social context, and application of nursing knowledge in community settings, with attention to prevention, equity, and community engagement.

Term 2: Health Challenges and Healing Initiatives

Title: Health and Healing II: Health Assessment Across the Lifespan (1.5)
Short Title: Health Assessment
Description:
Focuses on health promotion and assessment of individuals and families across the lifespan. Integrates human growth and development, pathophysiology, and teaching and learning. Applies social determinants of health to care strategies. Includes a laboratory component to develop psychomotor nursing skills and support assessment across diverse contexts.

Title: Relational Practice I: Connecting Across Difference (1.5)
Short Title: Relational Practice I
Description:
Examines relational practice with individuals and groups across diverse contexts. Explores

difference, ethics, and social justice using relational and philosophical approaches. Addresses communication, interprofessional relationships, and strategies for managing conflict and supporting care across settings.

Title: Professional Practice II: Nursing Ethics (1.5)
Short Title: Nursing Ethics
Description:
Examines foundations of nursing ethics, including biomedical and nursing-specific frameworks. Explores ethical theory in relation to nursing practice and contemporary health issues. Addresses ethical decision-making, responsibilities, and tensions in practice across care contexts.

Title: Nursing Practice II: Promoting Health and Healing 1 (1.5)
Short Title: Nursing Practice II
Description:
Provides practice experience with individuals and families experiencing health challenges. Focuses on health promotion, relational care, and application of nursing knowledge in diverse settings. Considers community and social context in care planning and delivery across a range of care environments.

Term 3: Health Challenges and Healing Initiatives II

Title: Health and Healing III: Health Challenges and Healing Initiatives (1.5)
Short Title: Health Challenges
Description:
Focuses on care in selected health challenges across the lifespan. Integrates pathophysiology, pharmacology, and nursing knowledge into clinical reasoning and care planning. Addresses ethics, vulnerability, informed consent, and ethical nursing practice with Indigenous people. Includes a laboratory component to support application in practice.

Title: Relational Practice II: Understanding Indigenous Health and Well-being (1.5)
Short Title: Indigenous Health
Description:
Develops understanding of the socio-cultural histories and contemporary contexts shaping Indigenous health and well-being in Canada. Through storytelling, self-reflection, and experiential learning, engages relational approaches and a critical social lens to examine power, white privilege, racism. Emphasis is placed on Indigenous strengths, knowledge systems, teachings, community contexts, and responsibilities for antiracist and relational nursing practice.

Title: Health Science II (1.5) Evidence for Nursing Practice
Short Title: Evidence for Nursing Practice
Description:
Builds understanding of nursing scholarship, scientific and methodological literacy, and knowledge translation for evidence-informed nursing practice. Focus on research interpretation and application of research findings, by critically appraising research articles and evaluating the validity of clinical evidence. Emphasis placed on applying research findings to patient care,

quality improvement and policy decisions. Refines ability to communicate scientific concepts related to qualitative and quantitative research to support nursing practice.
Title: Nursing Practice III: Advancing Health and Healing (3.0)
Short Title: Nursing Practice III
Description:
Provides practice experience with individuals and families experiencing health challenges. Applies nursing knowledge across home, community, and care settings. Emphasizes integration of learning and consideration of social context in care planning and delivery.

Term 4: Intersecting Health Contexts

Title: Health and Healing IV: Complex Health Challenges and Healing Initiatives (1.5)
Short Title: Complex Health Care
Description:
Focuses on planning and managing care in complex and unstable situations across the lifespan. Integrates clinical reasoning, priority setting, and interprofessional collaboration. Applies pathophysiology and pharmacology in care planning. Includes a laboratory component for development of advanced psychomotor skills.

Title: Professional Practice III: Leadership and Systems Improvement (1.5)
Short Title: Leadership
Description:
Supports development as professional nurses and leaders within complex health systems. Examines how nurse leaders influence, create and manage change to promote individual, community and global health. Emphasizes leadership theories, collaborative and ethical practice, organizational philosophies and frameworks, systems improvement and nursing leadership responses to contemporary workforce, practice and health system issues.

Theory for Learning Pathway (1.5)

OR

Nursing Elective (1.5)

Title: Nursing Practice IV: Responding to Complexity in Nursing Practice 2 (3.0)
Short Title: Nursing Practice IV
Description:
Provides practice experience in complex and acute care contexts. Emphasizes clinical decision-making, prioritization, and relational practice. Addresses system and contextual influences on care and supports the development of autonomy in practice.

Term 5: Leading Through Transition

Title: Consolidated Practice Experience I (4.5)
Short Title: Consolidated Practice 1
Description:
Provides opportunities for participants to integrate learning from previous terms, and to advance their professional nursing practice. Participants have opportunities to consolidate

learning and advance their clinical decision-making in a variety of settings. Nursing practice experiences consist of a six-week practice placement.

Title: Consolidated Practice Experience II (4.5)
Short Title: Transition to Practice
Description:
Provides practice experience in complex and acute care contexts. Emphasizes clinical decision-making, prioritization and relational practice. Addresses system and contextual influences on care and supports the development of autonomy in practice.

SCHOOL ACADEMIC REGULATIONS

Academic standing and progression

Students must maintain a cumulative GPA of at least 3.0 and earn a grade of C (60%) or higher in every required course. A required course with a grade below C must be repeated successfully before the student may progress to a later term.
Students must complete all required courses in each term before progressing. Practice courses and any related theory course in deferred status must be completed before a later practice course begins.

A student who does not meet the minimum progression GPA must meet with the Director or designate and may be placed on faculty probation or required to withdraw.

Nursing practice courses

Students must pass every nursing practice course before progressing. Successful completion requires satisfactory achievement of the competencies and indicators outlined by the applicable Course Learning Outcomes.

With permission from the School's designated committee, a student may repeat one failed nursing practice course. The student will remain on nursing practice probation for the rest of the program. A failed nursing practice course may be repeated only once during the program. A student who fails two nursing practice courses will be withdrawn from the program.
Withdrawal or unsuccessful completion of a required course may delay progression because the curriculum and practice placements are offered in sequence.

Professional conduct and student progression

Students must comply with Faculty regulations concerning professional conduct and practica, the Canadian Nurses Association Code of Ethics for Registered Nurses, and the professional and practice standards that apply in the placement jurisdiction.

If a student's conduct or competence may place clients, families, peers, staff, or others at risk, the instructor may restrict the student's activities, suspend the student's participation in the course, or assign a failing grade. The School's designated committee will review reported failures or serious breaches and, after giving the student an opportunity to be heard, may set conditions for a repeat attempt or require withdrawal from the program.

Information about a student's progress may be shared among School faculty and staff when needed to support learning, evaluation, safety, and program decisions, in accordance with University policy.

Program interruption, withdrawal and readmission

Students considering a program interruption or voluntary withdrawal must consult an Undergraduate BSN academic adviser. Readmission is not guaranteed and is subject to academic standing, practice readiness, curriculum changes, available space, and practice placement capacity.

The ABSN must normally be completed within five years of admission to the School of Nursing. A student returning after an interruption may be required to repeat previously completed nursing courses or complete additional requirements if the curriculum has changed or if the interruption affects readiness for subsequent courses.

Course challenge

The School of Nursing does not award credit for required nursing courses by course challenge.

NURSING PRACTICE REQUIREMENTS

Practice experiences are essential and may be scheduled in a range of settings, locations, and times throughout the 24h day and night and on weekends and holidays Students are responsible for transportation, travel, and accommodation costs. A preferred location or schedule cannot be guaranteed.

Documentation and readiness – due by July 31

- Complete the Requisite Skills and Abilities acknowledgement required by the School and review the BCCNM expectations for entry-level registered nursing practice.
- Provide a valid criminal record check.
- Maintain at least CPR Level C or Basic Life Support certification for all clinical practice experiences. Annual recertification is required, regardless of the expiry date on the certificate. Training must be provided by a Canadian organization and include in-person, hands-on practice. Certification is subject to verification. All students must provide proof of annual certification or recertification of a minimum of CPR level C for the duration of their program enrollment. The School of Nursing will accept either BLS or CPR level C certification. Certification documents will be validated by the School of Nursing. All costs are the responsibility of the student. This requirement must be completed through in-person training with a Canadian provider. Course certifications solely provided online and/or without hands-on training will not be accepted. Students without valid certification on file with the School of Nursing at the start of the practice term will not be admitted to clinical practice areas.
- Students must complete an immunization and health documentation review and meet all current communicable disease prevention requirements set by the School of Nursing, the University, provincial health authorities, and assigned practice placement agencies. Requirements may include tuberculosis screening and may change during the program. Failure to meet or maintain these requirements may prevent participation in practice experiences and delay program progression or completion.

- Meet the School of Nursing's requirements for personal respirators and masks, and complete any orientation, training, fit testing, or other preparation required by the assigned practice placement agency.
- Maintain health insurance coverage for the duration and location of the program.

Failure to meet or maintain a practice requirement may prevent participation in a placement and may delay or prevent program completion. Students are responsible for associated costs. See Nursing practicum information for current requirements and placement information. Applicants should also review the BCCNM requisite skills and abilities.

ATTENDANCE, PLACEMENT AND FITNESS TO PRACTICE

Attendance at all scheduled practice activities is mandatory. Students must notify the instructor and the placement agency of any absence and complete any missed practice hours.

The School of Nursing may approve or modify a practice agency or placement. A student may be denied entry to a practice experience, if preparation is unsatisfactory or may be temporarily or permanently removed if conduct or competence may adversely affect others. Applicable appeal procedures remain available.

Students must meet the BCCNM standards for fitness to practice throughout the program.

GRADUATION REQUIREMENTS

To receive the Bachelor of Science in Nursing, students must successfully complete all degree requirements, including the Academic Writing Requirement and all applicable University requirements stated in the UVic Academic Calendar.

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: October 21, 2026

Subject: School of Nursing Graduate Program Refresh

At its meeting on October 21, 2026, the Senate Committee on Academic Standards considered and approved a proposal from the School of Nursing on revisions to the admission and progression requirements in the School of Nursing Graduate Program.

Recommended Motion:

That Senate approve the revised admission and progression requirements in the School of Nursing graduate program.

Respectfully submitted,

2026/2027 Senate Committee on Academic Standards

Cedric Littlewood, (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

MEMO

SCHOOL OF NURSING

To: Dr. Cedric Littlewood, Chair, Senate Committee on Academic Standards
From: Dr. Damien Contandriopoulos, Professor, Associate Director, Graduate Education, School of Nursing
Dr. Lenora Marcellus, Professor, Director, School of Nursing
Date: Thursday 29 October 2026

Subject: School of Nursing Graduate Program Refresh (Revised Following SCAS Feedback)

Purpose and overview

This memo provides a summary of the proposed revisions to the graduate programs offered by the School of Nursing and the rationale for these changes. The School currently offers the following graduate programs:

- a Master of Nursing (MN) in Advanced Practice Nursing, with five streams:
  - Advanced Practice Leadership (APL)
  - Indigenous Wellness (INDW)
  - Nurse Educator (NUED)
  - Nurse Practitioner (NP) and Nurse Practitioner Post-Degree (NP Post-Degree)
- a Doctor of Philosophy (PhD) in Nursing;
- a Master of Nursing (MN) and Master of Science (MSc) Double Degree in Nursing and Health Informatics, offered jointly by the School of Nursing and the School of Health Information Science; and
- a Graduate Certificate in Nursing Education.

The proposed refresh will substantially revise this portfolio while maintaining and strengthening the School's core graduate education areas. The principal structural changes are:

- The Master of Nursing program will be divided into two distinct programs. The current Nurse Practitioner and Nurse Practitioner Post-Degree streams will be consolidated into a standalone master's program (Master of Nursing Nurse Practitioner program). The remaining MN streams will be consolidated into a revised, modular program (Master of Nursing).
- The revised modular MN program will allow students to customize their degree through three course "buckets" (Core, Disciplinary, and External electives) and choose between thesis, practicum, or capstone options. The Indigenous Wellness (INDW) stream will be retained as the only specialized stream within this revised general MN program.
- The APL and NUED streams will be discontinued as distinct streams. Their areas of specialization will be incorporated into the unified general MN program.
- The double degree in Nursing/Health Informatics and the Graduate Certificate in Nursing Education will be discontinued to focus resources on core strengths.

MEMO

SCHOOL OF NURSING

- The PhD program will transition from biennial to annual admissions and reduce coursework (from seven to four courses). The candidacy process will be redefined as a single-step dissertation proposal defence.
- Across all programs, the changes consolidate 52 courses into 39, including nine new courses addressing contemporary nursing topics such as Indigenous Health, Planetary and Global Health, Harm Reduction, and Nursing Education & Simulation.

Rationale and academic standards

The proposed changes respond to several academic and structural issues identified through an in-depth Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and an extensive internal and external consultation process.

First, successive adjustments to programs and streams implemented over the years have resulted in a complex matrix of offerings and calendar descriptions that are difficult to manage and challenging for students to navigate. The proposed structure is intended to create clearer relationships among programs, streams and courses and to provide students with more coherent pathways through their degrees.

Second, nursing and the broader health-care environment have evolved substantially. The School's faculty complement has also changed significantly, with approximately 80% of current faculty members appointed within the past eight years. The revised curriculum provides an opportunity to incorporate this current expertise and to ensure that our graduate programs reflect contemporary developments in communities, institutions and systems.

Third, the review identified opportunities to improve student recruitment, progression and completion. The structural changes are intended to improve program coherence and flexibility while maintaining high academic standards.

The course-level changes are intended to improve curricular coherence and currency. The 52 existing graduate courses offered under the NURS, NUNP, INDW, NUED and NURA prefixes will be consolidated into 39 courses under the NURS, NUNP and INDW prefixes. The process includes terminating 23 courses, creating 10 new courses, and revising 7 existing courses. The revised programs also strengthen connections with other programs within the Faculty of Health.

Despite the extent of the proposed transformations, it is important to emphasize that the School will continue to offer the same degrees, serve essentially the same learner populations, and graduate comparable numbers of students. The goal is to offer stronger and more coherent programs without changing their fundamental focus.

The same logic applies to the calendar descriptions of these programs. On numerous occasions the School has been asked to improve the clarity and accuracy of its calendar descriptions. Currently, some descriptions are unclear, duplicate university-level policies, or contain outdated information. Consequently, the School has invested significant effort in clarifying the wording and drawing a

MEMO

SCHOOL OF NURSING

clearer distinction between information that belongs in the academic calendar and information that is more appropriately provided on the School's website.

Despite the extent of these edits, the substantive changes to admission criteria are minimal and generally aimed at wording clarification. For example, the revised requirements for the MN NP program specify the required clinical experience as 3,600 hours rather than two years.

The most significant change to the admission criteria is removing the requirement to have completed a statistics course at the master's and PhD levels. This requirement has proven a significant barrier for students, particularly those already facing intersectional barriers to graduate education. At the same time, the non-UVic courses applicants have taken to meet this requirement often provide limited gains in the nursing-relevant statistical and epidemiological skills needed.

The two revised MN programs will include a new course, *NURS 519 Evidence and Practice* (see the course descriptions in the appendix), designed to provide students with foundational competencies in statistics and epidemiology. Students who choose the thesis pathway will also be required to take *NURS 575 Health Research Methods* to develop hands-on data analysis skills.

In the revised PhD program, admitted students who have not previously completed a master's-level statistics course and who require additional training to complete the revised version of the mandatory course *NURS 604B Quantitative Research Designs* will be required to take a statistics course as an elective. The need for this additional coursework will be determined by the student's supervisory committee.

Consultation, implementation and transition

The proposed revision is the result of more than two years of extensive work within the School of Nursing and in consultation with numerous units and partners within and external to the University. The process included an initial SWOT analysis and extensive consultation with faculty and graduate students, as well as the Faculty of Graduate Studies and the office of the Associate Vice-President Academic Programs.

The School of Nursing Council, Faculty of Health Council, and the Faculty of Graduate Studies Executive Committee have approved the proposal. Documentation of the consultation and approval process is included in the supporting material accompanying this memo. The package also includes completed consultation templates from the Office of Indigenous Academic and Community Engagement (IACE), the Office of the Registrar and Enrolment Management (OREM), and the Libraries, as well as letters of support from external partners.

The revised programs are expected to launch in fall 2028. The remaining internal and external approval processes are expected to be completed by spring 2027. This timeline will allow the School to begin communicating the revised programs to prospective students during summer 2027, in preparation for the fall 2027 application cycle. Application deadlines for our programs are in the fall, from October to December depending on the program, and students typically explore

MEMO

SCHOOL OF NURSING

programs and work on their application packages during the summer. By winter 2028, committees will process applications (we currently receive over 400 graduate applications per year) and send acceptance letters in spring 2028 for new intakes to begin in fall 2028.

Supporting documentation

The next section provides a summary of the current programs and an in-depth description of the proposed revisions.

The following section presents the details of all calendar modifications, in both track-change and final versions.

Finally, we provide a summary of the internal consultation processes undertaken, as well as a timeline of the various approval milestones. All consultations listed in this submission are documented and form part of the record.

The submission also includes the completed consultation templates from IACE, OREM, and the Libraries, followed by four letters of support from external partners.

MEMO

UVIC

1. FULL PROPOSAL DOCUMENT

School of Nursing

Graduate Programs Refresh Summary Proposal

Senate Version

October 29, 2026

Executive summary

Summary of Proposed Changes: The refresh aims to modernize program structures, strengthen curricular relevance, improve flexibility and student success, while preserving degree types and target student populations. Key changes include:

- The Master of Nursing program will be divided into two distinct programs. The current Nurse Practitioner and Nurse Practitioner Post-Degree streams will be consolidated into a standalone program (Master of Nursing Nurse Practitioner). The remaining MN streams will be consolidated into a revised, modular program (Master of Nursing).
- The revised modular Master of Nursing program will allow students to customize their degree through three course "buckets" (Core, Disciplinary, and External electives) and choose between thesis, practicum, or capstone options. The Indigenous Wellness (INDW) stream will be retained as the only specialized stream within the revised general MN program.
- The Advanced Practice Leadership (APL) and Nurse Educator (NUED) streams will be discontinued as distinct streams. Their areas of specialization will be incorporated into the unified general MN program.
- The double degree in Nursing/Health Informatics and the Graduate Certificate in Nursing Education will be discontinued to focus resources on core strengths.
- The PhD program will transition from biennial to annual admissions and reducee coursework (from seven to four courses). The candidacy process will be redefined as a single-step dissertation proposal defence.
- Across all programs the changes consolidate 52 courses into 39, including nine new courses addressing contemporary nursing topics such as Indigenous Health, Planetary and Global Health, Harm Reduction, and Nursing Education & Simulation.

Rationale for Change: The "stand still or fall behind" reality of graduate education necessitates this shift. The rationale is driven by:

- Competitive Landscape: To remain a top choice against growing online competitors, the School must leverage its strengths, including its leadership in Indigenous health and distance pedagogy.
- Coherence & Complexity: Decades of iterative "fixes" created a matrix of rules that became unmanageable.
- Student Success: High PhD dropout rates (24%) and long completion times (6.7 years) require structural intervention.
- Faculty Renewal: With 80% of faculty hired in the last eight years, the refresh aims to reflect this new expertise in the curriculum.

Institutional & Strategic Alignment: This proposal is directly aligned with UVic's Strategic directions and the mission of the Faculty of Health:

- The new conceptual framework (People, Place, and Planet) grounds nursing in ecological responsibility and global citizenship, specifically through the new Planetary and Global Health core focus.
- Operational Efficiency: This redesign improves resource stewardship by reducing total course sections from 78 to 69, decreasing reliance on sessional instructors while maintaining or increasing student FTE.

Table of Content

1. CURRENT GRADUATE PROGRAMS IN NURSING....1
2. REVISED PROGRAMS....2
2.1. PRINCIPLES....3
2.2. NEW PROGRAM STRUCTURE....3
2.2.1. MN – Nursing....4
2.2.2. MN Nurse Practitioner....13
2.2.3. PhD in Nursing....16
2.1. COURSES....18
2.1.1. New MN Core Courses:....21
2.1.2. New MN Disciplinary Electives....21
2.1.3. MN Practicum....23
2.1.4. Revised MN courses....23
2.1.5. PhD Revised Courses....24
2.1.6. Summary of Changes in Courses....26
2.2. RESOURCES AND TEACHING LOADS....27
3. TRANSITION PLAN....28
3.1. TRANSITION COURSE SEQUENCING....29
3.1.1. Transition Plan for the 2027 Cohort of APL Full Time Students – Capstone Option....29
3.1.2. Transition Plan for the 2027 Cohort of APL Full time Students – Practicum Option....30
3.1.3. Transition Plan for the 2027 Cohort of APL Full Time BCIT -Pathway Students – Capstone Option....31
3.1.4. Transition Plan for the 2025 to 2027 Cohorts of APL Part Time Students – Capstone Option....32
3.1.5. Transition Plan for the 2025 to 2027 Cohorts of APL Part Time BCIT -Pathway Students – Capstone Option 33
3.1.6. Transition Plan for the 2027 Cohort of NUED Full Time Students – Capstone Option....34
3.1.7. Transition Plan for the 2027 Cohort of NUED Full time Students – Practicum Option....35
3.1.8. Transition Plan for the 2027 Cohort of NUED Full Time BCIT -Pathway Students – Capstone Option....36
3.1.9. Transition Plan for the 2025 to 2027 Cohorts of NUED Part Time Students– Capstone Option....37
3.1.10. Transition Plan for the 2025 to 2027 Cohorts of NUED Part Time BCIT -Pathway Students – Capstone Option 38
3.1.11. Transition Plan for the 2027 Cohort of Indigenous Wellness (INDW) Students – Capstone Option....39
3.1.12. Transition Plan for the 2027 Cohort of Indigenous Wellness (INDW) Students – Practicum Option....40

1. Current Graduate Programs in Nursing

The School of Nursing currently offers three graduate programs: a Master of Nursing (MN) in Advanced Practice Nursing with five streams, a Doctor of Philosophy (PhD) in Nursing, and a Graduate Certificate in Nursing Education. The School also offered a combined Master of Nursing and Master of Science double degree in collaboration with the School of Health Informatics for which admissions have been paused.

Structurally, the most complex program offered by the School of Nursing is the Master of Nursing (MN). Established in 2003, the program has gradually expanded from two to five streams.

- The first streams introduced in 2003 were Advanced Practice Leadership (APL), which focused primarily on leadership roles, and the Nurse Practitioner (NP) stream. The NP stream was designed to prepare nurses to meet BCCNM registration requirements for NP practice.
- In 2008, the Nurse Educator (NUED) stream was added to prepare nurses for advanced educator roles in multi-sectoral settings.
- In 2010, the School of Health Informatics and the School of Nursing began jointly offering a double-degree program (NUHI). While technically an autonomous graduate program, within the School the double degree functions as an MN stream. Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.
- In 2023, the NP stream was divided into a regular NP stream and a post-MN NP stream, reflecting the growing number of applicants who already held a Master of Nursing degree.
- Most recently, in 2024, the School launched an innovative new Indigenous Wellness stream (INDW) for Indigenous nurses, with a strong emphasis on Indigenous health-care systems and the broader structural contexts shaping health and wellness.

The APL, NUED, and INDW streams offer students the option of completing the degree through either a course-based (capstone) pathway or a thesis pathway. A project-based option also exists, although it is rarely used. The MN APL and NUED streams include a practicum course. The NUHI double degree offered both project- and thesis-based completion options. The NP and post-MN NP streams are fully course-based. In addition, a partnership pathway with the British Columbia Institute of Technology (BCIT) allows students in the APL and NUED streams to receive up to 4.5 units toward their MN for approved clinical courses taken at BCIT.

Given that admission processes, prerequisites, program requirements, delivery modes, evaluation approaches, and degree focus vary substantially across streams, and that multiple completion options create a complex matrix of possibilities

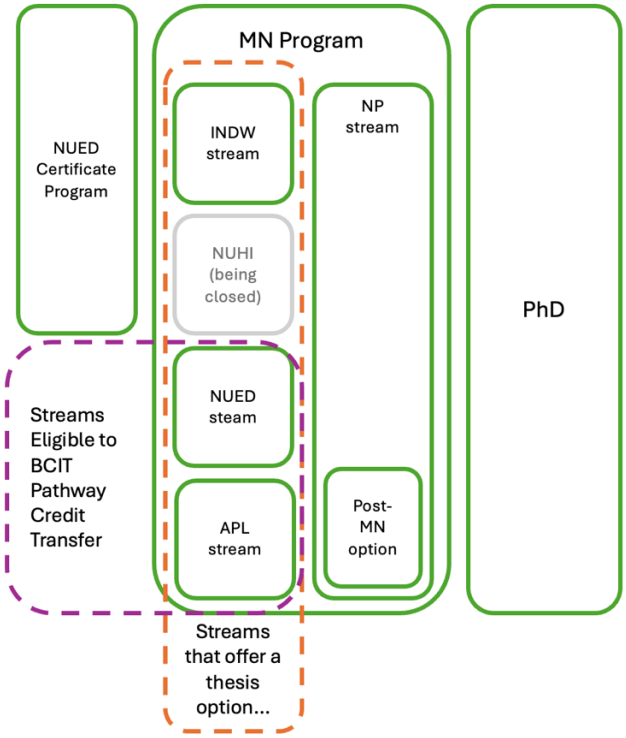


Figure 1: Current Structure of the School of Nursing Graduate Programs

2. Revised Programs

The graduate program refresh aims to modernize program structures, improve clarity, and enhance curricular relevance. The main structural changes are:

- The current Master of Nursing (MN) program will be divided into two distinct programs. The Nurse Practitioner (NP) and MN NP Post-Degree streams will be consolidated into a standalone master's program: Master of Nursing Nurse Practitioner (MN NP). The remaining MN streams will be consolidated into a revised modular program.
- The APL and NUED streams will be discontinued as distinct streams. Their areas of specialization will be incorporated into the unified general MN program.
- The INDW stream will be retained as the only specialized stream within the revised general MN program.
- The MN curriculum will be comprehensively renewed.
- Two programs for which admissions have already been paused will be discontinued: the combined Master of Nursing and Master of Science in Health Informatics double degree, and the Graduate Certificate in Nursing Education.
- The PhD in Nursing will transition from a biennial to an annual admissions cycle. The coursework will be significantly revised, reducing mandatory courses and seminars from seven to four, and the candidacy process will also be redefined.

While significant changes are being introduced, many core elements of the graduate programs will remain unchanged.

- The nature of the degrees awarded will remain the same. The School will continue to offer a generalist MN degree, an MN degree Nurse Practitioner, and a PhD in Nursing.
- The target population for the graduate programs will also remain unchanged. Although the refresh is intended to enhance the attractiveness and relevance of the programs, the intended student audience will stay the same.
- The social contributions of our graduates and the type of position they will be able to contribute to - mostly in the health and education sectors - will remain the same.
- The programs will continue to be delivered in a primarily online/distributed learning format.

2.1. Principles

A central principle underpinning the program refresh is flexibility. Flexibility serves both as a defining feature of the programs' market positioning, intended to attract a broader and stronger applicant pool and as a structural strategy to reduce time to completion and improve graduation rates.

The design of the refreshed program was developed to closely align with the expectations set by the School's professional and regulatory partners. The figure below illustrates the various levels of alignment considered in this process.

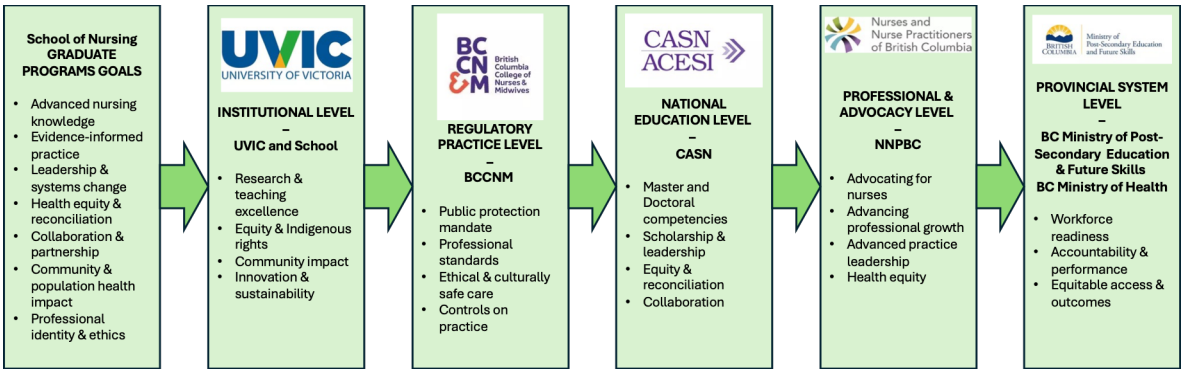


Figure 2: Alignment of Program Goals

2.2. New Program Structure

The structure of the three refreshed graduate programs has been designed in an integrated manner to maximize synergies between the two MN programs and to create purposeful connections between the MN and PhD programs where appropriate.

2.2.1. MN – Nursing

The refreshed Master of Nursing will offer a flexible, elective-based structure that supports multiple areas of specialization. We anticipate maintaining the current enrollment target of 50 students per year. The program includes a specialized Indigenous Wellness stream.

2.2.1.1. Structure

The program is based on 15 units and uses a modular structure that allows flexibility and customization. Modularity operates at two levels.

First, students tailor their coursework by selecting courses from three distinct "buckets":

1. core (mandatory) courses;
2. disciplinary electives; and
3. external electives offered by other academic units at the University of Victoria.

Second, students select one of three-degree completion options:

a) a thesis option;
b) a practicum option; or
c) a course-based (capstone) option.

The thesis option is a traditional research-based master's program that includes an advanced methods course and a six-unit thesis, typically completed over three terms. We anticipate that 10 to 15 students per year will pursue the thesis option.

The practicum option is a primarily course-based professional master's program that includes a three-unit, practice-based learning experience conducted in partnership with an external field guide. For most students, the practicum will be completed remotely. The School has a long tradition of offering remote practicums and can draw on established partnerships and two experienced practicum coordinators. We anticipate that 15 to 20 students per year will choose the practicum option.

Finally, the capstone option is a fully course-based professional master's program. We expect this option to be selected by the majority of students, with projected enrollment of 25 to 30 students per year.

The number and sequencing of disciplinary and external electives vary depending on the selected completion option. All options will be offered in both a standard full-time format of 18 to 24 months and a part-time format of 36 to 48 months.

The MN program remains a practice-oriented, theory-based degree designed to prepare nurses for a broad range of roles. It is particularly suited to nurses interested in:

- leading health system change
- advancing equity, justice, and reconciliation
- influencing health policy and community health initiatives
- integrating research and evidence into practice
- pursuing leadership or educational roles
- contributing to sustainable and future-oriented healthcare systems

The refreshed program will also maintain its existing pathway partnership with the British Columbia Institute of Technology, which allows students to receive up to 4.5 units toward their MN degree for approved clinical coursework. Students enrolled in the BCIT pathway will have the option to complete the master's degree within one year.

2.2.1.2. Indigenous Wellness Stream

The Indigenous Wellness Stream is designed to meet the needs of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, research skills, and workplace competencies.

This stream shares the same basic structure as the general program and prepares graduates to engage in Indigenous nursing practice; assume leadership roles across diverse healthcare settings; serve as nurse educators in academic and clinical contexts; lead Indigenous health research; contribute to knowledge creation through scholarship; and pursue further academic studies, including doctoral education in nursing.

The Indigenous Wellness stream shares the core structural features of the program. It is based on 15 units, relies on the same three course "buckets" and offers the same degree completion options. However, course sequencing differs, as students in this stream are required to complete three stream-specific intergenerational seminars offered under the INDW prefix.

2.2.1.3. MN – Nursing Calendar Program Description:

- General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Master of Nursing program is a practice-oriented and theory-based degree designed to prepare nurses for a broad range of roles. It is composed of a general program and an Indigenous Wellness stream.

The Indigenous Wellness stream is Indigenous-specific and designed to address the unique and distinct features of working with Indigenous populations and the lived

experiences of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, and research capabilities.

- Requirements

Admission requirements

Applicants for the degree of MN in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program.

Grades

Applicants for admission should hold a Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 (B+) on UVic's 9-point scale (see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php).

Applicants who do not hold a BSN but possess equivalent academic preparation may be considered for admission on a case-by-case basis. Such applicants must demonstrate that their prior education provides appropriate preparation for graduate study in nursing.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference; and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

Prior to admission, applicants must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the start-date of the program.

The Indigenous Wellness stream is an Indigenous-specific program. Applicants must meet the eligibility requirements outlined in the University's Indigenous Citizenship policies.

Admission will be offered to First Nations, Inuit, and Métis students from communities in BC, those born in Canada, followed by international Indigenous students.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to

consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

- Program requirements

Course Requirements

This program requires completion of a total of 15 units of study.

Delivery

The MN in Nursing program is delivered in an online/distributed learning format incorporating primarily asynchronous learning alongside occasional synchronous activities. Synchronous participation can be required for specific assessments scheduled in advance during the session. The program also includes an on-campus orientation.

The Indigenous Wellness stream seminars are delivered synchronously. This stream includes one course with a land-based, intensive onsite component that requires in-person participation.

All travel, accommodation, meals, and other expenses related to onsite/in-person participation are in addition to program tuition and are the responsibility of the student. The program can be completed either on a full-time or part-time basis.

Program requirements

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Students completing the practicum option will need to meet any applicable practicum requirements as per the School of Nursing website.

- Program rules
- Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
    - NURS518 - Leadership & Systems (1.5)
    - NURS519 - Evidence & Practice (1.5)
- Capstone Option

- Complete all of the following
    - Complete 3 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete the equivalent of 2 additional 1.5 unit elective courses via the following options: NURS 570, 571, 572, 573, 574, 575; and/or graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
    - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

- Practicum Option
- Complete all of the following
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
    - Complete 2 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)

    - Complete the equivalent of 2 additional 1.5 unit external elective courses via the following options: graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
    - Complete all of:
        - NURS597 - Graduate Nursing Practicum (3.0)

- Thesis Option
- Complete all of the following
    - Complete all of:
        - NURS575 - Health Research Methods (1.5)
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
    - Complete the equivalent of 1 additional 1.5 unit external elective course via the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS599 - Thesis (6.0)

Total units 15

2.2.1.1. MN – Nursing INDW Stream Calendar Program Description:

- Program requirements

The Master of Nursing, Indigenous Wellness stream, offered in an online/distributed learning format by the University of Victoria, School of Nursing, will provide students the opportunity to focus their study in specialized areas of community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts.

Graduates of the program will possess the leadership, knowledge, research skills, and workplace competencies to engage in Indigenous nursing practice at an advanced level, to take on leadership roles within diverse healthcare settings (including at all levels of decision and policy-making), to act as nurse educators in academic as well as clinical settings, to create new knowledge through scholarship or to pursue further academic studies in nursing doctoral streams.

- Program rules Capstone
- Complete all of the following
    - Complete all of:
        - NURS517 - Disciplinary Foundations (1.5)
    - Complete all of:
        - INDW526 - Intergenerational Mentorship Seminar I (1.5)
        - INDW527 - Intergenerational Mentorship Seminar II (1.5)
        - INDW528 - Intergenerational Mentorship Seminar III (1.5)
    - Complete 1 of:
        - NURS519 - Evidence & Practice (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete 2 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete 1.5 units of: additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

- Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
- Complete all of:
  - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

- Practicum
- Complete all of the following
  - Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
  - Complete all of:
    - INDW526 - Intergenerational Mentorship Seminar I (1.5)
    - INDW527 - Intergenerational Mentorship Seminar II (1.5)
    - INDW528 - Intergenerational Mentorship Seminar III (1.5)
  - Complete 1 of:
    - NURS519 - Evidence & Practice (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete 1 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS571 - Indigenous Health Systems (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)
    - NURS574 - Planetary and Global Health (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete 1.5 units of: additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
  - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
  - Complete all of:
    - NURS597 - Graduate Nursing Practicum (3.0)

- Thesis
- Complete all of the following
    - Complete all of:
        - NURS517 - Disciplinary Foundations (1.5)
    - Complete all of:
        - INDW526 - Intergenerational Mentorship Seminar I (1.5)
        - INDW527 - Intergenerational Mentorship Seminar II (1.5)
        - INDW528 - Intergenerational Mentorship Seminar III (1.5)
    - Complete all of:
        - NURS575 - Health Research Methods (1.5)
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
    - Complete all of:
        - NURS599 - Thesis (6.0)
- Total units: 15

2.2.2. MN Nurse Practitioner

- General information

The MN Nurse Practitioner is a practice-oriented and theory-based professional degree that prepares Registered Nurses to become licensed as Nurse Practitioners in British Columbia. This full-time, professional, course-based program consists of 12 courses in a set sequence totaling 19.5 units (when including the proposed reweighing of NUNP 537 from 1.5 to 3.0 units). In addition to theory courses, the program also involves intensive on-site components and clinical practicums. Students are expected to travel (commute or relocate) for one of the three required clinical practicums.

The program is funded on the basis of 50 seats, and this will remain the case.

2.2.2.1. Structure

Two courses, offered under the NURS prefix, are shared with the MN – Nursing program, while the remaining ten courses are Nurse Practitioner specific, and offered under the NUNP prefix.

2.2.2.2. MN – Nurse Practitioner Calendar Program Description:

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Nurse Practitioner Master of Nursing is a practice-oriented and theory-based professional degree that prepares nurses to qualify as Nurse Practitioners in British Columbia. All practice experiences are completed within BC.

- Requirements

Admission requirements

Applicants for the Nurse Practitioner program must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program. In addition to the requirements listed below, students should refer to the School of Nursing Practice Requirements.

Grades

Applicants for admission should hold a Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 (B+) on UVic's 9-point scale (see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Admission is highly competitive. Not all students who meet the minimum requirements will be admitted.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference, and a letter of intent

describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

At the time of application and for the duration of the program, applicants must reside in British Columbia and maintain active practicing registration as a Registered Nurse (RN) with the British Columbia College of Nurses and Midwives (BCCNM) and must provide official verification of active practicing registration as an RN with the BCCNM.

Applicants must have completed a minimum of 3,600 hours of direct clinical practice as a Registered Nurse (RN) within the five years preceding the MN NP application deadline. Hours worked in administrative positions, such as Clinical Nurse Educator roles, or in positions that are primarily management- or supervisory-focused, do not qualify toward this minimum requirement. Applicants will be required to indicate the total number of direct clinical hours they have completed and provide official employer documentation verifying these hours.

Prior to admission, applicants must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the MN NP program start-date.

Applicants admitted to the program must provide evidence of successful completion of a Basic Life Support Level C course completed no more than 12 months prior to admission. A valid CPR Level C certificate must be maintained for the duration of the program.

Applicants admitted to the MN NP program must complete an HSPnet form for use and disclosure of student information for practicum purposes.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

- Program requirements Course Requirements

This program requires completion of a total of 19.5 units of study, including in-person condensed on-site practice components.

Delivery

The Nurse Practitioner program is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities. The program also includes an on-campus orientation.

All travel, accommodation, meals, and other expenses related to attending orientation, on-sites, practicums or other in-person activities are in addition to the program tuition costs and are the responsibility of the student.

The Nurse Practitioner program is offered on a full-time basis.

Program requirements

The program offers courses in a set sequence. Students must achieve a grade of B (5.0) or higher in every course taken for credit, and a GPA of at least 5.0 (B) for every session in which they are registered, before proceeding further through the program. Students with a course grade below a B, or sessional or cumulative average below 5.0, will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Students must normally pass each Nurse Practitioner practicum course (NUNP 541, NUNP 549, NUNP 548, NUNP 537) before proceeding further through the program and successfully completing the program. Students may, with permission of the Graduate Education Academic Review committee, and in accordance with relevant academic policies, repeat a failed Nurse Practitioner practicum course. The privilege to repeat a failed Nurse Practitioner practicum course is allowed only once in the program.

The University does allow students to take personal or other approved leaves. However, after a leave of absence of 12 consecutive months or longer, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program before re-enrolment is authorized. Students on leave for more than 24 months must re-apply in competition with other applicants.

Program rules

- Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
    - NURS519 - Evidence & Practice (1.5)
    - NUNP531 - Applied Pathophysiology (1.5)
    - NUNP532 - Pharmacological Interventions in Health and Illness (1.5)
    - NUNP540 - Advanced Assessment and Diagnostic Reasoning Theory (1.5)
    - NUNP541 - Advanced Assessment and Diagnostic Reasoning Practice (1.5)
    - NUNP543 - Primary Health Care I (Adult Theory) (1.5)
    - NUNP545 - Primary Health Care II (Children and Families Theory) (1.5)
    - NUNP549 - Primary Health Care I & II (Practicum) (1.5)
    - NUNP547 - Primary Health Care III (Older Adult Theory) (1.5)
    - NUNP548 - Primary Health Care III (Practicum) (1.5)
    - NUNP537 - Family Nurse Practitioner Integration Internship (3.0)
- **Total units:** 19.5

2.2.3. PhD in Nursing

The refreshed doctoral program continues to prepare nurse scholars to contribute to disciplinary knowledge, critically engage with scholarly work in the field, and conduct original research. The program emphasizes engagement with a range of philosophical, theoretical, and methodological perspectives.

2.2.3.1. PhD – Nursing Calendar Program Description:

- General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The program prepares nurse scholars to contribute to disciplinary knowledge, critically engage with scholarly work in the field, and conduct original research.

- Requirements

Admission requirements

Applicants for the degree of PhD in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program.

Grades

Applicants will usually hold a BSN and a master's degree in nursing. Degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.

Applicants for admission must have completed a master's degree with a GPA of at least 7 (A-) on UVic's 9-point scale (see: https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Students who have achieved a GPA of less than 7.0 and have appropriate work experience and additional credentials may be considered.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference, and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

- Program requirements

Course requirements

The PhD program consists of 39 units and can be completed within five years. Students are required to complete a minimum of 6 units of core courses. Students may be required by their supervisory committee to complete additional coursework beyond the minimum course requirements. After completing coursework, students proceed to candidacy, which involves a written dissertation proposal and a corresponding oral exam. Candidacy consists of 3 units. Following candidacy, students are required to prepare and submit a 30-unit dissertation and pass a public final oral examination.

Delivery

The PhD in Nursing is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities.

The program begins with an on-campus intensive held in September of the first term. All travel, accommodation, meals, and other expenses related to attending orientation are in addition to the program tuition costs and are the responsibility of the student.

The program can be completed either on a full-time or part-time basis. Admission funding packages are normally available only to full-time doctoral students.

Program requirements

Students must achieve a GPA of at least 5.0 (B) for every session in which they are

registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the

Faculty is approved by the Dean of Graduate Studies. Program rules

- Complete all of:
  - NURS601 – Philosophical Foundations (1.5)
  - NURS604A - Qualitative Research Design (1.5)
  - NURS604B - Quantitative Research Design (1.5)
  - NURS622 - Dissertation Seminar (1.5)
  - NURS693 - Candidacy Examination (3.0)
  - NURS699 - Dissertation (30.0)
- Total units: 39 units

2.1. Courses

At present, the School of Nursing offers 52 distinct graduate courses listed in the calendar under the prefixes NURS, INDW, NUED, NURA, and NUNP. The proposed program refresh will reduce this number to 39 courses. A total of 23 courses will be discontinued. The NUED and NURA prefixes will be discontinued, and courses currently offered under these prefixes will be replaced by new courses offered under the NURS prefix.

In total, nine new courses and one new practicum will be created. These new offerings are described in the section below. A table summarizing the proposed changes, including course equivalencies to support student progression between the existing and revised curricula, follows the course descriptions. A comprehensive transition plan is presented in Appendix on page 29.

Program Structure

			Fall Term 1			Winter Term 2		Summer Term 3		
Master of Nursing Program		Indigenous Wellness Stream	517	INDW 526		Ext or 519 or 575	INDW 527	570 or 574	Ext. Elect	
	General Stream	Thesis	517	518		519	571 or 575	570 or 574	Ext. Elect	
		Practicum	517	518		519	571 or 575	570 or 574	Ext. Elect	
		Capstone	517	518		519	571 or 575	570 or 574	Ext. Elect	
		BCIT Pathway	517	518		519	571 or 575			
		BCIT Pathway Intensive	517	518	572 or 573	519	571 or 575	570 or 574	Ext. Elect	596
MN – Nurse Practitioner Program			517	NUNP 531		519	NUNP 532	NUNP 540	NUNP 541	
PhD in Nursing			601	622		604A	604B	693		

			Fall Term 4			Winter Term 5		Summer Term 6
Master of Nursing Program		Indigenous Wellness Stream	INDW 528 Plus any of the options below minus one elective					
	General Stream	Thesis	599			599		599
		Practicum		Ext. Elect	572 or 573	597		
		Capstone		Extern. or disc. elect	572 or 573		Extern. or disc. elect 596	
		BCIT Pathway		Ext. Elect	572 or 573	One of the two options above		
MN – Nurse Practitioner Program			NUNP 543	NUNP 545	NUNP 549	NUNP 547	NUNP 548	NUNP 537
PhD in Nursing			Complete candidacy and progress to dissertation					

Figure 3: General Course Structure of the New Programs (See Legend on next page)

LEGEND

Courses Type

One box is worth 1.5 units.
Core (Mandatory) Disciplinary NURS Course
Disciplinary Elective NURS Course
Nurse Practitioner (NUNP) Course
Indigenous Wellness (INDW) Course
External Elective (from Another Unit)
PhD Core (Mandatory) Disciplinary NURS Course
Either a Disciplinary Elective OR a Core OR an External Elective
Capstone

Courses per term

NURS517	NURS519	INDW 528
NURS518	INDW 527	NUNP 540
INDW 526	NUNP 532	NUNP 541
NUNP 531	NUNP 547	NUNP 537
NUNP 543	NUNP 548	NURS570
NUNP 545	NURS575	NURS574
NUNP 549	NURS571	NURS 596
NURS572	NURS 596	
NURS573	NURS 604A	
NURS 601	NURS 604B	
NURS 622	NURS 597	

Course titles

NURS517 - Disciplinary Foundations (new course)
NURS518 - Leadership and Systems (new course)
NURS519 - Evidence and Practice (new course)
NURS570 - Community Harm Reduction (new course)
NURS571 - Indigenous Health Systems (new course)
NURS572 - Organizations and Policies (new course)
NURS573 - Nursing Education and Simulation (new course)
NURS574 - Planetary and Global Health (new course)
NURS575 - Health Research Methods (new course)
NURS596 - Nursing Scholarship Integration and Dissemination
NURS597 - Graduate Nursing Practicum (new component)
NURS599 - Thesis
NURS601 - Philosophical Foundations
NURS604A - Qualitative Research Design
NURS604B - Quantitative Research Design
NURS622 - Dissertation Seminar
INDW526 - Intergenerational Learning Seminar I
INDW527 - Intergenerational Learning Seminar III
INDW528 - Intergenerational Learning Seminar IV
NUNP531 - Applied Pathophysiology
NUNP532 - Pharmacological Interventions in Health and Illness
NUNP537 - Family Nurse Practitioner Integration Internship
NUNP540 - Advanced Assessment and Diagnostic Reasoning Theory
NUNP541 - Advanced Assessment and Diagnostic Reasoning Practice
NUNP543 - Primary Health Care I (Adult Theory)
NUNP545 - Primary Health Care II (Children and Families Theory)
NUNP547 - Primary Health Care III (Older Adult Theory)
NUNP548 - Primary Health Care III (Practicum)
NUNP549 - Primary Health Care I & II (Practicum)

Figure 4: Legend for the Course Structure Figure

2.1.1. New MN Core Courses:

2.1.1.1. NURS 517 Disciplinary Foundations

Explores the philosophical, theoretical and ethical foundations of advanced practice nursing, including Indigenous perspectives and decolonizing practices. Critically examines ontological, epistemological and ethical frameworks that inform nursing as a discipline, professional identity and advanced practice roles. Considers the limits and possibilities of nursing theory and its intersection with ethical decision-making and social change.

1.5 units

Note: Replaces NURS 520 and NURS 521

2.1.1.2. *NURS 518 Leadership and Systems*

Introduces foundational and contemporary theories of leadership, including their historical roots, influence, and limitations. Explores additional organizational and systems theories to inform action and change within healthcare settings. Provides practical tools for influencing teams, organizations and systems, with examples and applications grounded in the Canadian health care context. Emphasizes the development of strategies to effectively navigate and shape complex health care environments.

1.5 units

Note: Replaces NURS 522

2.1.1.3. NURS 519 Evidence and Practice

Develops skills to identify, critically appraise and apply scientific evidence in decision-making. Focuses on effective database and library searches, assessment of the validity and relevance of research findings and development of strategies to increase evidence use in complex health care systems and diverse clinical settings. Refreshes essential statistical and epidemiological concepts to support evidence-informed nursing interventions and improve patient outcomes.

1.5 units

Note: Replaces NURS 524 and NURS 525

2.1.2. New MN Disciplinary Electives

2.1.2.1. *NURS 570 Community Harm Reduction*

Examines harm reduction, addiction and substance use through a community-centred, partnership-based research lens. Emphasizes equity, ethics and evidence-informed practice. Analyzes social determinants of health and their relationship to best practices across the lifespan, including palliative and chronic care contexts. Focuses on trauma-

informed and culturally safe approaches that support innovative nursing practice and equitable care across diverse populations and settings.

1.5 units

Note: May serve as a pathway to a practicum.

2.1.2.2. *NURS 571 Indigenous Health Systems*

Introduces Indigenous health knowledge systems related to wellness and their harmonization with advanced nursing practice. Explores community-led approaches to collaboration with Indigenous communities. Examines Indigenous ways of knowing in relation to nursing care and practice with a focus on building respectful, reciprocal relationships and recognizing the strengths and complexities of Indigenous health and wellness

1.5 units

2.1.2.3. *NURS 572 Organizations and Policies*

Examines politics, policymaking, management and organizational science in health care through an integrative interdisciplinary approach. Explores relationships among decision-making levels and actors in health care systems. Develops managerial competencies including quality improvement and strategic thinking, with application to teams, organizations and policy. Examines approaches to influencing teams, organizations and policy to advance system-level change.

1.5 units

Note: May serve as a pathway to a practicum.

Note: Replaces NURA 516

2.1.2.4. *NURS 573 Nursing Education and Simulation*

Examines nurse educator roles across in-person, online and simulation-based contexts. Emphasizes evidence-informed pedagogical approaches for engaging diverse learners and fostering inclusive learning environments. Examines the design, implementation and evaluation of simulation in nursing education. Presents current tools, technologies and teaching strategies for nursing education across academic and practice settings, including their application to workforce development.

1.5 units

Note: May serve as a pathway to a practicum.

Note: Replaces NUED 570.

2.1.2.5. *NURS 575 Health Research Methods*

Introduces the core concepts and tools required to design and conduct rigorous health research, with a focus on nursing practice. Explores relationships between study design, ontological and epistemological assumptions and selected qualitative and quantitative methods of data collection and analysis. Provides a comprehensive overview of major

research approaches and hands-on training in research design to undertake thesis projects or future research.

1.5 units

2.1.2.6. *NURS 574 Planetary and Global Health*

Examines the interconnections between health, equity and the environment. Engages critical and anti-oppressive frameworks to explore the ethical and equity dimensions of care provision. Analyzes the environmental impact of health care and strategies to reduce harm across practice and policy. Addresses the health effects of climate change, pollution and biodiversity loss, emphasizing the importance of resilient, sustainable health care systems and the role of nurses in advancing equity and system-level change.

1.5 units

2.1.3. MN Practicum

2.1.3.1. *NURS 597 Graduate Nursing Practicum*

Provides 300 hours of practice-informed learning in a professional setting, in person or remotely, under faculty and senior nursing mentorship. Applies advanced nursing skills to a focused area of practice, such as policy, leadership, education or community health. Emphasizes the design, implementation and evaluation of a targeted intervention. Culminates in a comprehensive report that analyzes outcomes and demonstrates advanced competence in the focused practice area.

3 units

Note: Replaces NUED 573, NUED 574, NURA 517 and NURA 518

2.1.4. Revised MN courses

2.1.4.1. *INDW 526 Intergenerational Mentorship Seminar I*

Examines personal and professional relationality within an Indigenous worldview. Explores Indigenous knowledge and conceptual inquiry through engagement with Indigenous-led research methodologies and advanced Indigenous nursing practice discourse. Engages with instructor, mentor and peer-led learning opportunities grounded in the ethics of Indigenous relationality, reciprocity, responsibility and respect. Develops preliminary strategies for graduate pathways informed by Indigenous scholarship.

1.5 units

2.1.4.2. INDW 527 Intergenerational Mentorship Seminar II

Focuses on advancing Indigenous health knowledge systems using a nursing-led research systems framework to develop and deepen critical reflexive skills in harmonizing Indigenous research methods. Explores strategies for nursing leadership, research and project development building on concepts from prior seminar. Engages with Indigenous

nursing scholars, researchers and Knowledge Holders through both synchronous delivery and an intensive four-day land-based learning experience.

1.5 units

2.1.4.3. *INDW 528 Intergenerational Mentorship Seminar III*

Examines the harmonization of Indigenous nursing knowledge and scholarship within thesis, practicum and capstone pathways. Explores relational accountability to peers, mentors and community networks through intergenerational mentorship and reflexive inquiry. Engages with Indigenous knowledge systems in relation to academic, professional, policy and practice challenges. Supports research and project planning and execution.

1.5 units

2.1.4.4. *NUNP 537 Family Nurse Practitioner Integration Internship*

Provides opportunities to apply, consolidate and integrate the knowledge and skills gained throughout the nurse practitioner program in an entry-level practice environment. Develops leadership capacity to address gaps in health services, promote continuity of care and support disease prevention, disease management and health promotion. Includes a practicum under the supervision of a faculty instructor and clinical preceptor.

3 units

2.1.5. PhD Revised Courses

2.1.5.1. *NURS 601 Philosophical Foundations*

Examines the foundations of nursing scholarship through critical engagement with diverse theoretical and disciplinary perspectives. Critically examines key concepts, theories and knowledge claims and their implications for research questions and methodological choices. Explores relationships between ontology, epistemology and methodology in the design of original research programs. Develops scholarly positioning, theoretical coherence and rigour in the development of dissertation proposals.

1.5 units

2.1.5.2. *NURS 604A Qualitative Research Designs*

Examines the philosophical and methodological foundations of qualitative inquiry in nursing and health research. Explores diverse theoretical perspectives and their application to specific methodological approaches. Emphasizes alignment among epistemological stances, research questions and study design. Includes critical evaluation of different qualitative data collection, analysis and interpretation approaches.

1.5 units

2.1.5.3. *NURS 604B Quantitative Research Designs*

Examines the theoretical and methodological foundations of quantitative inquiry in nursing and health research. Explores experimental, quasi-experimental and observational study

designs across diverse contexts. Emphasizes alignment among research questions, study design and analytic strategies. Includes critical appraisal of sampling approaches, measurement validity and reliability and statistical inference. Develops skills for designing, evaluating and interpreting quantitative studies that support evidence-informed practice and rigorous research.

1.5 units

2.1.5.4. *NURS 622 Dissertation Seminar*

Provides a structured roadmap for timely progression through the doctoral program. Focuses on rigorous preparation for candidacy, including development of dissertation proposals and competitive grant applications. Emphasizes scholarly writing, critical feedback and iterative refinement of research ideas. Fosters a collaborative, cohort-based environment that supports peer mentorship, professional socialization and development of networks and habits essential for successful doctoral study and research.

1.5 units

2.1.5.5. *NURS 693 Candidacy Examination*

Requires continuous enrolment until successful completion of the candidacy examination. Assesses readiness to undertake independent doctoral research through development and oral defence of a written dissertation proposal. Successful completion is a prerequisite for enrolment in NURS 699.

2.1.6. Summary of Changes in Courses

	Current course offering	Refreshed course offering	
1	NURS500 - Scholarly Writing for Advanced Practice Nursing	Discontinued	
2	NURS520 - Philosophy for Advanced Practice Nursing	**NURS517 - Disciplinary Foundations (new course)**	1
3	NURS521 - Advanced Practice Nursing and Professional Identity	**NURS570 - Community Harm Reduction (new course)**	2
4	NURS522 - Nursing Ethics for Health System Transformation	**NURS518 - Leadership and Systems (new course)**	3
5	NURS524 - Evidence for Advanced Practice Nursing	**NURS519 - Evidence and Practice (new course)**	4
6	NURS525 - Disciplinary Research for Advanced Practice Nursing	**NURS575 - Health Research Methods (new course)**	5
7	NURS549 - Health Services Research	Discontinued	
8	NURS581 - Special Topics in Nursing	Unchanged	6
9	NURS582 - Special Topics in Nursing	Unchanged	7
10	NURS589 - Directed Studies	Unchanged	8
11	NURS590 - Directed Studies	Unchanged	9
12	NURS591 - Thesis Seminar I	Discontinued	
13	NURS592 - Thesis Seminar II	Discontinued	
14	NURS596 - Nursing Scholarship Integration and Dissemination	Unchanged	10
15	NURS598 - Research Project	Discontinued	
16	NURS599 - Thesis	Unchanged	11
17	NURS601 - Philosophy in Nursing	Unchanged except for some wording improvement to description and title	12
18	NURS602 - Epistemological Discourses in the Study of Nursing	Discontinued	
19	NURS604A - Qualitative Research Design	Unchanged except for some wording improvement to description	13
20	NURS604B - Quantitative Research Design	Unchanged except for some wording improvement to description	14
21	NURS620 - Research Internship	Discontinued	
22	NURS621 - Doctoral Seminar	Discontinued	
23	NURS622 - Dissertation Seminar	Unchanged except for some wording improvement to description	15
24	NURS630 - Teaching Internship	Discontinued	
25	NURS679 - Research and Scholarship Seminar	Discontinued	
26	NURS680 - Special Topics in Research Methods	Unchanged	16
27	NURS681 - Special Topics in Research Methods	Unchanged	17
28	NURS690 - Directed Studies	Unchanged	18
29	NURS691 - Directed Studies	Unchanged	19
30	NURS693 - Candidacy Examination	Unchanged	20
31	NURS699 - Dissertation	Unchanged	21
x	N/A	**NURS571 - Indigenous Health Systems (new course)**	22
x	N/A	**NURS574 - Planetary and Global Health (new course)**	23
32	NUED570 - Engaging with Pedagogy in Nursing Education	**NURS573 - Nursing Education and Simulation (new course)**	24
33	NUED572 - Intersectoral Course and Curriculum Design in Nursing Education	Discontinued	
34	NUED573 - Nurse Educator Practice I	**NURS597 - Graduate Nursing Practicum (new component)**	25
35	NUED574 - Nursing Education Practice and Curriculum Design	**NURS597 - Graduate Nursing Practicum (new component)**	
36	NURA516 - Advancing Nursing Practice	**NURS572 - Organizations and Policies (new course)**	26
37	NURA517 - Leading in Practice Settings	**NURS597 - Graduate Nursing Practicum (new component)**	
38	NURA518 - Health Policy and Praxis	**NURS597 - Graduate Nursing Practicum (new component)**	
39	NURA519 - Leadership for Health Systems	Discontinued	
40	NUNP531 - Applied Pathophysiology	Unchanged	27
41	NUNP532 - Pharmacological Interventions in Health and Illness	Unchanged	28
42	NUNP537 - Family Nurse Practitioner Integration Internship	**Number of units changed from 1.5 to 3.0**	29
43	NUNP540 - Advanced Assessment and Diagnostic Reasoning Theory	Unchanged	30
44	NUNP541 - Advanced Assessment and Diagnostic Reasoning Practice	Unchanged	31
45	NUNP543 - Primary Health Care I (Adult Theory)	Unchanged	32
46	NUNP545 - Primary Health Care II (Children and Families Theory)	Unchanged	33
47	NUNP547 - Primary Health Care III (Older Adult Theory)	Unchanged	34
48	NUNP548 - Primary Health Care III (Practicum)	Unchanged	35
49	NUNP549 - Primary Health Care I & II (Practicum)	Unchanged	36
50	INDW526 - Intergenerational Learning Seminar I	Unchanged except for some wording improvement to description	37
51	INDW527 - Intergenerational Learning Seminar II	Unchanged except for some wording improvement to description	38
52	INDW528 - Intergenerational Learning Seminar III	Unchanged except for some wording improvement to description	39

Figure 5 : Summary of course changes and equivalences

2.2. Resources and Teaching Loads

As stated earlier, the refresh of the School of Nursing's graduate programs aims to adapt our offerings to changing realities, increase the social relevance of what we teach by providing programs and courses that better align with students' expectations and needs, and strengthen the connection between the School and the University's strategic direction. The School is, however, very aware that the achievement of these goals is also contingent on our capacity to use resources efficiently. The refresh will not require additional resources either internally in the School or externally at the University level.

This understanding was embedded in the design of the new programs from the outset. For example, the structure of the refreshed MN program is intended to allow nursing students to benefit from courses offered by other units within the Faculty of Health as well as in other faculties, while also providing cutting-edge electives that will be of interest to students in other programs.

In 2026, our existing graduate programs will involve the teaching of 78 course sections (for a total of 117 teaching units). Around 38% (29) of these sections will be taught by sessional instructors. The refresh aims to maintain or increase our graduate FTE while reducing the number of sections taught to 69 (for a total of 103.5 teaching units). This represents a significant improvement in efficiency and would reduce our reliance on sessional instructors

Regarding the PhD program, it should be noted that the teaching load stays the same while we double the number of intakes (going from biennial intake to yearly ones) and hope to increase our enrolments to a total of 8 to 10 students per year.

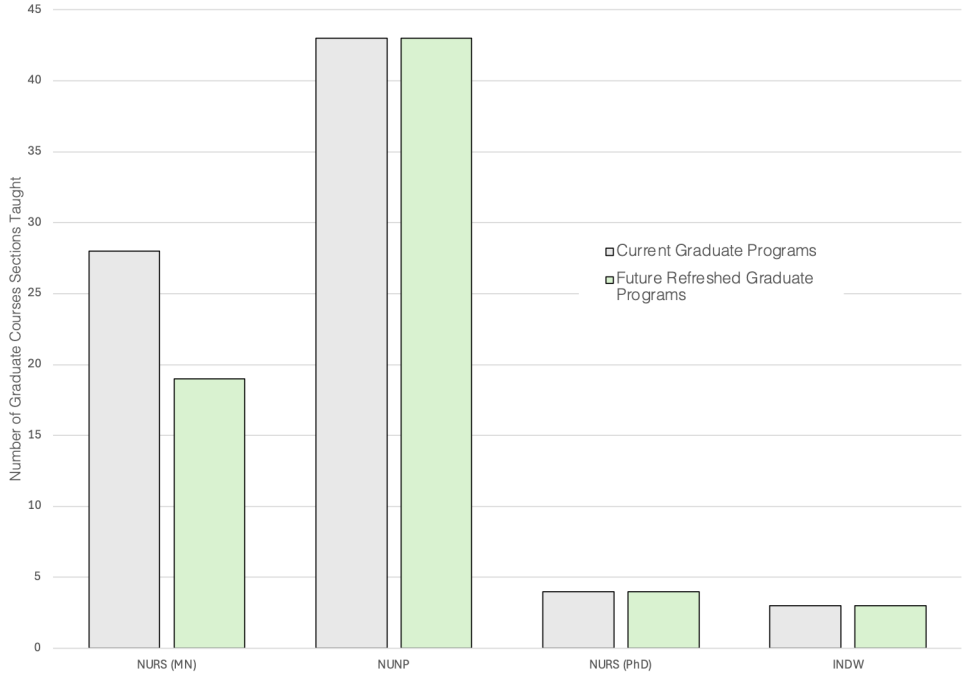


Figure 6: Overall Teaching Load in the Current and Refreshed Programs

3. Transition Plan

The proposed refresh of the School of Nursing graduate program includes the creation of nine new courses and a new 3-unit practicum component. In this context, the School does not have the capacity to concurrently deliver all courses required in the current programs.

Pending the timely completion of all required consultations and approvals, the first intake into the refreshed program is anticipated in September 2028.

Students who enrolled part-time in the APL, NUED, or INDW programs in September 2025, or who will enroll part-time in 2026 or 2027, as well as students who will enroll full-time in September 2027, will require a transition plan upon the launch of the refreshed programs in 2028.

A careful mapping of existing course scheduling tables has been conducted to develop 12 course-sequencing transition plans (see appendix). These plans are based on the three existing APL, NUED, and INDW streams (either full-time or part-time), the option for students to pursue either a practicum or a capstone, and the presence of block credits from the BCIT pathway.

Given the structure of the current and refreshed programs, we do not anticipate needing transition plans for the MN Nurse Practitioner program or for students completing a thesis. Similarly, PhD students starting in 2026 will have finished their coursework by 2028, and there is no planned PhD intake in 2027. Finally, all remaining NUHI students and students in the NUED certificate will have completed their coursework before the rollout of the refreshed programs. Transition plans for out-of-sequence students will be tailored to individual circumstances.

3.1. Transition Course Sequencing

3.1.1. Transition Plan for the 2027 Cohort of APL Full Time Students – Capstone Option

FIRST YEAR (2027)		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended elective* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR (2028)		
NURS 572 Organizations and Policies NURS 518 Leadership and Systems or NURS 573 Nursing Education and Simulation	External Elective 1.5 units or NURS 571 Indigenous Health Systems NURS 596 Nursing Scholarship Integration and Dissemination	

3.1.2. Transition Plan for the 2027 Cohort of APL Full time Students – Practicum Option

FIRST YEAR (2027)		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended elective* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR (2028)		
NURS 572 Organizations and Policies NURS 518 Leadership and Systems or NURS 573 Nursing Education and Simulation	NURS 597 Graduate Nursing Practicum (3 units)	

3.1.3. Transition Plan for the 2027 Cohort of APL Full Time BCIT - Pathway Students – Capstone Option

FIRST YEAR 2027		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR 2028		
Optional Elective	NURS 596 Nursing Scholarship Integration and Dissemination	

3.1.4. Transition Plan for the 2025 to 2027 Cohorts of APL Part Time Students – Capstone Option

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Nursing Disciplinary Knowledge	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity	MN Foundation NURS 522 Nursing Ethics for Health System Transformation
SECOND YEAR		
NURS 572 Organizations and Policies	NURS 519 Evidence and Practice	NURS 570 Community Harm Reduction or NURS 574 Planetary and Global Health
THIRD YEAR		
NURS 518 Leadership and Systems	NURS 575 Health Research Methods or NURS 571 Indigenous Health Systems	External or Disciplinary Elective 1.5 units
FOURTH YEAR		
Facultative External Elective 1.5 units	MN Foundation NURS 596 Nursing Scholarship: Integration & Dissemination	

3.1.5. Transition Plan for the 2025 to 2027 Cohorts of APL Part Time BCIT -Pathway Students – Capstone Option

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Nursing Disciplinary Knowledge	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity	MN Foundation NURS 522 Nursing Ethics for Health System Transformation
SECOND YEAR		
NURS 572 Organizations and Policies	NURS 519 Evidence and Practice	NURS 570 Community Harm Reduction or NURS 574 Planetary and Global Health
THIRD YEAR		
NURS 518 Leadership and Systems	MN Foundation NURS 596 Nursing Scholarship: Integration & Dissemination	

3.1.6. Transition Plan for the 2027 Cohort of NUED Full Time Students – Capstone Option

FIRST YEAR (2027)		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended elective* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR (2028)		
NURS 573 Nursing Education and Simulation NURS 518 Leadership and Systems or NURS 572 Organizations and Policies	External Elective 1.5 units or NURS 571 Indigenous Health Systems NURS 596 Nursing Scholarship Integration and Dissemination	

3.1.7. Transition Plan for the 2027 Cohort of NUED Full time Students – Practicum Option

FIRST YEAR (2027)		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended elective* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR (2028)		
NURS 573 Nursing Education and Simulation NURS 518 Leadership and Systems or NURS 572 Organizations and Policies	NURS 597 Graduate Nursing Practicum (3 units)	

3.1.8. Transition Plan for the 2027 Cohort of NUED Full Time BCIT -Pathway Students – Capstone Option

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Philosophy for Advanced Practice Nursing Recommended* NURS 500 Scholarly Writing for Advanced Practice Nursing	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR		
Optional Elective	NURS 596 Nursing Scholarship Integration and Dissemination	

3.1.9. Transition Plan for the 2025 to 2027 Cohorts of NUED Part Time Students– Capstone Option

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Nursing Disciplinary Knowledge	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity	MN Foundation NURS 522 Nursing Ethics for Health System Transformation
SECOND YEAR		
NURS 573 Nursing Education and Simulation	NURS 519 Evidence and Practice	NURS 570 Community Harm Reduction or NURS 574 Planetary and Global Health
THIRD YEAR		
NURS 518 Leadership and Systems	NURS 575 Health Research Methods or NURS 571 Indigenous Health Systems	External or Disciplinary Elective 1.5 units
FOURTH YEAR		
Facultative External Elective 1.5 units	MN Foundation NURS 596 Nursing Scholarship: Integration & Dissemination	

3.1.10. Transition Plan for the 2025 to 2027 Cohorts of NUED Part Time BCIT -Pathway Students – Capstone Option

FIRST YEAR		
September - December	January - April	May - August
MN Foundation NURS 520 Nursing Disciplinary Knowledge	MN Foundation NURS 521 Advanced Practice Nursing & Professional Identity	MN Foundation NURS 522 Nursing Ethics for Health System Transformation
SECOND YEAR		
NURS 573 Nursing Education and Simulation	NURS 519 Evidence and Practice	NURS 570 Community Harm Reduction or NURS 574 Planetary and Global Health
THIRD YEAR		
NURS 518 Leadership and Systems	MN Foundation NURS 596 Nursing Scholarship: Integration & Dissemination	

3.1.11. Transition Plan for the 2027 Cohort of Indigenous Wellness (INDW) Students – Capstone Option

FIRST YEAR		
September - December	January - April	May - August
INDW Required INDW 526 Intergenerational Learning Seminar I MN Foundation NURS 520 Philosophy for Advanced Practice Nursing	INDW Required INDW 527 Intergenerational Learning Seminar II MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR		
INDW Required INDW 528 Intergenerational Learning Seminar III Elective (Indigenous Focus Recommended)	INDW Required INDW 528 (Continued) Intergenerational Learning Seminar III MN Foundation NURS 596 Nursing Scholarship Integration and Dissemination	

3.1.12. Transition Plan for the 2027 Cohort of Indigenous Wellness (INDW) Students – Practicum Option

FIRST YEAR		
September - December	January - April	May - August
INDW Required INDW 526 Intergenerational Learning Seminar I MN Foundation NURS 520 Philosophy for Advanced Practice Nursing	INDW Required INDW 527 Intergenerational Learning Seminar II MN Foundation NURS 521 Advanced Practice Nursing and Professional Identity MN Foundation NURS 524 Evidence for Advanced Practice Nursing	MN Foundation NURS 522 Nursing Ethics for Health System Transformation MN Foundation NURS 525 Disciplinary Research for Advanced Practice Nursing
SECOND YEAR		
INDW Required INDW 528 Intergenerational Learning Seminar III Facultative Elective (Indigenous Focus Recommended)	INDW Required INDW 528 (Continued) Intergenerational Learning Seminar III NURS 597 Graduate Nursing Practicum (3 units)	

MEMO

UVIC

2. PROPOSED CALENDAR CHANGES

.

MEMO

3. SUPPORTING DOCUMENTATION

3.1. Internal Consultation and Approval Process

The School of Nursing's graduate program refresh has been conducted since its inception in close collaboration with the Faculty of Health, the Faculty of Graduate Studies (FGS), and the Office of the Associate Vice-President Academic Programs (AVPAP). The Deans and Associate Vice-President have been engaged throughout the process through regular email updates and meetings, from the initial development of program options and structures through to the preparation and review of the final proposals.

The process has also included extensive consultation with relevant academic units, and university service areas, as well as formal review and approval through the appropriate School, Faculty, and University governance bodies.

The consultation and approval process has included the following milestones:

- February 20, 2025 – School of Nursing Council voted to undertake a comprehensive refresh of the graduate programs.
- March 27, 2025 – The Director and Associate Director, Graduate Education (ADGE), presented the proposed redesign to the Dean of the Faculty of Human and Social Development.
- March 28, 2025 – The Director and ADGE presented the proposed redesign to the Dean of the Faculty of Graduate Studies.
- April 7, 2025 – The Director and ADGE met with the Gustavson School of Business Associate Dean to explore potential partnerships.
- April 17, 2025 – The Director and ADGE met with the Director of the School of Public Administration to explore potential DNP partnerships.
- May 7, 2025 – The Director and ADGE presented the proposed redesign to the Associate Vice-President Academic.
- September 22, 2025 – A document outlining future graduate program options was shared with the AVPAP, FGS, and Dean of the Faculty of Health for feedback and discussion.
- December 12, 2025 – The initial program design for the graduate program refresh was shared with the AVPAP, FGS, and Dean of the Faculty of Health.
- January 21, 2026 – A draft program structure and course sequence were shared with the AVPAP, FGS, and Dean of the Faculty of Health for feedback.
- January 28, 2026 – The ADGE team met with the Director and Grad Advisor of Health Information Science to discuss the discontinuation of the NUHI double degree and explore new potential partnerships.
- January 30, 2026 – The ADGE team met with the Associate Dean of Education to explore potential partnerships.
- February 3, 2026, the ADGE team met with the Associate Dean Academic from the Faculty of Health as well as with two Associate Deans from FGS to discuss the convergence between the program revision and the new FGS typology of master degrees
- March 30, 2026 – The School of Nursing Graduate Education Committee approved the final program refresh proposal.
- April 1, 2026 – School of Nursing Council approved the graduate program refresh proposal.

Master of Nursing Nurse Practitioner

1a) PROPOSED Kuali Entry showing tracked changes:

~~**MN-APN** | Advanced Practice Nursing~~

NP-NURS* Nurse Practitioner

Program Title: ~~Advanced Practice Nursing~~ Nurse Practitioner

Credential Type: Master of Nursing

General information

This graduate program is offered by the ~~School of Nursing.~~School of Nursing. Contact information, faculty members and their areas of research, and ~~financial support~~other information can be obtained from the ~~School of Nursing calendar entry~~School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Nurse Practitioner Master of Nursing is a practice-oriented and theory-based professional degree that prepares nurses to qualify as Nurse Practitioners in British Columbia. All practice experiences are completed within BC.

Requirements

Admission requirements

~~Admission requirements~~

~~Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website and the School of Nursing website.~~

Applicants for the ~~degree of MN in Nursing~~ MN Nurse Practitioner program must meet all general requirements of the Faculty of Graduate Studies~~,~~

(https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program. ~~School of Nursing.~~

~~Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the published deadline dates.~~

~~Admission is highly competitive. Not all students who meet the minimum requirements will be admitted. These programs are offered as resources permit.~~

~~Delivery~~

~~The Master of Nursing program is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches, with some required on-campus and/or in-person components.~~

~~All students admitted to MN distance are required to attend an onsite orientation to their program prior to program commencement in September. For Nurse Practitioner and Nurse Practitioner Post-Degree Stream students, this onsite orientation is in addition to the required onsite components that occur in terms three to six in the Nurse Practitioner and Nurse Practitioner Post-Degree Stream programs.~~

~~Grades~~

~~Applicants for admission must have completed a Baccalaureate in Nursing with at least a B+ (77%) average for the last two years of university work. The equivalent of a minimum of two years' full-time recent nursing practice as a registered nurse, preferably in the chosen area of concentration, is strongly recommended.~~

~~MN Nurse Practitioner Post-degree Stream requirements include: Completion of a Master of Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (6.0) average for the MN degree) within the past 10 years.~~

~~The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.~~

~~Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, require students' coursework from a nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.~~

~~Prerequisites~~

In addition to the requirements listed below, students should refer to the School of Nursing Practice Requirements.

Grades

Applicants for admission should hold a Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 (B+) on UVic's 9-point scale (see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Admission is highly competitive. Not all students who meet the minimum requirements will be admitted.

Prerequisites

Applicants must submit a professional curriculum vitae ~~with complete~~detailing completed work experience, education, and training; ~~academic and employer references;~~ two letters of reference, and a letter of intent ~~related to~~ describing their interest in and goals for the program. ~~Students whose primary language is not English require an acceptable score on an approved English language competency test (see English Language Proficiency). Nurse Practitioner~~Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

At the time of application and ~~Nurse Practitioner Post-Degree Stream~~for the duration of the program, applicants ~~may be shortlisted and contacted for a face-to-face, video or telephone interview~~must reside in British Columbia and maintain active practicing registration as a Registered Nurse (RN) with the British Columbia College of Nurses and Midwives (BCCNM) and must provide official verification of active practicing registration as an RN with the BCCNM.

~~Prior to admission, all applicants to the School of Nursing Master of Nursing Graduate Program must provide evidence of completion of an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above. With the approval of the Director of Nursing or designate, a for-credit graded course may be substituted. All applicants must also~~
Applicants must have completed a minimum of 3,600 hours of direct clinical practice as a Registered Nurse (RN) within the five years preceding the MN NP application deadline. Hours worked in administrative positions, such as Clinical Nurse Educator roles, or in

positions that are primarily management- or supervisory-focused, do not qualify toward this minimum requirement. Applicants will be required to indicate the total number of direct clinical hours they have completed and provide official employer documentation verifying these hours.

Prior to admission, applicants must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., ~~PHSA~~British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the MN NP program start-date ~~in September~~.

~~Students must provide official verification of active practicing registration as a Registered Nurse (or the equivalent in the jurisdiction[s] in which the student is taking the program). Active practicing registration must be maintained for the duration of the program.~~

~~Applicants for admission to the Nurse Practitioner and the Nurse Practitioner Post-Degree Stream must reside in British Columbia and maintain active practicing registration with the BCCNM for the duration of the MN-NP program and MN-NP Post-Degree Stream program.~~

~~Applicants for admission to the MN Indigenous Wellness graduate program must be Registered Nurses who self-identify as First Nations, Metis, and Inuit students. Admission will be offered to First Nations, Inuit, and Metis students from communities in BC, those born in Canada, followed by international Indigenous students.~~

Applicants admitted to the ~~MN~~ program must provide evidence of successful completion of a ~~basic life support level~~Basic Life Support Level C course completed no more than 12 months prior to admission. A valid CPR ~~level~~Level C certificate must be maintained for the duration of the program.

Applicants admitted to ~~all~~the MN ~~programs~~NP program must complete an HSPnet form for use and disclosure of student information for practicum purposes.

~~Synchronous learning sessions (booked online classes in real time) may be required for all MN program options. Students enrolled in the MN Nurse Practitioner option and Nurse Practitioner Post-Degree Stream are required to be available for weekly online synchronous learning opportunities.~~

~~Please check the website for current technical specifications required to easily participate in this online/distributed program.~~

Deadlines

~~The application deadline is December 1 of each year. Completed applications and supporting documents must be available for consideration by~~Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines ~~on, or prior to, this date.~~

~~Please note that the School accepts students for a September entry only. Completed applications submitted by these deadlines are automatically considered for University of Victoria funding opportunities. Please refer to the for the next available intake.~~

~~Double Degree MN and MSc Health Informatics~~

~~This is a distance learning, online education program. It typically requires at least two years of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad to be eligible to apply for admission into the program. Relevant work experience may include experience with clinical systems implementation, clinical system development, information system training, clinical data analysis or clinical system evaluation, etc.~~

~~Applicants to the Double Degree option in Nursing and Health Informatics must meet admission criteria for both programs. Application and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information Science websites~~.

Program requirements

Course Requirements~~: Double Degree in Nursing and Health Informatics~~

This program requires completion of a total of 19.5 units of study, including in-person condensed on-site practice components.

~~In addition to the requirements listed below, students should refer to School of Health Information Science: Requirements.~~

~~Provide **two Assessment Reports** from academic referees. To strengthen your application, we recommend that your referees attach a Letter of Reference in addition to the Assessment Report. If it has been more than five years since you last attended a post-~~

~~secondary institution, we recommend that you include two Assessment Reports from current or former employers in place of academic referees.~~

~~A **personal resumé** should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards.~~

~~A **letter of intended study** describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace or academic career, and in what ways will the program improve/change your personal career.~~

~~Prior to admission, applicants to the School of Nursing Master of Nursing Graduate Program must provide evidence of completion of an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above. All applicants to the Nurse Practitioner Post-Degree Stream are exempt from this requirement. All applicants must also provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., PHSA San'yas Indigenous Cultural Safety Training – Core Health). These courses must have been completed within five years of the program start-date in September.~~

~~If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. You will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.~~

~~Students in the On-Campus MSc stream may switch to the distributed MSc stream; however tuition and fees will be assessed at the distributed MSc stream rate for all courses in the MSc program including those already completed prior to switching streams.~~

Delivery

The Nurse Practitioner program is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities. The program also includes an on-campus orientation.

All travel, accommodation, meals, and other expenses related to attending orientation, on-sites, practicums or other in-person activities are in addition to the program tuition costs and are the responsibility of the student.

The Nurse Practitioner program is offered on a full-time basis.

~~The admission selection process is competitive, and enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. All applicants are required to have a Bachelor's degree for admission to the MSc and a first-class Bachelor's and Master's degree for admission to the PhD graduate programs.~~

~~There is one entry point for all of the degrees and certificates offered by the School: in September of each academic year.~~

~~Non-Degree~~

~~Applicants approved by the Faculty of Graduate Studies to take courses as non-degree graduate student may seek permission to register in graduate level courses in the Faculty of Health, including the School of Nursing. The School of Nursing limits enrolment to two courses prior to application to a graduate program. The course(s) must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Health is not an offer of admission to any School of Nursing or Faculty of Health graduate program, nor does it facilitate admission or unduly advantage applicants.~~

~~**Program requirements**~~

Program requirements

The program offers courses in a set sequence. Students must achieve a grade of B (5.0) or higher in every course taken for credit, and a GPA of at least 5.0 (B) for every session in which they are registered, before proceeding further through the program. Students with a course grade below a B, or sessional or cumulative average below 5.0, will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

~~Usually, all s~~Students must normally pass each Nurse Practitioner practicum course

(NUNP 541, NUNP 549, NUNP 548, NUNP 537) before proceeding further through the program and successfully completing the program~~registered in any nursing practice course must pass each course before proceeding further through the program~~. Students may, with permission of the Graduate Education Academic Review committee, and in accordance with relevant academic policies, repeat a failed ~~nursing practice~~ Nurse Practitioner practicum course. The privilege to repeat a failed ~~nursing practice~~ Nurse Practitioner Practicum course is allowed only once in the program. ~~(See also Nursing: Practice Requirements.)~~

~~Program core course enrolment is guaranteed for students who follow the program course sequence as identified online. Students who fall "out of sequence" for any reason should contact the Graduate Adviser to discuss course planning in further detail. Please be advised that MN core and option specific required courses are only offered once a year. Enrollment for out of sequence students is based upon course space, instructor, and practice placement availability.~~

~~The full-time Nurse Practitioner and Nurse Practitioner Post-Degree Stream options offer courses in a set sequence.~~

The University does allow students to take personal or other approved leaves. However, after a leave of absence of 12 consecutive months or longer, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program before re-enrolment is authorized. ~~Nurse Practitioner and Nurse Practitioner Post-Degree Stream students~~Students on leave for more than 24 months must re-apply in competition with other applicants.

~~All travel, accommodation, meals, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.~~

~~UVic Email Address~~

~~All program information will be provided by email. All School of Nursing students are required to use their UVic email address as their primary email contact in the student records system while enrolled in programs. This is to ensure continuity and consistency of information received. The School of Nursing is not responsible for providing missed information if students do not use the UVic email address.~~

Program rules

~~No Rules~~

- Complete all of:

  ~~Foundational APN courses~~

- ~~Complete all of:~~
  - ~~NURS520 - Philosophy for Advanced Practice Nursing (1.5)~~
  - ~~NURS521 - Advanced Practice Nursing and Professional Identity (1.5)~~
  - ~~NURS524 - Evidence for Advanced Practice Nursing (1.5)~~
  - ~~NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)~~
  - NURS517 - Disciplinary Foundations (1.5)
  - NURS519 - Evidence & Practice (1.5)
  - NUNP531 - Applied Pathophysiology (1.5)
  - NUNP532 - Pharmacological Interventions in Health and Illness (1.5)
  - NUNP540 - Advanced Assessment and Diagnostic Reasoning Theory (1.5)
  - NUNP541 - Advanced Assessment and Diagnostic Reasoning Practice (1.5)
  - NUNP543 - Primary Health Care I (Adult Theory) (1.5)
  - NUNP545 - Primary Health Care II (Children and Families Theory) (1.5)
  - NUNP549 - Primary Health Care I & II (Practicum) (1.5)
  - NUNP547 - Primary Health Care III (Older Adult Theory) (1.5)
  - NUNP548 - Primary Health Care III (Practicum) (1.5)
  - NUNP537 - Family Nurse Practitioner Integration Internship (~~1.5~~3.0)

Total units

19.5

1b) FINAL Version of Kuali Entry:

NP-NURS* Nurse Practitioner

Program Title: Nurse Practitioner

Credential Type: Master of Nursing

General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program

includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Nurse Practitioner Master of Nursing is a practice-oriented and theory-based professional degree that prepares nurses to qualify as Nurse Practitioners in British Columbia. All practice experiences are completed within BC.

Requirements

Admission requirements

Applicants for the Nurse Practitioner program must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program. In addition to the requirements listed below, students should refer to the School of Nursing Practice Requirements.

Grades

Applicants for admission should hold a Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 (B+) on UVic's 9-point scale (see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Admission is highly competitive. Not all students who meet the minimum requirements will be admitted.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference, and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

At the time of application and for the duration of the program, applicants must reside in British Columbia and maintain active practicing registration as a Registered Nurse (RN) with the British Columbia College of Nurses and Midwives (BCCNM) and must provide official verification of active practicing registration as an RN with the BCCNM.

Applicants must have completed a minimum of 3,600 hours of direct clinical practice as a Registered Nurse (RN) within the five years preceding the MN NP application deadline. Hours worked in administrative positions, such as Clinical Nurse Educator roles, or in

positions that are primarily management- or supervisory-focused, do not qualify toward this minimum requirement. Applicants will be required to indicate the total number of direct clinical hours they have completed and provide official employer documentation verifying these hours.

Prior to admission, applicants must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the MN NP program start-date.

Applicants admitted to the program must provide evidence of successful completion of a Basic Life Support Level C course completed no more than 12 months prior to admission. A valid CPR Level C certificate must be maintained for the duration of the program.

Applicants admitted to the MN NP program must complete an HSPnet form for use and disclosure of student information for practicum purposes.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

Program requirements

Course Requirements

This program requires completion of a total of 19.5 units of study, including in-person condensed on-site practice components.

Delivery

The Nurse Practitioner program is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities. The program also includes an on-campus orientation.

All travel, accommodation, meals, and other expenses related to attending orientation, on-sites, practicums or other in-person activities are in addition to the program tuition costs and are the responsibility of the student.

The Nurse Practitioner program is offered on a full-time basis.

Program requirements

The program offers courses in a set sequence. Students must achieve a grade of B (5.0) or higher in every course taken for credit, and a GPA of at least 5.0 (B) for every session in which they are registered, before proceeding further through the program. Students with a course grade below a B, or sessional or cumulative average below 5.0, will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Students must normally pass each Nurse Practitioner practicum course (NUNP 541, NUNP 549, NUNP 548, NUNP 537) before proceeding further through the program and successfully completing the program. Students may, with permission of the Graduate Education Academic Review committee, and in accordance with relevant academic policies, repeat a failed Nurse Practitioner practicum course. The privilege to repeat a failed Nurse Practitioner practicum course is allowed only once in the program.

The University does allow students to take personal or other approved leaves. However, after a leave of absence of 12 consecutive months or longer, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program before re-enrolment is authorized. Students on leave for more than 24 months must re-apply in competition with other applicants.

Program rules

- Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
    - NURS519 - Evidence & Practice (1.5)
    - NUNP531 - Applied Pathophysiology (1.5)
    - NUNP532 - Pharmacological Interventions in Health and Illness (1.5)
    - NUNP540 - Advanced Assessment and Diagnostic Reasoning Theory (1.5)
    - NUNP541 - Advanced Assessment and Diagnostic Reasoning Practice (1.5)
    - NUNP543 - Primary Health Care I (Adult Theory) (1.5)
    - NUNP545 - Primary Health Care II (Children and Families Theory) (1.5)
    - NUNP549 - Primary Health Care I & II (Practicum) (1.5)
    - NUNP547 - Primary Health Care III (Older Adult Theory) (1.5)
    - NUNP548 - Primary Health Care III (Practicum) (1.5)

- NUNP537 - Family Nurse Practitioner Integration Internship (3.0)

Total units:

19.5

Master of Nursing

2a) PROPOSED Kuali Entry showing tracked changes:

~~**MN-APN** | Advanced Practice Nursing~~

MN2-NURS* | Nursing

Program Title: ~~Advanced Practice~~ Nursing

Credential Type: Master of Nursing

General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and ~~financial support~~other information can be obtained from the School of Nursing ~~calendar entry~~website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Master of Nursing program is a practice-oriented and theory-based degree designed to prepare nurses for a broad range of roles. It is composed of a general program and an Indigenous Wellness stream.

The Indigenous Wellness stream is Indigenous-specific and designed to address the unique and distinct features of working with Indigenous populations and the lived experiences of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, and research capabilities.

Requirements

Admission requirements

~~Admission requirements~~

~~Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website and the School of Nursing website.~~

Applicants for the degree of MN in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the ~~School of Nursing~~program.

~~Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the published deadline dates.~~

~~Admission is highly competitive. Not all students who meet the minimum requirements will be admitted. These programs are offered as resources permit.~~

~~Delivery~~

~~The Master of Nursing program is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches, with some required on-campus and/or in-person components.~~

~~All students admitted to MN distance program are required to attend an onsite orientation to their program prior to program commencement in September. For Nurse Practitioner and Nurse Practitioner Post-Degree Stream students, this onsite orientation is in addition to the required onsite components that occur in terms three to six in the Nurse Practitioner and Nurse Practitioner Post-Degree Stream programs.~~

Grades

Applicants for admission ~~must have completed~~should hold a ~~Baccalaureate~~ Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 ~~a~~ (B+) on UVic's 9-point scale (~~77%)~~ see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php).

Applicants who do not hold a BSN but possess equivalent academic preparation may be considered for admission on a case-by-case basis. Such applicants must demonstrate that their prior education provides appropriate preparation for graduate study in nursing.

~~average for the last two years of university work. The equivalent of a minimum of two years' full-time recent nursing practice as a registered nurse, preferably in the chosen area of concentration, is strongly recommended.~~

~~MN Nurse Practitioner Post-degree Stream requirements include: Completion of a Master of Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (6.0) average for the MN degree) within the past 10 years.~~

~~The Master of Nursing program admits students on an annual basis for September entry, with limited enrolment.~~

~~Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, require students' coursework from a nursing diploma or post-secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units.~~

Prerequisites

~~In addition to the requirements listed below, students should refer to the~~ School of Nursing Practice Requirements~~.~~

Applicants must submit a professional curriculum vitae ~~with~~ detailing completed work experience, education, and training; ~~academic and employer~~two letters of reference~~s~~; and a letter of intent ~~related~~ describing their interest in and goals for~~to~~ the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation. ~~Students whose primary language is not English require an acceptable score on an approved English language competency test (see English Language Proficiency). Nurse Practitioner and Nurse Practitioner Post-Degree Stream applicants may be shortlisted and contacted for a face-to-face, video or telephone interview.~~

Prior to admission, ~~all~~ applicants ~~to the School of Nursing Master of Nursing Graduate Program~~ must provide evidence of completion of ~~an upper-level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institution with a final grade of B or above. With the approval of the Director of Nursing or designate, a for-credit graded course may be substituted. All applicants must also provide evidence of completion of~~ a recognized, interactive Indigenous cultural safety course for health providers (e.g., British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the ~~program~~ start-date ~~in September~~of the program.

~~Students must provide official verification of active practicing registration as a Registered Nurse (or the equivalent in the jurisdiction[s] in which the student is taking the program). Active practicing registration must be maintained for the duration of the program.~~

~~Applicants for admission to the Nurse Practitioner and the Nurse Practitioner Post-Degree Stream must reside in British Columbia and maintain active practicing registration with the BCCNM for the duration of the MN-NP program and MN-NP Post-Degree Stream program.~~

The Indigenous Wellness stream is an Indigenous-specific program. Applicants ~~for admission to the MN Indigenous Wellness graduate program~~ must meet the eligibility requirements outlined in the University's Indigenous Citizenship policies. ~~be Registered Nurses who self-identify as First Nations, Metis, and Inuit students.~~ Admission will be offered to First Nations, Inuit, and M~~é~~étis students from communities in BC, those born in Canada, followed by international Indigenous students.

~~Applicants admitted to the MN program must provide evidence of successful completion of a basic life support level C course completed no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program.~~

~~Applicants admitted to all MN programs must complete an HSPnet form for use and disclosure of student information for practicum purposes.~~

~~Synchronous learning sessions (booked online classes in real time) may be required for all MN program options. Students enrolled in the MN Nurse Practitioner option and Nurse Practitioner Post-Degree Stream are required to be available for weekly online synchronous learning opportunities.~~

~~Please check the website for current technical specifications required to easily participate in this online/distributed program.~~

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines. ~~The application deadline is December 1 of each year. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, this date.~~

Please note that the School accepts students for a September entry only. Completed applications submitted by these deadlines are automatically considered for University of Victoria funding opportunities. Please refer to the website for the next available intake.

Double Degree MN and MSc Health Informatics

This is a distance learning, online education program. It typically requires at least two years of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad to be eligible to apply for admission into the program. Relevant work experience may include experience with clinical systems implementation, clinical information system development, information system training, clinical data analysis or clinical system evaluation, etc.

Applicants to the Double Degree option in Nursing and Health Informatics must meet admission criteria for both programs. Application guidelines and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information Science websites.

Admission Requirements: Double Degree in Nursing and Health Informatics

In addition to the requirements listed below, students should refer to School of Health Information Science: Requirements.

Provide **two Assessment Reports** from academic referees. To strengthen your application, we recommend that your referees attach a Letter of Reference in addition to the Assessment Report. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include two Assessment Reports from current or former employers in place of academic referees.

A **personal resumé** should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards.

A **letter of intended study** describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace or academic career, and in what ways will the program improve/change your personal career.

Prior to admission, applicants to the School of Nursing Master of Nursing Graduate Program must provide evidence of completion of an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above. All applicants to the Nurse Practitioner Post-Degree Stream are exempt from this requirement. All applicants must also provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., PHSA San'yas

~~Indigenous Cultural Safety Training – Core Health). These courses must have been completed within five years of the program start-date in September.~~

~~If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. You will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.~~

~~Students in the On-Campus MSc stream may switch to the distributed MSc stream; however tuition and fees will be assessed at the distributed MSc stream rate for all courses in the MSc program including those already completed prior to switching streams.~~

~~The admission selection process is competitive, and enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. All applicants are required to have a Bachelor's degree for admission to the MSc and a first-class Bachelor's and Master's degree for admission to the PhD graduate programs.~~

~~There is one entry point for all of the degrees and certificates offered by the School: in September of each academic year.~~

~~Non-Degree~~

~~Applicants approved by the Faculty of Graduate Studies to take courses as non-degree graduate student may seek permission to register in graduate level courses in the Faculty of Health, including the School of Nursing. The School of Nursing limits enrolment to two courses prior to application to a graduate program. The course(s) must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Health is not an offer of admission to any School of Nursing or Faculty of Health graduate program, nor does it facilitate admission or unduly advantage applicants.~~

~~Admission rules~~

~~No Rules~~

~~Inherit from~~

~~Inherited description text~~

~~No Parent Selected~~

~~Inherited rules~~

~~No Parent Selected~~

~~Inherited notes~~

~~No Parent Selected~~

~~Academic regulations~~

~~Program requirements~~

Program requirements

Course Requirements

This program requires completion of a total of 15 units of study.

Delivery

The MN in Nursing program is delivered in an online/distributed learning format incorporating primarily asynchronous learning alongside occasional synchronous activities. Synchronous participation can be required for specific assessments scheduled in advance during the session. The program also includes an on-campus orientation.

The Indigenous Wellness stream seminars are delivered synchronously. This stream includes one course with a land-based, intensive onsite component that requires in-person participation.

All travel, accommodation, meals, and other expenses related to onsite/in-person participation are in addition to program tuition and are the responsibility of the student.

The program can be completed either on a full-time or part-time basis.

Program requirements

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Students completing the practicum option will need to meet any applicable practicum requirements as per the School of Nursing website.

~~Usually, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the Graduate Education Academic Review committee, and in accordance with relevant academic policies, repeat a failed nursing practice course. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also Nursing: Practice Requirements.)~~

~~Program core course enrolment is guaranteed for students who follow the program course sequence as identified online. Students who fall "out of sequence" for any reason should contact the Graduate Adviser to discuss course planning in further detail. Please be advised that MN core and option specific required courses are only offered once a year. Enrollment for out of sequence students is based upon course space, instructor, and practice placement availability.~~

~~The full-time Nurse Practitioner and Nurse Practitioner Post-Degree Stream options offer courses in a set sequence. The University does allow students to take personal or other approved leaves. However, after a leave of absence of 12 consecutive months or longer, students must demonstrate competencies at a level commensurate with their competency level prior to their leave of absence from the program before re-enrolment is authorized. Nurse Practitioner and Nurse Practitioner Post-Degree Stream students on leave for more than 24 months must re-apply in competition with other applicants.~~

~~All travel, accommodation, meals, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.~~

~~UVic Email Address~~

~~All program information will be provided by email. All School of Nursing students are required to use their UVic email address as their primary email contact in the student records system while enrolled in programs. This is to ensure continuity and consistency of information received. The School of Nursing is not responsible for providing missed information if students do not use the UVic email address.~~

Program rules

- Complete all of:

- NURS517 - Disciplinary Foundations (1.5)
- NURS518 - Leadership & Systems (1.5)
- NURS519 - Evidence & Practice (1.5)

Capstone Option

- Complete all of the following
  - Complete 3 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS571 - Indigenous Health Systems (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)
    - NURS574 - Planetary and Global Health (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete the equivalent of 2 additional 1.5 unit elective courses via the following options: NURS 570, 571, 572, 573, 574, 575; and/or graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
  - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
  - Complete all of:
    - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

Practicum Option

- Complete all of the following
  - Complete 1 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)

- Complete 2 of:
  - NURS570 - Community Harm Reduction (1.5)
  - NURS571 - Indigenous Health Systems (1.5)
  - NURS572 - Organizations and Policies (1.5)
  - NURS573 - Nursing Education and Simulation (1.5)
  - NURS574 - Planetary and Global Health (1.5)
  - NURS575 - Health Research Methods (1.5)
- Complete the equivalent of 2 additional 1.5 unit external elective courses via the following options: graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
- Complete all of:
  - NURS597 - Graduate Nursing Practicum (3.0)

Thesis Option

- Complete all of the following
  - Complete all of:
    - NURS575 - Health Research Methods (1.5)
  - Complete 1 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS571 - Indigenous Health Systems (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)
    - NURS574 - Planetary and Global Health (1.5)
  - Complete the equivalent of 1 additional 1.5 unit external elective course via the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

- Complete all of:
  - NURS599 - Thesis (6.0)

Total units

15

2b) **FINAL Version of Kuali Entry:**

MN2-NURS* | Nursing

Program Title: Nursing

Credential Type: Master of Nursing

General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The Master of Nursing program is a practice-oriented and theory-based degree designed to prepare nurses for a broad range of roles. It is composed of a general program and an Indigenous Wellness stream.

The Indigenous Wellness stream is Indigenous-specific and designed to address the unique and distinct features of working with Indigenous populations and the lived experiences of Indigenous nurses seeking to enhance their leadership capacity, theoretical and practical knowledge, and research capabilities.

Requirements

Admission requirements

Applicants for the degree of MN in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program.

Grades

Applicants for admission should hold a Bachelor of Science in Nursing (BSN) from a recognized institution with a GPA of at least 6 (B+) on UVic's 9-point scale (see https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php).

Applicants who do not hold a BSN but possess equivalent academic preparation may be considered for admission on a case-by-case basis. Such applicants must demonstrate that their prior education provides appropriate preparation for graduate study in nursing.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference; and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

Prior to admission, applicants must provide evidence of completion of a recognized, interactive Indigenous cultural safety course for health providers (e.g., British Columbia Provincial Health Services Authority San'yas Indigenous Cultural Safety Training – Core Health), which must have been completed within five years of the start-date of the program.

The Indigenous Wellness stream is an Indigenous-specific program. Applicants must meet the eligibility requirements outlined in the University's Indigenous Citizenship policies. Admission will be offered to First Nations, Inuit, and Métis students from communities in BC, those born in Canada, followed by international Indigenous students.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

Program requirements

Course Requirements

This program requires completion of a total of 15 units of study.

Delivery

The MN in Nursing program is delivered in an online/distributed learning format incorporating primarily asynchronous learning alongside occasional synchronous activities. Synchronous participation can be required for specific assessments scheduled in advance during the session. The program also includes an on-campus orientation.

The Indigenous Wellness stream seminars are delivered synchronously. This stream includes one course with a land-based, intensive onsite component that requires in-person participation.

All travel, accommodation, meals, and other expenses related to onsite/in-person participation are in addition to program tuition and are the responsibility of the student.

The program can be completed either on a full-time or part-time basis.

Program requirements

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Students completing the practicum option will need to meet any applicable practicum requirements as per the School of Nursing website.

Program rules

- Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
    - NURS518 - Leadership & Systems (1.5)
    - NURS519 - Evidence & Practice (1.5)

Capstone Option

- Complete all of the following
    - Complete 3 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)

        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete the equivalent of 2 additional 1.5 unit elective courses via the following options: NURS 570, 571, 572, 573, 574, 575; and/or graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
    - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

Practicum Option

- Complete all of the following
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)

    - Complete 2 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete the equivalent of 2 additional 1.5 unit external elective courses via the following options: graduate course(s) in the Faculty of Health and/or UVic; and/or graduate course(s) at other participating post-secondary institutions via the Western Dean's Agreement. (3.0)
    - Complete all of:
        - NURS597 - Graduate Nursing Practicum (3.0)

Thesis Option

- Complete all of the following
    - Complete all of:
        - NURS575 - Health Research Methods (1.5)
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
    - Complete the equivalent of 1 additional 1.5 unit external elective course via the following options: graduate course in the Faculty of Health or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS599 - Thesis (6.0)

Total units

15

MN Indigenous Wellness stream (concentration)

2c) PROPOSED Kuali Entry showing tracked changes:

MN2-NURS-INDW* | Indigenous Wellness

Concentration Title: Indigenous Wellness

Parent Program: MN2-~~APN~~ NURS* ~~- Advanced Practice |~~ Nursing

Program requirements

The Master of Nursing ~~degree in the Advanced Practice Nursing~~, Indigenous Wellness stream, offered in an online/distributed learning format by the University of Victoria, School of Nursing, will provide students the opportunity to focus their study in specialized areas of community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts.

Graduates of the program will possess the leadership, knowledge, research skills, and workplace competencies to engage in Indigenous nursing practice at an advanced level, to take on leadership roles within diverse healthcare settings (including at all levels of decision and policy-making), to act as nurse educators in academic as well as clinical settings, to create new knowledge through scholarship or to pursue further academic studies in nursing doctoral streams.

Program rules

~~**Program Requirements (Course-Based) - 16.5 units**~~**Capstone**

- Complete all of the following
  - Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
    - ~~NURS520 - Philosophy for Advanced Practice Nursing (1.5)~~
    - ~~NURS521 - Advanced Practice Nursing and Professional Identity (1.5)~~
    - ~~NURS522 - Nursing Ethics for Health System Transformation (1.5)~~
    - ~~NURS524 - Evidence for Advanced Practice Nursing (1.5)~~

- ~~NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)~~
  - Complete all of:
    - INDW526 - Intergenerational ~~Learning~~ Mentorship Seminar I (1.5)
    - INDW527 - Intergenerational ~~Learning~~ Mentorship Seminar II (1.5)
    - INDW528 - Intergenerational ~~Learning~~ Mentorship Seminar III (1.5)
    - ~~Complete 3 units of electives~~
  - Complete 1 of:
    - NURS519 - Evidence & Practice (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete 2 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS571 - Indigenous Health Systems (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)
    - NURS574 - Planetary and Global Health (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete 1.5 units of:

additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

  - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
  - Complete all of:
    - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

Practicum

- Complete all of the following
  - Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
  - Complete all of:
    - INDW526 - Intergenerational Mentorship Seminar I (1.5)

        - INDW527 - Intergenerational Mentorship Seminar II (1.5)
        - INDW528 - Intergenerational Mentorship Seminar III (1.5)
    - Complete 1 of:
        - NURS519 - Evidence & Practice (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete 1.5 units of:

additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

    - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS597 - Graduate Nursing Practicum (3.0)

~~Program Requirements (~~Thesis~~) - 18 units~~

- Complete all of the following
    - Complete all of:
        - NURS517 - Disciplinary Foundations (1.5)
        - ~~NURS520 - Philosophy for Advanced Practice Nursing (1.5)~~
        - ~~NURS521 - Advanced Practice Nursing and Professional Identity (1.5)~~
        - ~~NURS522 - Nursing Ethics for Health System Transformation (1.5)~~
        - ~~NURS524 - Evidence for Advanced Practice Nursing (1.5)~~
        - ~~NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)~~

- ~~NURS599 - Thesis (6.0)~~

- Complete all of:
  - INDW526 - Intergenerational ~~Learning~~ Mentorship Seminar I (1.5)
  - INDW527 - Intergenerational ~~Learning~~ Mentorship Seminar II (1.5)
  - INDW528 - Intergenerational ~~Learning~~ Mentorship Seminar III (1.5)
- Complete all of:
  - NURS575 - Health Research Methods (1.5)
- Complete 1 of:
  - NURS570 - Community Harm Reduction (1.5)
  - NURS571 - Indigenous Health Systems (1.5)
  - NURS572 - Organizations and Policies (1.5)
  - NURS573 - Nursing Education and Simulation (1.5)
  - NURS574 - Planetary and Global Health (1.5)
- Complete all of:
  - NURS599 - Thesis (6.0)

~~Program Requirements (Research Project) - 16.5 units~~

- ~~Complete all of the following~~
  - ~~Complete all of:~~
    - ~~NURS520 - Philosophy for Advanced Practice Nursing (1.5)~~
    - ~~NURS521 - Advanced Practice Nursing and Professional Identity (1.5)~~
    - ~~NURS522 - Nursing Ethics for Health System Transformation (1.5)~~
    - ~~NURS524 - Evidence for Advanced Practice Nursing (1.5)~~
    - ~~NURS525 - Disciplinary Research for Advanced Practice Nursing (1.5)~~
    - ~~NURS598 - Research Project (3.0)~~
  - ~~Complete all of:~~
    - ~~INDW526 - Intergenerational Learning Seminar I (1.5)~~
    - ~~INDW527 - Intergenerational Learning Seminar II (1.5)~~
    - ~~INDW528 - Intergenerational Learning Seminar III (1.5)~~
  - ~~Complete 1.5 units of electives~~

Total units: 15

2d) FINAL Version of Kuali Entry:

MN2-NURS-INDW* | Indigenous Wellness

Concentration Title: Indigenous Wellness

Parent Program: **MN2-NURS* | Nursing**

Program requirements

The Master of Nursing, Indigenous Wellness stream, offered in an online/distributed learning format by the University of Victoria, School of Nursing, will provide students the opportunity to focus their study in specialized areas of community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts.

Graduates of the program will possess the leadership, knowledge, research skills, and workplace competencies to engage in Indigenous nursing practice at an advanced level, to take on leadership roles within diverse healthcare settings (including at all levels of decision and policy-making), to act as nurse educators in academic as well as clinical settings, to create new knowledge through scholarship or to pursue further academic studies in nursing doctoral streams.

Program rules

Capstone

- Complete all of the following
    - Complete all of:
        - NURS517 - Disciplinary Foundations (1.5)
    - Complete all of:
        - INDW526 - Intergenerational Mentorship Seminar I (1.5)
        - INDW527 - Intergenerational Mentorship Seminar II (1.5)
        - INDW528 - Intergenerational Mentorship Seminar III (1.5)
    - Complete 1 of:
        - NURS519 - Evidence & Practice (1.5)
        - NURS575 - Health Research Methods (1.5)

- Complete 2 of:
  - NURS570 - Community Harm Reduction (1.5)
  - NURS571 - Indigenous Health Systems (1.5)
  - NURS572 - Organizations and Policies (1.5)
  - NURS573 - Nursing Education and Simulation (1.5)
  - NURS574 - Planetary and Global Health (1.5)
  - NURS575 - Health Research Methods (1.5)
- Complete 1.5 units of:

additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

- Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
- Complete all of:
  - NURS596 - Nursing Scholarship Integration and Dissemination (1.5)

Practicum

- Complete all of the following
  - Complete all of:
    - NURS517 - Disciplinary Foundations (1.5)
  - Complete all of:
    - INDW526 - Intergenerational Mentorship Seminar I (1.5)
    - INDW527 - Intergenerational Mentorship Seminar II (1.5)
    - INDW528 - Intergenerational Mentorship Seminar III (1.5)
  - Complete 1 of:
    - NURS519 - Evidence & Practice (1.5)
    - NURS575 - Health Research Methods (1.5)
  - Complete 1 of:
    - NURS570 - Community Harm Reduction (1.5)
    - NURS571 - Indigenous Health Systems (1.5)
    - NURS572 - Organizations and Policies (1.5)
    - NURS573 - Nursing Education and Simulation (1.5)

        - NURS574 - Planetary and Global Health (1.5)
        - NURS575 - Health Research Methods (1.5)
    - Complete 1.5 units of:

additional elective course via the following options: NURS 570, 571, 572, 573, 574, 575; or graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)

    - Complete 1 additional 1.5 unit external elective course via one of the following options: graduate course in the Faculty of Health and/or UVic; or graduate course at other participating post-secondary institutions via the Western Dean's Agreement. (1.5)
    - Complete all of:
        - NURS597 - Graduate Nursing Practicum (3.0)

Thesis

- Complete all of the following
    - Complete all of:
        - NURS517 - Disciplinary Foundations (1.5)
    - Complete all of:
        - INDW526 - Intergenerational Mentorship Seminar I (1.5)
        - INDW527 - Intergenerational Mentorship Seminar II (1.5)
        - INDW528 - Intergenerational Mentorship Seminar III (1.5)
    - Complete all of:
        - NURS575 - Health Research Methods (1.5)
    - Complete 1 of:
        - NURS570 - Community Harm Reduction (1.5)
        - NURS571 - Indigenous Health Systems (1.5)
        - NURS572 - Organizations and Policies (1.5)
        - NURS573 - Nursing Education and Simulation (1.5)
        - NURS574 - Planetary and Global Health (1.5)
    - Complete all of:
        - NURS599 - Thesis (6.0)

Total units: 15

PhD in Nursing

3a) PROPOSED Kuali Entry showing tracked changes:

PHD-NURS | Nursing

Program Title: Nursing

Credential Type: Doctor of Philosophy

General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy. ~~School of Nursing. Contact information, faculty members and their areas of research and financial support information can be obtained from the School of Nursing calendar entry.~~

The program prepares nurse scholars to contribute to disciplinary knowledge, critically engage with scholarly work in the field, and conduct original research.

Requirements

Admission requirements

Admission requirements

Applicants for the degree of PhD in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program.

Grades

Applicants will usually hold a BSN and a master's degree in nursing. Degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.

Applicants for admission must have completed a master's degree with a GPA of at least 7 (A-) on UVic's 9-point scale (see: https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Students who have achieved a GPA of less than 7.0 and have appropriate work experience and additional credentials may be considered.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference, and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

~~Admission requirements~~

~~In addition to the requirements listed below, students should refer to the School of Nursing Practice Requirements.~~

~~Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website and the School of Nursing website.~~

~~Applicants for the degree of PhD in Nursing must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the School of Nursing. The equivalent of a minimum of two years' full-time recent nursing practice as a registered nurse, preferably in the chosen area of concentration, is strongly recommended.~~

~~Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the published deadline dates.~~

~~Admission is highly competitive. Not all students who meet the minimum requirements will be admitted. These programs are offered as resources permit.~~

~~All interested applicants are required to contact the PhD Program Coordinator in the School of Nursing before beginning the application process and to notify the Graduate Adviser in the School of Nursing of their intention to apply to the program.~~

~~Applicants will usually hold a baccalaureate and master's degree in Nursing. Master's degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.~~

~~An advanced level (500 or higher) university statistics course is required prior to beginning the PhD program in September.~~

Applicants will be expected to have achieved a minimum Grade Point Average (GPA) of 7.0 (A-) (or equivalent) on the UVic scale of 9.0 in their master's program although students who have achieved a GPA of less than 7.0 and have appropriate work experience and additional credentials may be considered. In keeping with the current regulations of the Faculty of Graduate Studies, there will be no residency requirement per se. Nonetheless, students will be expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements within specified time limits.

Applicants are strongly encouraged to apply for external funding and should indicate on their applications where they have applied for such funding.

All short-listed candidates will be interviewed by a faculty admissions committee.

UVic email address

All program information will be provided by email. All School of Nursing students are required to use their UVic email address as their primary email contact in the student records system while enrolled in programs. This is to ensure continuity and consistency of information received. The School of Nursing is not responsible for providing missed information if students do not use the UVic email address.

Deadlines

The application deadline is December 1 of each year. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, this date.

Please note that the School accepts students for a September entry only. Completed applications submitted by these deadlines are automatically considered for University of Victoria funding opportunities. The School will accept PhD students every other year. Please refer to the website for the next available intake.

Non-degree

Applicants approved by the Faculty of Graduate Studies to take courses as non-degree graduate student may seek permission to register in graduate level courses in the Faculty of Health, including the School of Nursing. The School of Nursing limits enrolment to two courses prior to application to a graduate program. The course(s) must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Health is not an offer of admission to any School of Nursing or Faculty of Health graduate program, nor does it facilitate admission or unduly advantage applicants.

Program requirements

Course requirements

The PhD program consists of 39 units and can be completed within five years. Students are required to complete a minimum of 6 units of core courses. Students may be required by their supervisory committee to complete additional coursework beyond the minimum course requirements.

After completing coursework, students proceed to candidacy, which involves a written dissertation proposal and a corresponding oral exam. Candidacy consists of 3 units. Following candidacy, students are required to prepare and submit a 30-unit dissertation and pass a public final oral examination.

Delivery

The PhD in Nursing is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities.

The program begins with an on-campus intensive held in September of the first term. All travel, accommodation, meals, and other expenses related to attending orientation are in addition to the program tuition costs and are the responsibility of the student.

The program can be completed either on a full-time or part-time basis. Admission funding packages are normally available only to full-time doctoral students.

Program requirements

~~Program requirements~~

~~All students in the School of Nursing must adhere to the Faculty of Health's Guidelines for Professional Conduct, and will be expected to function within the terms of the code of conduct of an appropriate professional association. All travel, accommodation, meals, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.~~

~~Please check the website for current technical specifications required to easily participate in this online/distributed program.~~

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

~~Usually, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the Graduate Education Academic Review committee, repeat a failed nursing practice course and will be placed on academic~~

probation for the remainder of the program. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also Professional Conduct and Student Progression).

PhD in Nursing by Distributed Learning

The PhD in Nursing Program will be delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. There are two on-campus intensives required during the first year of the program. Generally, students will need to travel to UVic approximately once per year thereafter; however, additional visits may be required as appropriate for the student's progress and supervision. The program will require full-time enrolment.

Please contact the School of Nursing for further details.

The goal of the Doctoral Program in Nursing is to prepare nurse scholars to contribute to disciplinary knowledge, to demonstrate a critical understanding of works of scholars in the field, and to conduct original research. Programmatic study involves engagement with a variety of philosophical and theoretical perspectives and methodological modes of inquiry with a view to human health. Graduates will be prepared to launch a program of research that addresses professional nursing practice, policy, or education as a way of enacting their chosen career paths.

PhD in Nursing graduates will be prepared to contribute to nursing knowledge in the following domains:

1. Research: Generating or extending disciplinary knowledge that informs and guides professional practice.
2. Teaching: Exploring processes of coming to know in relation to nursing knowledge, its influence on professional practice, and its use in research inquiry.
3. Practice: Generating, expanding, and critiquing nursing knowledge for the enhancement of professional practice.
4. Administration: Developing, critiquing, and implementing nursing and health policy in relation to disciplinary growth and professional practice.

Course requirements

Programs of study are planned in relation to specified foci of nursing scholarship in concert with program design, supervisor expertise, and anticipated contributions to knowledge.

The PhD program requires satisfactory completion of at least 13.5 units of coursework (including a mandatory NURS 693 Candidacy Examination preparation course and Dissertation Seminars), candidacy exams, a 30-unit Dissertation, and a final oral examination for a total program requirement of a minimum 43.5 units. Students who are not enrolled in the PhD in Nursing program may take only one course in the program with the permission of the instructor in the course.

The courses listed below reflect the minimum requirements for program completion, however it is generally expected that students take additional courses (including but not limited to a statistics course, NURS 620, NURS 690 and additional units of NURS 680) in order to strengthen their knowledge base for a successful dissertation.

Program rules

- Complete all of:
  - NURS601 – ~~Philosophy of Nursing~~ Philosophical Foundations (1.5)
  - ~~NURS602 - Epistemological Discourses in the Study of Nursing (1.5)~~
  - NURS604A - Qualitative Research Design (1.5)
  - NURS604B - Quantitative Research Design (1.5)
  - ~~NURS621 - Doctoral Seminar (1.5)~~
  - NURS622 - Dissertation Seminar (1.5)
  - ~~NURS679 - Research and Scholarship Seminar (1.5 - 4.5)~~
  - NURS693 - Candidacy Examination (3.0)
  - NURS699 - Dissertation (30.0)

Total units
39 units

Additional program requirements

~~Seminars~~

~~Doctoral seminars provide students with the opportunity to critique proposed, ongoing and completed research in both qualitative and quantitative research. Students will be expected to alternately lead and participate in these seminars. The seminars will be ungraded resulting in a "complete" or "incomplete" on the student's academic record.~~

~~Candidacy~~

~~**The candidacy exam process will be held after the student has completed coursework. The candidacy process includes: 1) writing and orally defending the candidacy exam papers within the first 24 months after admission to the doctoral program, and may consist of two 25-30 page papers or two, timed 3-hour open-book exams, and 2) developing and orally defending a research proposal within 36 months from admission.**~~

~~Once students successfully pass the oral defense of the research proposal, they are considered doctoral candidates, designated by the initials PhD(c).~~

~~Dissertation (30 units)~~

~~**All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.**~~

~~Elective courses, topical seminars and internships~~

~~**In consultation with academic advisers and/or dissertation supervisors, students may seek or be required to enroll in additional, elective course work. The number and nature of courses beyond those identified as required will vary according to the student's academic background, research and practice experience, and career goals. Electives in the student's substantive area and research method can be taken from the existing graduate program in the School of Nursing, courses developed**~~

~~by the School, in other departments or Faculties (in acknowledgement of the interdisciplinary nature of much nursing related research), by directed studies, or offered at other institutions (perhaps under the Western Dean's Agreement). Opportunities to engage in research and teaching internships will be available. You will need to discuss the appropriateness of elective courses with a graduate academic adviser or your supervisor. The following courses may be of interest to students seeking to deepen their appreciation of research within the discipline (NURS 503, 504, NURS 620, 630, 680, 690).~~

~~Elective course options for all nursing graduate programs~~

~~The following courses may be applied by fourth year BSN (with permission), MN and PhD in Nursing students to respective BSN, MN or PhD program requirements. Students outside of the program option may choose from:~~

- ~~Advanced Practice Leadership: NURS 503, 504, 509, 514~~
- ~~Health Information Science: HINF 572, and one of 550, or 450. HINF 450 requires permission from department.~~
- ~~Nurse Educator: NUED 570~~
- ~~Nurse Practitioner: NUNP 531, 532, 540/541 (with permission from department); NURS 568~~

3b) FINAL Version of Kuali Entry:

PHD-NURS | Nursing

Program Title: Nursing

Credential Type: Doctor of Philosophy

General information

This graduate program is offered by the School of Nursing. Contact information, faculty members and their areas of research, and other information can be obtained from the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). The program includes Distinction-Based Seats for First Nations, Inuit, and Métis applicants as per the School of Nursing policy.

The program prepares nurse scholars to contribute to disciplinary knowledge, critically engage with scholarly work in the field, and conduct original research.

Requirements

Admission requirements

Admission requirements

Applicants for the degree of PhD in Nursing must meet all general requirements of the Faculty of Graduate Studies (https://www.uvic.ca/calendar/future/grad/#/policy/B1fKeifdV), as well as the specific requirements of the program.

Grades

Applicants will usually hold a BSN and a master's degree in nursing. Degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.

Applicants for admission must have completed a master's degree with a GPA of at least 7 (A-) on UVic's 9-point scale (see: https://www.uvic.ca/graduate/admissions/admission-requirements/calculating-gpa-for-graduate-admissions/index.php). Students who have achieved a GPA of less than 7.0 and have appropriate work experience and additional credentials may be considered.

Prerequisites

Applicants must submit a professional curriculum vitae detailing completed work experience, education, and training; two letters of reference, and a letter of intent describing their interest in and goals for the program. Detailed information about these requirements is available on the School of Nursing website (https://www.uvic.ca/health/nursing/index.php). Applicants are responsible for ensuring that their application includes all required documentation.

Deadlines

Admissions are conducted once annually, and prospective applicants are advised to consult the School of Nursing website (https://www.uvic.ca/health/nursing/index.php) for detailed information and application guidelines.

Program requirements

Course requirements

The PhD program consists of 39 units and can be completed within five years. Students are required to complete a minimum of 6 units of core courses. Students may be required by their supervisory committee to complete additional coursework beyond the minimum course requirements.

After completing coursework, students proceed to candidacy, which involves a written dissertation proposal and a corresponding oral exam. Candidacy consists of 3 units. Following candidacy, students are required to prepare and submit a 30-unit dissertation and pass a public final oral examination.

Delivery

The PhD in Nursing is delivered in an online/distributed learning format offered through synchronous and asynchronous approaches. Students are required to be available for weekly online synchronous learning opportunities.

The program begins with an on-campus intensive held in September of the first term. All travel, accommodation, meals, and other expenses related to attending orientation are in addition to the program tuition costs and are the responsibility of the student.

The program can be completed either on a full-time or part-time basis. Admission funding packages are normally available only to full-time doctoral students.

Program requirements

Students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Academic Review Committee in Nursing and continuation in the Faculty is approved by the Dean of Graduate Studies.

Program rules

- Complete all of:
    - NURS601 – Philosophical Foundations (1.5)
    - NURS604A - Qualitative Research Design (1.5)
    - NURS604B - Quantitative Research Design (1.5)
    - NURS622 - Dissertation Seminar (1.5)
    - NURS693 - Candidacy Examination (3.0)
    - NURS699 - Dissertation (30.0)

Total units

39 units

MEMO

- April 8, 2026 – The signed consultation template was received from the Indigenous Academic and Community Engagement (IACE) unit.
- April 15, 2026 – The signed consultation template was received from the University Libraries.
- May 5, 2026 – The Faculty of Health Curriculum Committee approved the program refresh proposal.
- May 27, 2026 – Faculty of Health Council approved the program refresh proposal.
- August 6, 2026 – The final signed consultation form was received from the Office of the Registrar and Enrolment Management (OREM).
- September 8, 2026 – The FGS Executive Committee approved the proposal.
- September 15, 2026 – The Faculty of Health Curriculum Committee approved the final Kuali documentation.
- September 26, 2026 – Faculty of Health Council approved the final Kuali documentation.

This summary of the main consultation steps and milestones demonstrates how the graduate program refresh was developed through a comprehensive process of consultation, feedback, and revision. The Dean of the Faculty of Health, the Dean of the Faculty of Graduate Studies, and the AVPAP have been engaged throughout the development process.

On the following pages, you will find copies of the completed consultation templates from the Office of Indigenous Academic and Community Engagement (IACE), the Office of the Registrar and Enrolment Management (OREM), and the Libraries.

There are a total of 12 signed templates, one for each of the four program changes and each of the three offices consulted. For clarity, the templates have been organized in the following order:

1) MN Advanced Nursing Practice Revision
    i) IACE template
    ii) OREM template
    iii) Libraries template
2) PhD Nursing Revision
    i) IACE template
    ii) OREM template
    iii) Libraries template
3) NUED Certificate Discontinuation
    i) IACE template
    ii) OREM template
    iii) Libraries template
4) NUHI Double Degree Discontinuation
    i) IACE template
    ii) OREM template
    iii) Libraries template

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**

Name of Program: **Master of Nursing in Advanced Practice Nursing**

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 refresh aims to modernize program structures, strengthen curricular relevance, improve flexibility and student success, while preserving degree types and target student populations. Key structural changes include:

- Separating the Nurse Practitioner (NP) stream into a standalone Master's program to clarify professional pathways and streamline calendar descriptions.
- Consolidating the remaining streams into a flexible unified whole and a dedicated Indigenous Wellness stream. Students will customize their degree through three course "buckets" (Core, Disciplinary electives, and External electives) and choose between thesis, practicum, or capstone options.
- Curricular Modernization, including nine new courses addressing contemporary nursing topics including Indigenous Health, Planetary and Global Health, Harm Reduction, and Nursing Education & Simulation

This proposal is directly aligned with UVic's Strategic directions and the mission of the Faculty of Health:

- The new conceptual framework on which the program is based is centredd on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

- By embedding Indigenous ways of knowing into core requirements and strengthening the Indigenous Wellness stream, the School directly supports UVic's commitment to decolonization.

Rationale for the proposal (approximately 200 words)

When the School launched its graduate programs in 2003, it was at the vanguard of distance education, with relatively few competitors. However, the landscape has since changed considerably, and the field is increasingly competitive. In this context, it is essential that our programs remain a top choice for prospective applicants.

Content wise, many of our graduate programs rely on courses, and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

In some areas, such as Indigenous health, the School is currently at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and that the refresh aims to more clearly support and uplift.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

At a structural level, multiple elements of the program's rules and calendar descriptions require attention. The structure of the MN program has become increasingly difficult to manage as a single entity, and its overall coherence is suboptimal. Course sequencing is also problematic in several respects.

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

The latest data indicate that there are 20 students who self-identify as Indigenous in our MN program. The majority of those students are enrolled in the Indigenous Wellness (INDW) stream and the NP stream.

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 revisions aim to help both attract and retain more Indigenous students. First, the revised Advanced Practive Nursing program includes a completely refreshed curriculum that will provide a more coherent experience for Indigenous students from the Indigenous Wellness (INDW) stream. This is expected to help maintain or increase enrollment in the program.

The program also includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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

  n/a

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

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  The refreshed curriculum includes a new graduate-level course for Master of Nursing in Advanced Practice students: Indigenous Knowledge & Health. Introduces Indigenous knowledge systems related to health and wellness and their integration with advanced nursing practice. Students explore community-led approaches and respectful collaboration with Indigenous communities. The course examines strengths, complexities, and ethical responsibilities in fostering reciprocal partnerships and advancing Indigenous health.

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

  The refreshed program maintains the current land-based components of the Indigenous Wellness (INDW) stream

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

   We were unsure which box to select. The revised programs will continue, as it is the case now, to invite Elders to welcome students during the orientation once a year. However, there should be no increase in the reliance of IACE resources due to the refresh of the MN program

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

The revised Master of Nursing programs advance the University of Victoria's Indigenous priorities by embedding decolonization and relational accountability into their structural and curricular foundations.

Institutional Access and Accountability: Both the MN-APN and MN-NP programs includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the total number of seats).

Decolonizing the Curriculum: The program refresh introduces core courses that explicitly center Indigenous perspectives. The Nursing Theory and Ethics course emphasizes decolonizing approaches, while the Indigenous Knowledge & Health elective focuses on reciprocal partnerships and honoring Indigenous knowledge systems in practice.

Dedicated Indigenous Pathways: The Indigenous Wellness (INDW) stream is maintained as a key priority of the School. It provides a specialized pathway for Indigenous nurses to foster leadership within health-care systems.

Strategic Alignment: These changes are anchored in a new Conceptual Framework that prioritizes "People, Place, and Planet" and commits to meaningful partnerships with First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

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.



08-APR-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 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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation dates: Spring and Summer 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management; Rachel Strandquist, Director, Graduate Admissions and Records; Asia Longphee, Manager, Curriculum and Calendar	Proposal
Feedback provided (please add feedback only in this section)	
Anticipated start date: indicates Sept 2028, but the approval dates outlined in this proposal appear to lead up to Cycle 1 – May 2027? • Is the intention to have these changes in the calendar that far in advance (May or Sept 2027, depending on whether Ministry approval is required) **Response:** Timeline wise, our objectives are to (1) have the new programs and courses included in the Calendar by May 2027, in order to (2) launch a coordinated marketing and communications campaign from May to September 2027 and (3) attract a strong pool of qualified applicants who will submit applications in Fall 2027. Selected applicants would then (4) receive offers in Winter 2028, with the aim of (5) beginning their studies in Fall 2028. This is a very robust, thoughtful proposal. I appreciate how our early feedback was incorporated into the proposal. Please accept OREM's support for the proposal moving forward.	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Signature: _____ 

Date: _____August 6, 2026

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: MN Advanced Nursing Practice	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the Master of Nursing in Advanced Nursing Practice program for the School of Nursing. The proposed refresh includes the division of the current Master of Nursing (MN) program into two distinct standalone programs; a nurse practitioner (NP) stream, and a more flexible and modular advanced practice stream. As the purpose of the revision is to allow for more tailored learning opportunities and more flexible completion pathways, even with the revised curriculum, I do not foresee any impact on collections as these changes are more structural in nature. The new courses identified around harm reduction, Indigenous knowledge, leadership, evidence-informed practice, education, research methods, and global health, are covered in the nursing literature, but also through our vast array of research databases and e-journals supporting the related disciplines of public health,	

social work, psychology, education, and social dimensions of health.

As this is a distributed online program, the proposed changes will not impact library space. And, given the expectation to keep admission numbers equivalent to current admission numbers (in the case of the NP program numbers are capped under an agreement with the Ministry), I foresee no further library implications.

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

Regards,



Jessica Mussell, BA, MLIS

Signature: 

Date: _____April 15, 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: **School of Nursing**

Name of Program: **PhD in Nursing**

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 main changes to the PhD program are as follows:

- A transition from a biennial to an annual admissions cycle.
- A significant revision of the coursework, reducing the number of mandatory courses and seminars from seven to four.
- A redefined candidacy process consisting of a single-step dissertation proposal defense, designed to accelerate program completion.

These changes are intended to enhance the program's attractiveness, reduce the average time to completion, increase graduation rates, and strengthen the program's social relevance while maintaining its academic rigor. We anticipate that the refreshed program will attract 8 to 10 new students per year. An assessment of the School's supervisory capacity suggests that this level of enrollment would not require additional resources.
This proposal is directly aligned with UVic's strategic directions and the mission of the Faculty of Health. The conceptual framework on which the program is based is centered on our commitment to decolonization and grounded in ecological responsibility and global citizenship.

Rationale for the proposal (approximately 200 words)

Content wise, the PhD program relies on courses and pedagogical approaches developed more than a decade ago. While this content was cutting-edge at the time, it now requires updating.

The average completion times in the PhD program are unreasonably long (six years and seven months on average) and the dropout rate (24%) is too high. Data shows that 22 students who have been enrolled since 2008 have dropped out (after completing an average of three years and four months in the program). Given the current emphasis placed on timely completion by the UVic Faculty of Graduate Studies, this situation requires attention.

In some areas, such as Indigenous health and nursing, the School is at the forefront of the field both nationally and internationally. This represents a significant strength that is not currently reflected sufficiently in the curriculum and should be more clearly leveraged.

Similarly, several highly productive and promising scholars have joined the School in recent years, and their expertise offers an opportunity to introduce refreshed and innovative perspectives into the curriculum.

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

Currently, two PhD students in the program have self-identified as Indigenous. However, we expect that the development of the Indigenous Wellness stream of the Master in Nursing should eventually lead to an increase of Indigenous students in the PhD program.

The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation

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)

  The transition to an annual admission cycle is expected to enable some master's students in the Indigenous Wellness (INDW) Stream to pursue direct entry into the PhD program. This possibility has been discussed and explored in consultation with the leads of the INDW program. In parallel, the School is working to strengthen opportunities for Indigenous students to identify supervisors with relevant expertise, through both strategic new hires and the development of stronger external partnerships.

- 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)

  Efforts to enroll more Indigenous students, as well as non-Indigenous students interested in conducting research on topics relevant to Indigenous communities, should help support the development of the research careers of the School's Indigenous faculty members, as well as those of prospective Indigenous faculty hires.

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

  Although the changes at this level are modest, they are still meaningful. The revision includes a complete update of the core theory course of the PhD program. The new course description was drafted to remove references to "Western" theories (the current course states the objective of exploring "the range of philosophical schools of thought and traditions that have influenced the development of nursing knowledge in the Western world") and instead provide a broader view that incorporates Indigenous sources of knowledge.

- 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

The PhD program has been inviting Elders during its in-person onsite in September. With the transition to an annual admission cycle, such invitations would go from one event every two years to one event every year.

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 change aligns with existing UVic priorities and plans at multiple levels.

   Access and Recruitment: The program includes Designated Equity Seats for First Nations, Inuit, and Métis applicants (10% of the seats) directly supporting UVic's commitment to increasing Indigenous representation and dismantling systemic barriers to higher education. This is further supported by the transition to an annual intake, which increases opportunities for Indigenous students to enter the program.

   Curricular Indigenization: The PhD is anchored in a conceptual framework that aligns with the "People, Place, and Planet" priority of the UVic Strategic Plan. It integrates decolonizing approaches to uphold diverse ways of knowing. and commits to meaningful partnerships with

First Nations, Métis, and Inuit communities, directly reflecting the goals of UVic's Xʷkʷənəŋistəl | W̱ȻENEṈISTEL.

Student Success and Retention: By reducing coursework and streamlining the comprehensive candidacy model, the refresh aims to improve time-to-completion and graduation rates. These structural changes align with UVic's goal of supporting the wellness and success of Indigenous students throughout their academic journeys.

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.



08-APR-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)

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 (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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
This is an excellent proposal. Our only feedback is to ensure that the proposed admissions changes referenced in the proposal are submitted to the Senate Committee on Academic Standards for their review and approval.	

Signature: _____ 

Date: _____June 12, 2026

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: PhD in Nursing	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Revision	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed revisions to the PhD in Nursing Program for the School of Nursing. The proposed refresh includes a switch from biennial admission to annual admission, and a more focused core curriculum covering nursing theories, qualitative, and quantitative research design, and better alignment with UVic's strategic "People, Place, and Planet" framework which aims to address complex social and health issues across local and global contexts. With regards to library resources to support the revised curriculum, UVic Libraries' collection currently includes databases such as SAGE Research Methods, as well as an extensive list of nursing/clinical/health databases and electronic journal subscriptions that align to the core of the program. As this is a predominantly online program, the proposed changes will not impact	

library space. The only impact I foresee is around library workshop supports, teaching time, and research help consultations. With the switch from biennial admission to annual admission, and the expectation that this will increase enrollment, it may increase the number of library workshops taught by the nursing librarian, or requested through the Libraries' Digital Scholarship Commons, which offers a variety of on-demand qualitative and quantitative data analysis workshops, transcription tools, research data management, citation management, and knowledge translation supports.

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

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 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: Nursing

Name of Program: NUED 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)

In 2023, the School of Nursing launched a one-year Graduate Certificate in Nursing Education with the objective of addressing the increasing demand for skilled nurse educators. The certificate is an independent program built on courses drawn from the Nurse Educator stream of the Master of Nursing program.

Rationale for the proposal (approximately 200 words)

Despite promotional efforts, enrollment remained critically low (one student in 2023, three in 2024, and none in 2025) and is therefore not sustainable.

In the context of the comprehensive refresh of the Master of Nursing program and the planned changes to the Nurse Educator stream, the certificate can no longer be maintained and is proposed for discontinuation.

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

None

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-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)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: 

Date: _____June 10, 2026

Revised September 2025

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nurse Educator Certificate	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nurse Educator Certificate for the School of Nursing. **I foresee no issues or impacts on the library regarding the discontinuation of this particular program. My time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream, which will continue to offer courses around the nurse educator role.** **Please let me know if you have any questions about this, or if there is any other information which I can provide.** **Regards,**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: _____

Date: _____April 15, 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: School of Nursing

Name of Program: Nursing and Health Informatics - Double Degree

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)

In 2010, the School of Health Informatics and the School of Nursing began jointly offering a double-degree program (NUHI). Due to significant challenges related to completion rates, time to completion, and student wellbeing, admissions to this program were paused in 2024.

As part of a comprehensive refresh of the School of Nursing graduate programs and in consultation with the School of Health Information Science the double degree will be discontinued.

Rationale for the proposal (approximately 200 words)

This master's program was built around a structure exceeding 32 units, which has proven unrealistic. The average completion time was five years and ten months, and the dropout rate exceeded one in five students. For practical purposes, students in this program would have been better served by completing two masters degrees sequentially rather than pursuing the double degree.

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

None

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 identity specific goals and priorities (approximately 200 words).

N/A

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.



08-APR-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)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar, Office of the Registrar and Enrolment Management	Proposal
Feedback provided (please add feedback only in this section)	
No concerns regarding this proposal. It is always a difficult decision to discontinue a program. It is clear that much thought and care went into this review and how best to proceed.	

Signature: _____

Date: _____June 10, 2026

Revised September 2025

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

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: Nursing and Health Informatics - Double Degree	Anticipated start date: Sept 2028
Proposal type (new, revise or discontinue program): Discontinue	
Academic unit, department, or school: School of Nursing	
Name, title, and email of contact person: Damien Contandriopoulos, Associate Director Graduate Education (damien1@uvic.ca)	
Dean (or designate) or administrative authority: Maureen M. Ryan, Associate Dean Academic Faculty of Health	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Jonathan Bengtson, University Librarian Jessica Mussell, Librarian	Proposal
Feedback provided (please add feedback only in this section)	
Thank you for the opportunity to review the proposed discontinuation of the Nursing and Health Informatics Double Degree for the School of Nursing. **As the librarian for both the School of Nursing and the School of Health Information Science, I foresee no issues or impacts on the library regarding the discontinuation of this particular program. The existing collections for both schools remain relevant and will continue to be used for the schools' other programs.** **In my role specifically supporting the School of Nursing, my time will be reallocated to supporting the newly proposed Master of Nursing Advanced Practice Stream.** **Please let me know if you have any questions about this, or if there is any other information which I**	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION –GRADUATE

can provide.

Regards,



Jessica Mussell, BA, MLIS

cc: Jonathan Bengtson, University Librarian

Signature: 

Date: ____April 15, 2026_____

MEMO

UVIC

3.2. External Consultations

3.2.1. Support letter from BCIT
3.2.2. Support letter from BC Cancer
3.2.3. Support letter from CASN
3.2.4. Support letter from UNBC

BCIT SCHOOL OF HEALTH SCIENCES

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY

3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

July 2, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Marcellus:

Re: Letter of Support – University of Victoria School of Nursing Graduate Programs Refresh

I am pleased to provide this letter of support for the University of Victoria School of Nursing's proposed Graduate Programs Refresh. BCIT values its long-standing relationship with the School and recognizes the importance of accessible, practice-relevant graduate education that enables nurses to advance into leadership, advanced practice, education, and research roles.

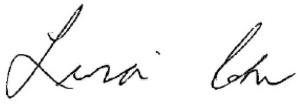
The proposed refresh is a thoughtful and timely response to our evolving health-system, professional, and learner needs. The redesigned Master of Nursing program offers a clearer, more flexible structure, with core learning, disciplinary and external electives, and thesis, practicum, or capstone pathways. This approach will better accommodate diverse learner goals and support the integration of evidence-informed practice, leadership, and scholarly inquiry in evolving healthcare environments.

BCIT particularly supports the continuation and strengthening of the established pathway between our institutions. The proposed MN structure preserves recognition of approved BCIT clinical coursework, enabling eligible students to receive up to 4.5 units of credit and, where appropriate, complete their master's degree within one year. This pathway provides a meaningful bridge between practice-focused education and graduate study, while supporting workforce development in British Columbia.

BCIT also supports the proposed modernization of the PhD in Nursing. The streamlined curriculum, annual admissions cycle, and revised candidacy process are expected to improve student progression while maintaining the rigorous preparation required for original research and contributions to the nursing discipline. These changes will help prepare nurse scholars to address complex healthcare issues through applied, collaborative, and community-responsive research.

The refresh's emphasis on Indigenous knowledges, equity, reconciliation, community partnership, and sustainable healthcare aligns with BCIT's commitment to applied learning and preparing graduates for diverse practice settings. BCIT supports the UVic School of Nursing in advancing this comprehensive refresh and believes the proposed programs will make an important contribution to nursing education and to health-system capacity in British Columbia.

Sincerely,



Lisa Chu
Dean, School of Health Sciences
British Columbia Institute of Technology

BC CANCER RESEARCH
Provincial Health Services Authority

July 23, 2026

Dr. Lenora Marcellus, Director
Faculty of Health | School of Nursing
University of Victoria
HSD PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

RE: Letter of Support - UVic School of Nursing Graduate Programs Refresh

Dear Dr. Marcellus,

I am writing in support of the proposed graduate programs refresh at the UVic School of Nursing. I lead the nursing research theme at the BC Cancer Research Institute and work as an embedded researcher within our clinical programs. My comments come from that position, with attention to how graduate preparation shapes the nursing workforce we draw on for both research and practice.

Cancer care delivery in British Columbia has shifted substantially over the past decade. Much of our treatment has moved into ambulatory and community settings, and the survivorship population continues to grow. These changes require nurses prepared to design and evaluate models of care, lead practice change, and contribute to research within the settings where care is delivered. Graduate education is the main route to that preparation.

The redesigned Master of Nursing responds to this need. The structure combines core coursework with disciplinary and external electives, and offers three completion pathways through thesis, practicum, or capstone. This range of options accommodates the different trajectories we see in oncology nursing. Some of our nurses move toward advanced practice and program leadership. Others continue to doctoral study in areas such as equitable access to care, geriatric oncology, and survivorship. We rely on graduates from both routes.

The proposed changes to the PhD are practical. Annual admissions will give applicants a predictable entry point and support a more consistent cohort formation. A streamlined candidacy process aims to address a common source of delay in doctoral progression. In my experience supervising students and serving on doctoral committees, program structure accounts for a meaningful share of time to completion. A more focused curriculum should help students reach independent research sooner while holding the standard for rigorous, relevant, and meaningful scholarly contributions.

The attention to Indigenous knowledges, cultural safety, and reconciliation is directly relevant and of high priority to cancer control in BC. First Nations people in British Columbia experience poorer survival following a cancer diagnosis than other residents. Contributing factors include screening participation, distance from treatment centres, and prior experience and harms with the health system. Progress on these outcomes requires nurses and nurse scientists who approach cultural safety as a matter of research design, community partnership, and care delivery. Curricula that carry this content across the program structure will help to prepare nursing graduates to do that work.

675 WEST 10TH AVENUE
VANCOUVER, BC
CANADA V5Z 1L3

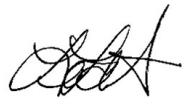
TEL: 604.675.8000
TOLL-FREE: 1.888.675.8001
WWW.BCCANCER.BC.CA

BC CANCER RESEARCH
Provincial Health Services Authority

BC Cancer can support the program in concrete ways. Our nursing research theme is positioned to host graduate practicum students, provide co-supervision and thesis or dissertation committee membership, and offer access to active oncology nursing research programs across the provincial cancer system.

We believe the proposed programs will strengthen the preparation of graduate nurses and nurse scientists and contribute meaningfully to a responsive, evidence-informed, and equitable health system. I support the proposed refresh and am available to speak with the review committee if further detail would be useful.

Sincerely,



Dr. Leah Lambert, RN, PhD
Senior Scientist, Nursing Theme Lead
Department of Clinical Research
BC Cancer Research Institute
Clinical Associate Professor, UBC School of Nursing
MSHRBC Scholar (2024-2029)

CASN ACESI Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières

May 29, 2026

Dr. Lenora Marcellus
Director, School of Nursing
Faculty of Health
University of Victoria
Victoria, British Columbia

Dear Dr. Marcellus,

On behalf of the Canadian Association of Schools of Nursing (CASN), I am pleased to support the University of Victoria School of Nursing's proposed Graduate Program Refresh. The proposal reflects a thoughtful, forward-looking approach to graduate nursing education that responds to evolving health system needs while remaining closely aligned with national educational priorities and expectations for advanced nursing preparation.

CASN has consistently emphasized the importance of graduate nursing education that prepares nurses for leadership, scholarship, evidence-informed practice, systems transformation, and socially accountable responses to increasingly complex health contexts. The proposed redesign aligns strongly with these principles through its focus on curricular relevance, flexible learning pathways, strengthened research preparation, and a clear commitment to health equity and reconciliation.

The refreshed Master of Nursing structure promotes greater flexibility while maintaining educational rigour. The integration of multiple completion pathways, including thesis, practicum, and capstone options, offers students opportunities to pursue educational experiences that align with professional goals and diverse practice contexts. This flexibility reflects broader shifts in graduate education and supports student success and responsiveness to workforce and societal needs.

The proposal's conceptual framework, grounded in people, place, and planet, demonstrates a meaningful commitment to socially responsive nursing education and aligns with priorities increasingly emphasized across nursing education nationally and globally. The explicit attention to ecological responsibility, global citizenship, community partnership, and stewardship of the profession resonates with CASN's ongoing emphasis on leadership and social accountability in nursing education.

The strengthened emphasis on Indigenous health, Indigenous ways of knowing, and reconciliation is particularly important. CASN has identified Indigenous health, cultural safety and knowledge plurality as essential components of nursing education at all levels. The proposal's integration of Indigenous perspectives into core learning requirements, together with continued enhancement of the Indigenous

Wellness stream, reflects an intentional and substantive approach to preparing graduates to advance culturally safe, equitable, and sustainable health systems.

The proposed curriculum renewal also aligns closely with expectations for graduate-level competencies in scholarship and leadership. New and revised courses focused on evidence-informed practice, health research methods, systems leadership, policy, planetary and global health, and community engagement support the development of graduates capable of addressing contemporary and emerging challenges in healthcare systems.

In addition, the redesign of the doctoral program demonstrates a commitment to strengthening doctoral education and supporting student progression and success. Efforts to streamline coursework, clarify candidacy expectations, and improve program accessibility reflect thoughtful consideration that centers the continued relevance and sustainability of graduate education and associated student outcomes, while maintaining the rigour expected of doctoral preparation. Moving to annual admissions demonstrates responsiveness and collective accountability to meet the demand for doctorally-prepared nurses in Canada as an essential component of workforce planning in the decades to come.

Graduate nursing education is critical to preparing future leaders, educators, scholars, researchers, and advanced practitioners. The University of Victoria School of Nursing's proposal represents an important investment in the future of nursing education and demonstrates responsiveness to evolving societal, professional, and health system realities.

I wish you and your colleagues continued success as this important work proceeds through institutional review and implementation.

Sincerely,



Jean Daniel Jacob, RN/IA, PhD
Executive Director | Directeur Général
(he/him/il/lui)

Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa Ontario K2E 8C4
Ph: 613-235-3150
Fax: 613-235-4476
Email: jdjacob@casn.ca
www.casn.ca

UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Dr. Caroline Sanders
Director
School of Nursing
University of Northern British Columbia

May 12th 2026

Dear Dr. Marcellus,

I am writing to express support for the University of Victoria School of Nursing's proposed Graduate Program Refresh, which includes the Master of Nursing, Nurse Practitioner, Indigenous Wellness, and PhD programs.

The proposed redesign offers a thoughtful, timely response to the evolving needs of graduate nursing education in British Columbia and across Canada. The refresh demonstrates a strong commitment to accessibility, flexibility, curricular relevance, and student success in distributed and online learning environments. It also reflects responsiveness to changing healthcare systems, workforce realities, and the growing importance of Indigenous health leadership and reconciliation in nursing education.

Particularly notable are the proposal's commitments to:

- providing greater flexibility for students to tailor graduate studies to professional and community goals;
- creating new pathways, including accelerated options for pathway students;
- strengthening the quality and coherence of the Nurse Practitioner program;
- deepening the integration of Indigenous knowledges and Indigenous health systems across graduate education;
- modernizing the PhD curriculum to support scholarly development and timely progression; and
- introducing contemporary courses addressing emerging areas of nursing practice, leadership, education, policy, harm reduction, and planetary and global health.

The strengthened Indigenous Wellness stream, together with the program's distributed and flexible delivery model, is an important contribution to advancing graduate nursing education that is responsive to rural, remote, northern, Indigenous, and urban health contexts across British Columbia. The proposal reflects a strong commitment to relational, community-responsive, and equity-oriented nursing education and aligns with broader provincial and national priorities related to health equity, reconciliation, and the preparation of nurses for leadership across diverse practice settings.

Overall, this refresh marks a substantial and well-considered advancement in graduate nursing education. I believe the noted program developments will meaningfully contribute to the preparation of future nursing leaders, scholars, educators, and advanced practice nurses in British Columbia and beyond. Further, I believe that investment in advanced nursing education will be a sustainable approach to building a future healthcare workforce that is responsive, adaptable, and focused on evidence-informed approaches that will support communities and all ages of the life span access high quality care.

Thank you for the opportunity to review and support this important initiative.

Sincerely,



Dr. Caroline Sanders, MBE, PhD, RN
Professor
School of Nursing
University of Northern British Columbia

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: October 21, 2026

Subject: Proposed Changes to the French and Francophone Studies Undergraduate Program

At its meeting on October 21, 2026, the Senate Committee on Academic Standards considered and approved a proposal from the School of Languages, Linguistics and Cultures on revisions to the program requirements for the General and Minor, BA-Minor and BA-Honours in French and Francophone Studies.

Recommended Motion:

That Senate approve the revised admission and progression requirements in the French and Francophone Studies program.

Respectfully submitted,

2026/2027 Senate Committee on Academic Standards

Cedric Littlewood, (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar
Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

UVIC | Languages, Linguistics and Cultures

1

MEMO

To: Senate Committee on Academic Standards

From: Division of French and Francophone Studies
School of Languages, Linguistics and Cultures

Date: 10 October 2026

Subject: Proposed Changes to French and Francophone Studies Undergraduate Programs

Proposed Changes:
The proposal is to delete all three program requirements for the General and Minor, BA—Major and BA—Honours in French and Francophone Studies. These old requirements will be replaced by a required basis for progression from first to second year (FRAN 180 or equivalent; FRAN 175), and from second to upper year (FRAN 285; FRAN 295: built into course pre-requisites). The former experiential requirement will be built into courses generally at the third year level rather than existing as a separate component. These changes are part of a major revision of the undergraduate programs in French and Francophone Studies—see attached documentation for more information on the context of the proposal.

Anticipated start date of proposed program changes: May 2027 Academic Calendar

The proposal has been approved by the Humanities Faculty Council on 22 September 2026.

Necessary consultations
See attachments.

UVIC | Languages, Linguistics and Cultures

MEMO

Rationale for the revised academic standard

Previous program requirements were hard to navigate and created barriers to student enrollment. They were presented in three different categories as follows:

Language skills
Access to FRAN 375 is restricted to students who have B or higher in FRAN 275, or equivalent skill in the French language. A student who does not obtain the minimum grade in FRAN 275 may substitute this requirement by obtaining an A- in FRAN 345. Students may start their program with any level of French but must attain B2 level to continue into second-year FRAN courses. Depending on their level of French, the department may recommend starting with FRAN 100 (A1 level), FRAN 120 (A2 Level), and FRAN 170 (or FRAN 171 and FRAN 172) (B1 level) in order to build towards FRAN 180 (or FRAN 181 and FRAN 182) (B2 level).
Literature requirement
One of the following qualifications or the equivalent is required for all Honours, Major, General and Minor programs in French and Francophone Studies, and is also the prerequisite or corequisite for most 400-level literature courses: ▪ completion of FRAN 310; ▪ DEC from a francophone CEGEP; ▪ French baccalauréat or equivalent.
Experience requirement for Honours and Major programs
One of the following is required for all Honours and Major programs in French and Francophone Studies: ▪ a minimum of 1.5 units from a francophone university obtained through a UVic International Exchange Program; ▪ a minimum of 1.5 transferable units from a francophone university obtained through a Letter of Permission; ▪ a minimum of one Co-op work term working in a francophone environment in a French-speaking country or province, arranged through the Humanities and Fine Arts Co-operative Education Program; ▪ completion of an internship or work placement of at least 100 hours working either in a francophone environment or in a French-speaking country or province plus FRAN 365 (concurrent with internship); ▪ completion of one of FRAN 360 or FRAN 360A.

The revisions are intended to **streamline our programs** while continuing to meet a set of strategic goals aligned with the learning outcomes and pedagogical content of our

programs, as detailed on pages 3—4 of the proposal submitted to the Senate Committee on Planning (SCP)—see attachments.

First, FRAN 310 (specified in the **literature requirement**) will no longer be offered; this deletion forms part of the **complete redesign of the mandatory courses** for the Minor, Major and Honours programs. Two new courses have been created to integrate our programs' language, media, and culture learning objectives in each course rather than separating language from culture. This proposed revision extends the reach of our mainline courses beyond literature to media more generally and consolidates students into two cohort-based required courses (FRAN 285, FRAN 295), thereby creating cohesion in the program and making it possible to staff them reliably every year with a smaller faculty complement.

Thus, FRAN 310 cannot continue to be required to enroll in upper-level (400-level) courses. (See page 7 of the attached SCP document for more detail.)

Instead, all upper-level courses will henceforth include detailed language as to the level of proficiency in French (according to the Common European Frame of Reference (levels A1 to C1) required to enroll in those courses:

Prerequisites

For Learners of French

- Complete all of the following
  - Complete 1 of the following
    - Complete 1 of:
      - FRAN180 - Level B2 Intensive French (3.0)
      - FRAN182 - Level B2.2 French (1.5)
    - French immersion up to Grade 12 or
    - Permission of the School
  - Minimum third-year standing

For Speakers of French

- Complete all of the following
  - Complete 1 of the following
    - Francophone cégep diploma or French baccalauréat or
    - French B2 level or above or
    - Permission of the School

- Minimum third-year standing

As for the elimination of the requirement of a minimum grade to move from one level to the other, since the courses mentioned in this requirement will not be offered anymore, and to ensure **smoother student progression** in our programs, we have included in the academic framework specific competencies to be addressed by proposed new courses FRAN 285, FRAN 295 and FRAN324. These are as follows:

Each new course will combine cultural, linguistic, and language competencies so that students will continue to actively improve their language skills throughout their program.

Courses FRAN 285 and FRAN 295 will be mutually complementary: course FRAN 285 will focus on narrative and media arts related to the screen (television, film, social media), and course FRAN 295 will focus on the performing arts (performance, theater, song) and poesy forms.

FRAN 324, on the other hand, will focus on writing practices in an academic context and will prepare or support students as they progress to more specialized fourth-year courses.

Finally, the program revision eliminates the previous **experiential learning requirement**. Instead, the new curriculum aims to emphasize **experiential learning** and **professionalization** from the third year of both the minor and the major, with the main 300-level courses focusing on experimental learning and community engagement. the new third year curriculum builds in experiential learning into class structure; for example, FRAN 309, Speech Art in French and FRAN 378, Creative Writing in French, involve productive language capacities as opposed to studying the speeches or writing of others. We will also encourage students to consider the following options offered by the SLLC and by UVic at large:

⇒ Completion of an Outgoing Exchange with a partner Francophone University, through the International Centre for Students (ICS) Exchange Program.

⇒ Completion of an independent exchange with a Francophone university, validated through a Request for a Letter of Permission to Take Courses Elsewhere (LoP).

⇒ Completion of a Co-op program option through the Humanities and Fine Arts Co-operative Education Program.

⇒ Completion of one of *FRAN 360—French Field School Seminar* or *FRAN 360A—Paris on Stage*, the highly successful and regularly offered field schools of the Division of French and Francophone Studies within the SLLC.

UVIC | Languages, Linguistics and Cultures

MEMO

Context for the revised academic standard

The proposed changes are intended to allow the unit to continue offering a Major and a Minor in French and Francophone Studies that are fully tailored to the Division's resources, focused on the diverse and complementary expertise of the faculty members, and responsive to the demand for cultural studies in French in a minority context.

The new standards also open upper-year courses to students who are fluent in French but have not taken the UVic prerequisites. Given Canada's status as a bilingual country with extensive French schooling, this new academic standard recognizes multiple learners and follows established calendar entries for PAAS.

Relation to past or current academic standards at UVic and effects on students

These changes will not affect the language-learning outcomes of the programs; students will reach the same academic standards as in our former program. They will achieve the B2 level of French proficiency on the Common European Framework of Reference for Languages (CEFR), an internationally recognized framework we are already using in our 100-level courses, through FRAN 180 or 181/182. We are extending our alignment with the CEFR to all our courses. This extension guarantees the standard of our 200-, 300- and 400-level courses. **Students will have reached, by the end of their program, the C1 level, which is above the level of bilingualism required for French immersion teachers in BC and which meets the Federal Government standard for functional bilingualism.**

However, we have specified **more flexible ways in which students can achieve the B2 level**. The first-year language requirement will now be articulated as follows:

- One of FRAN 180
- FRAN 181 or
- equivalent:
    - French immersion up to Grade 12 or
    - Francophone cégep diploma or
    - French baccalaureate or
    - Permission of the School (in-house placement test** available on request).

** Since the 1990s, we have had an in-house placement test for students who fall outside standard categories. This procedure does not delay students' time to register.

To **better align courses with their learning outcomes and students' progression**, we have also moved two courses from one level to another (FRAN 409 moves to FRAN 309; FRAN 265 moves to FRAN 175). FRAN 309 will remain mandatory, and FRAN 175 will now be required for all students. Students will then complete FRAN 285 and FRAN 295 in sequence, ensuring once again their steady and streamlined progression with regards to academic standards. For students enrolled in the Major or Honours programs, we have added the required course FRAN 324 Academic Writing and Methodology in Francophone Contexts, again in the same spirit. (See page 8 of the attached SCP document for more detail.)

Enrollment in all FRAN classes will be made easier because of the elimination of FRAN 310 as a prerequisite for every 400-level course, and because of the elimination of the minimum grade requirement to move from one level to the next. We expect these chances to have a positive impact on enrollments.

Relation to academic standards in similar programs at other institutions

See pages 10—11 of the attached SCP document for a detailed description of the competitive edge of our programs when compared with those offered at other BC post-secondary institutions. **The proposed changes will further our students' language skills, understanding of the global diversity of the Francophone world, and experiential learning opportunities.**

Advising or communication issues that may arise

See page 12 of the attached SCP document for a **detailed transition plan**, devised in collaboration with consultants from the Academic Advising Centre, at the Office of the Registrar and Enrolment Management.

Attached Documentation

- Senate Committee on Planning (SCP) Proposal
- Humanities Faculty Council Approval
- Consultations

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

French and Francophone Studies (General and Minor; BA—Major; BA—Honours)
and
Language and Cultural Proficiency: French (Certificate)

Template must be submitted as a Word document

SUBMITTED BY	NAME/TITLE	EMAIL
Dean or designate	Annalee Lepp, Dean, Faculty of Humanities	deanhums@uvic.ca
Academic unit, department, or school	School of Languages, Linguistics and Cultures	sllcchair@uvic.ca
Name, title, and email of contact person	Emile Fromet de Rosnay & Pierre-Luc Landry	derosnay@uvic.ca & pierreluclandry@uvic.ca
Anticipated start date of proposed program: May 2027 ***Note – the program must not be advertised/offered until all approvals are finalized.***		
REQUIRED APPROVALS		**DATE**
Pre-consultation with AVPAP (by contact person and Dean/designate) ***It is highly recommended that this consultation take place at the onset, prior to template completion.**		July 18, 2025
Departmental/School approval		September 15, 2025
Resource requirements approval (signed by the Faculty Dean) ***Please complete the New and Revised Academic Program Resource Requirement template and submit to the VPAC office a minimum of eight (8) weeks prior to submitting this proposal to the Senate Committee on Planning.**		July 21, 2026
Faculty Curriculum Committee approval		September 28, 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)		October 14, 2025

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

CONSULTATIONS		
Internal Consultations must be initiated at least eight (8) weeks before the SCP submission deadline via the SCP Consultations MS Teams channel. *Complete a consultation form for each consultation and submit with the proposal.	**DATE OF CONSULTATION**	**CONSULTATION DOCUMENTATION ATTACHED (Y/N)**
Office of the Registrar and Enrolment Management - Registrar wtaylor@uvic.ca ***Due to a high volume of requests, early consultation with OREM is recommended in order to receive feedback well ahead of proposal submission deadline.**	**June 25, 2026**	**Y**
Co-operative Education and Career Services – Executive Director - cooped@uvic.ca	**Aug 7 2025**	**Y**
Libraries – University Librarian - ulo@uvic.ca	**Aug 7 2025**	**Y**
Indigenous Academic and Community Engagement – Executive Director - iaceconsultations@uvic.ca ***Consultation must be submitted using the IACE Consultation template.**	**Jul 31 2025**	**Y**
External and Internal Departmental Consultations (letters of support as per section J – use SCP consultations template for all internal consultations)	**Aug 2025**	**Y**

NON-STANDARD TUITION
Proposed program involves non-standard tuition ☐ **YES** ☒ **NO** ***If you answered YES, complete the UVic Non-standard Tuition Template and submit it to the AVPAP separately.**

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 French and Francophone Studies division of the School of Languages, Linguistics and Cultures is proposing a revision of its undergraduate honours, major, and minor programs. **The proposed changes are intended to allow the unit to offer a major, minor, and certificate in French that are fully tailored to the Division's resources, focused on the diverse and complementary expertise of the faculty members, and responsive to the demand for cultural studies in French in a minority context.**

The principal revisions are as follows:

⇒ Integration of Indigenous, decolonial, and multimedia content throughout the program at all levels (please see Appendix for details about this integration);

⇒ Addition of a required course on Global French and Francophone Connections (FRAN 175), as a foundation course that will include decolonial and Indigenous literature and media;

⇒ Emphasis on professional skills (writing, speaking, analysis of literature and media) to prepare students for the workforce and graduate school;

⇒ Integration of experiential learning in third-year required courses instead of the current separate experiential requirement;

⇒ Clarification the level of French required to enter second year and above in French, which is the language level (B2);

⇒ Alignment of lower-level requirements across the honours, major and minor programs to facilitate timely completion;

⇒ Streamlining the programs by reducing the number of second- and upper-year courses to align with our current and anticipated faculty complement and to ensure that courses are viable in size.

These changes will not affect the language-learning outcomes of the programs, which bring students to the C1 level of the Common European Framework of Reference for Languages (CEFR), which is above the level of bilingualism required for French immersion teachers in BC and which meets the Federal Government standard for functional bilingualism.

The proposed program revisions are intended to meet the following **strategic goals,** in alignment with the **learning outcomes and pedagogical content** of our programs:

⇒ Streamline our programs and make the academic trajectory more transparent to students, with a shorter list of electives and redesigned course sequencing.
⇒ Formalize, through the overhauling of the curriculum, the accents placed within our programs on instructional activities related to digital literacy, engaged citizenship, anti-racism, and inclusive education.
⇒ Combine previously separate "language" and "culture" courses to eliminate the false distinction between language and culture.

- ⇒ Attract larger numbers of students and boost enrollment by emphasizing our strengths, avoiding the misconception that our programs concern solely the acquisition of French as an additional language, and accentuating the diverse areas of inquiry collected under the label "French and Francophone Studies."
- ⇒ Ensure a high level of training in French on Vancouver Island by offering academic programs that will progressively bring students to the C1 level of the CEFR, enhance bilingualism and contribute to the expansion and sustainability of the French-language educational offerings in BC.
- ⇒ Increase attention to the global Francophonie and address issues of colonization, postcoloniality and decolonization through the study of language, literature, media and culture, implemented consistently across the full span of undergraduate coursework.
- ⇒ Present the Francophone world in a way that includes France as well as Québec and Canada, as well as all other areas of the world where French is spoken, such as Africa, the Caribbean, the Maghreb, the Indian Ocean Rim, the Pacific Ocean Rim, the Middle East, etc., and that embraces a decolonial and international perspective.

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 proposed revisions are intended to align with the Division's current and anticipated future resources and do not require additional resources.

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

No, there are no changes regarding student admission.

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.

The following tables outline the changes to the curriculum with respect to required courses and compare the current and proposed Minor (page 5) and Major (page 6), as well as the current and proposed Certificate (page 7).

Current Minor **New Minor**

100 level	**Units**	**100 level**	**Units**
Complete 1 of the following - FRAN 180 (or FRAN 181 and FRAN 182) Or Permission of the School	3.0	FRAN 175 FRAN 180—Intensive French IV or FRAN 181 and 182 or equivalent: • French immersion until Grade 12, • Francophone cégep diploma, •French baccalaureate, •Permission of the School.	1.5 - 4.5
200 level	**Units**	**200 level**	**Units**
FRAN 200	1.5	FRAN 200	1.5
FRAN 275	1.5	FRAN 285	1.5
FRAN 280	1.5	FRAN 295	1.5
300/400 level	**Units**	**300/400 level**	**Units**
FRAN 409	1.5	FRAN 309	1.5
from FRAN 305—470	7.5	from FRAN 320—470	7.5
TOTAL Required Upper-Level FRAN Courses—9 units		TOTAL Required Upper-Level FRAN Courses—9 units	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

Current Major		New Major	
100 level	**Units**	**100 level**	**Units**
Complete 1 of the following - FRAN 180 (or FRAN 181 and FRAN 182) Or Permission of the School (see entry point)	3.0	FRAN 175 FRAN 180—Intensive French IV or FRAN 181 and 182 or equivalent: • French Immersion until Grade 12, • Francophone cégep diploma, •French baccalaureate, •Permission of the School.	1.5 - 4.5
200 level	**Units**	**200 level**	**Units**
FRAN 200	1.5	FRAN 200	1.5
FRAN 275	1.5	FRAN 285	1.5
FRAN 280	1.5	FRAN 295	1.5
300/400 level	**Units**	**300/400 level**	**Units**
FRAN 305	1.5	FRAN 309	1.5
FRAN 310	1.5	FRAN 324	1.5
FRAN 375	1.5	from FRAN 320—471	12
FRAN 409	1.5		
Complete 7.5 units from FRAN 325–480 Complete 1.5 units from FRAN 360–365	9		
TOTAL Required Upper-Level FRAN Courses—15 units		TOTAL Required Upper-Level FRAN Courses—15 units	

Current Certificate **New Certificate**

Complete all of:	**Units**	**Complete all of:**	**Units**
FRAN 265	1.5	FRAN 175	1.5
Complete 6 units from:	**Units**	**Complete 6 units from:**	**Units**
FRAN 100 FRAN 120 FRAN 150 FRAN 160 FRAN 170 FRAN 171 FRAN 172 FRAN180 FRAN 181 FRAN 182 FRAN 200 FRAN 240 FRAN 274 FRAN 305 FRAN 375 FRAN 409	6	FRAN 100 FRAN 120 FRAN 170 FRAN 171 FRAN 172 FRAN 180 FRAN 181 FRAN 182 FRAN 200 FRAN 285 FRAN 295 FRAN 309 FRAN 320	6
Complete 3 units from:	**Units**	**Complete 3 units from:**	**Units**
from FRAN 100–471	3	from FRAN 100–470	3
TOTAL Required Upper-Level FRAN Courses—0–9 units		TOTAL Required Upper-Level FRAN Courses—0–9 units	

The previous tables show three crucial changes in our programs:

1. **CLARIFICATION OF THE LEVEL OF FRENCH REQUIRED TO ENTER SECOND YEAR AND ABOVE** in the programs. Students will meet the same level as in our former program (B2 French/FRAN 180 or 181/182). However, we have specified more flexible ways in which they can achieve that level. The first-year language requirement will now be articulated as follows:
   - One of FRAN 180
   - FRAN 181 or
   - equivalent:
     - French immersion up to Grade 12 or
     - Francophone cégep diploma or
     - French baccalaureate or
     - Permission of the School (in-house placement test** available on request).

**Since the 1990s, the French and Francophone unit has had an in-house placement test for students who fall outside standard categories. This placement procedure does not delay students' time to register.

It is important to note that FRAN 100, FRAN 120 and FRAN 170 will continue to count for academic credit and that students are still able to start their academic journey with any of these three courses, no matter what program they enroll into, while still reaching the C1 level of the CEFR by graduation—as is currently the case.

2. **MOVING TWO COURSES FROM ONE LEVEL TO ANOTHER** to better align with their learning outcomes and students' progression:

   - FRAN 265, Global French Connections, will move to the first year and become FRAN 175, Global French and Francophone Connections, to establish a required decolonial foundation for the program and a required 100-level culture course for all students, mandatory for both the Minor and the Major. (This course was already required for the Certificate and will remain as such.) This change aligns with our reform, which aims to decolonize the approach to French and Francophone studies.
   - FRAN 409, Speech Art in French, will move to third year (FRAN 309) as foundational to the upper-year sequence because students require competency in oral French to proceed successfully to the upper-year program. Moreover, the new FRAN 309 comprises an experiential learning component, which the new program concentrates in year 3.



3. **TWO NEW COURSES (FRAN 285, FRAN 295) CREATED BY COMBINING THE CONTENT OF FORMER ONES** to integrate our program's language and culture learning objectives into each course rather than separating language from culture. This proposed revision will also consolidate students into two cohort-based required courses, thereby making it possible to staff them reliably every year with a smaller faculty complement.

   - FRAN 275, Writing in French 1, and FRAN 280, Literature, Media and Culture I will be combined to form the new FRAN 285 (French Language and Culture Through Story and Screen).
   - Similarly, FRAN 375, Writing in French II, will be combined with FRAN 310, Literature, Media and Culture II, to form FRAN 295 (French Language and Culture Through Poetry and Stage).



The proposed revisions will also retire multiple courses. Some of those courses are no longer aligned with the priorities of the Division of French and Francophone Studies, as they are remnants of previous conceptualizations of the field (heavily focused on literature, especially classical and canonical works, with division of knowledge by centuries and geographical areas). Some were taught by former colleagues who

are now retired or have left the unit. Some courses are being retired because they overlapped (at least partially) with other existing courses.

Note that we are also introducing new courses to cover the Division's priorities that are aligned with the interests of new colleagues. Furthermore, some content of retired courses is being incorporated into other courses. See Table 1.

E. 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.

Yes, the proposed curriculum changes provide opportunities to integrate accessible and inclusive pedagogical design throughout the programs. Importantly, some courses have already adapted practices which incorporate the principles of Universal Design for Learning (UDL). Most of the courses of the French and Francophone Studies programs already offer multiple ways for students to engage with course content and to participate in learning activities. Assessments are diversified and include a range of formats: projects, presentations, reflective assignments, and hands-on learning activities, providing students with greater flexibility. Courses already include transparent assessment criteria, stated on syllabi, to promote an equitable learning environment for students.

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

While the proposed revision does not alter our undergraduate programs' learning outcomes, it will allow us to **better articulate** them for recruitment purposes and to showcase our mission statement and our values.

G. 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.

One of the proposed changes is to **delete the experience requirement currently required** from our major and honours programs, which was creating a barrier to students' progression. Instead, **experiential learning is now embedded within the programs**. The curriculum changes aim to emphasize **experiential learning** and **professionalization** from the third year of both the minor and the major, with the main 300-level courses focusing on experimental learning and community engagement. We will also encourage students to consider the following options offered by the SLLC and by UVic at large:

⇒ Completion of an Outgoing Exchange with a partner Francophone University, through the International Centre for Students (ICS) Exchange Program.
⇒ Completion of an independent exchange with a Francophone university, validated through a Request for a Letter of Permission to Take Courses Elsewhere (LoP).
⇒ Completion of a Co-op program option through the Humanities and Fine Arts Co-operative Education Program.
⇒ Completion of one of *FRAN 360—French Field School Seminar* or *FRAN 360A—Paris on Stage*, the highly successful and regularly offered field schools of the Division of French and Francophone Studies within the SLLC.

For FRAN 360 and FRAN 360A, notes were added stating that international students should consult with ICS regarding study/work permits.

The proposed changes were also devised with the goal of **overhauling the French and Francophone Studies curriculum to further its internationalization, decolonization and indigenization** and diversifying the field by moving away from time periods**.** Faculty members of the Division of French and Francophone Studies collectively devised a **framework plan** that includes every course of the curriculum. This new document not only ensures that course content is in line with the mission statement of the Division within the SLLC, but it also outlines how each course contributes to the intended learning outcomes of the programs with regards to exploring the tension between colonialism and indigeneity that is central to every aspect of the Francophone world.

The framework plan lists the meaningful ways in which every course contributes to decentering the field of French and Francophone Studies from a focus on the traditional French canon through the assigned readings and the lecture contents, the diversity of literary and mediatic genres studied, and the inclusion of contents from various geographical areas and time periods. These notes are extremely important to the implementation of the values of equity, diversity and inclusion that the Division and the SLLC have agreed to embody. Our framework indicates that the new core courses (FRAN 285, 295, 324) must cover at least two geographical areas and two periods of cultural history. At least one work must be from BIPOC communities, and women must be equally represented in the corpus—which could also include authors or artists from LGBTQIA2S+ communities. All courses in our new program, including FRAN 175, will promote diversity in Francophonie.

Finally, our proposed revision also respects the spirit of **UVic's Indigenous Plan:**

- ⇒ Climate, environmental change and sustainability.
- ⇒ Indigenous-led scholarship.
- ⇒ Social justice and equity.
- ⇒ Technology and the human experience.

H. 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 revision of our programs gives us a competitive edge in different ways. Particularly, our focus on **intensive first-year language courses** (FRAN 100, FRAN 120, FRAN 170 and FRAN 180—all 3.0 units and unique to UVic) helps create a cohort of students who enter their second year of study with the linguistic skills necessary to go above and beyond mastery of the language.

Furthermore, our proposed revised curriculum is a solid **introduction to the immense diversity of the Francophone world and of its cultural, linguistic, literary and artistic productions**. Not only are students able to enroll in courses dedicated to African and/or Caribbean cultural productions, or Indigenous literatures from Canada, for example, but they will be introduced to those corpuses throughout their academic career. Our revised programs also translate into an **exploration of the multiple civilizations of the French-speaking world** and as such involve the study of culture, including literature, theatre and media, and the study of the French language from linguistic, historical and sociolinguistic perspectives, considering regional, social and historical varieties of French. Whereas other institutions in BC offer

programs that also aim at providing a general overview of this global diversity, they often focus on one or two of those multiple aspects of French and Francophone Studies.

Our focus on **experiential learning** also strengthens language proficiency, offering students multiple opportunities to engage in authentic communication practices. The experiential approach accentuated through the proposed revision not only is in line with UVic's national and international reputation but is also one of the ways through which we are hoping to distinguish our programs from those offered in other institutions.

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

The proposed changes have been designed with the goal of attracting a larger number of students into the programs and the courses offered by the Division of French and Francophone Studies within the SLLC—we hope that they will contribute to **positive consequences on enrolment** for the following reason:

With the goal of facilitating timely completion of the programs, we **streamlined our programs and their academic plans** by drastically reducing the number of courses: we propose that 25 courses be retired from the academic calendar. All those steps were accomplished to make our programs and courses more attractive for current and potential students.

J. 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 proposed changes have been designed to **simplify student progression into our programs**, by offering a more coherent and professionally oriented range of courses and by **adapting the program and the course offering to our teaching resources, which has been reduced by 40% by 2026** (in comparison to 2019, the year of the last major revisions).

The revisions will have the following **positive consequences on students' experience**:

⇒ Program declaration facilitated by years 1 & 2 following the same path for the Minor, Major and Honours programs.
⇒ Enrollment in classes made easier because of the elimination of FRAN 310 as a prerequisite for 400-level courses, and because of the elimination of minimum grade requirements to move from one level to the next.
⇒ Program streamlined by moving experiential requirement, and by embedding experiential learning pedagogies into most third-year classes.
⇒ Added professional value with a new methodology course in the third year (FRAN 324) and a professional orientation to all required courses.
⇒ Integration of the civilizational, cultural, and linguistic dimensions of French and Francophone Studies, including Indigenous cultures of the Francophone world, into all courses of the curriculum.

See below (page 12) for the transition plan devised to determine how students enrolled in our programs before the revision will be able to complete their coursework once the revision is approved, by May 2027.

TRANSITION PLAN

Students should be encouraged to follow the new program when possible. Students who have completed all old lower-level requirements and some of the old upper-level requirements may wish to remain on the old program.

Students who have completed only FRAN 180 should follow the new program and take FRAN 175.

If one or both of FRAN 275 or 280 are complete, follow the new program and substitute one of these for FRAN 285 and take FRAN 295 (if they haven't completed either of FRAN 310, 375). Consider waiving FRAN 175 if both 275 and 280 have been completed.

If one of FRAN 310 or 375 is completed and the student wishes to follow the new program, either can be used to meet the FRAN 295 requirement.

Students following the new program:

New requirements	Substitution of old courses
1.5u FRAN 324	No equivalent of old course, take FRAN 324
1.5u FRAN 309	1.5u FRAN 409
12.0u FRAN 320–470	12.0u can include any previously completed FRAN 300–400 level courses (e.g., FRAN 305, 310, 375, 360)
Total: 15.0u FRAN 300–400 level	**Total:** 15.0u FRAN 300–400 level

Students remaining in the old program:

Old requirements	Substitution of new courses
1.5u FRAN 305	1.5u FRAN 320–470; FRAN 324 highly recommended
1.5u FRAN 310 1.5u FRAN 375	• If neither has been completed, take FRAN 295 and 3.0 units FRAN 320–470. • If one of FRAN 310 or 375 has been completed, replace the other with 1.5 units FRAN 320–470.
1.5u FRAN 409	1.5u FRAN 309
1.5u FRAN 360–365 (Experience requirement)	Experience requirement waived, replace with 1.5 units FRAN 320–470
7.5u FRAN 325–480	7.5u FRAN 320–470
Total: 15.0u FRAN 300–400 level	**Total:** 15.0u FRAN 300–400 level

K. 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.

We have consulted with all chairs and directors in Humanities and with other faculties. Of partner faculties, the most important is Education because future French immersion teachers must meet B2 French. All those consulted were supportive (see attached).

APPENDICES

Table 1. Courses being retired and replaced/rationale

Retired course	New course	Relationship/Rationale
FRAN 125 Showcasing the Francophonie (in English)		FRAN 125 was never taught
FRAN 150 French Conversation		Redundant with current 100-level courses, all of which have an oral component
FRAN 160 French Words in Context		Redundant with current 100-level courses, all of which have a vocabulary component
FRAN 240 Intermediate Oral French		Redundant most 100-level French courses, as well as with FRAN 200
FRAN 265 Global French Connections	FRAN 175 Global French and Francophone Connections	Renumbered and changed levels to create a first-year decolonial foundations course. Change of title to reflect unit name: Global French and Francophone Connections. ***MX note required: FRAN 175 MX with FRAN 265 ***Formerly note for FRAN 175: formerly FRAN 265 and FRAN 165
FRAN 275 Writing in French I	FRAN 285 French Language and Culture Through Story and Screen	Proposal to combine FRAN 275 Writing in French I and FRAN 280 Literature, Media and Culture I. ***MX note required: FRAN 285 MX with FRAN 275 and FRAN 280 ***Formerly note for FRAN 285: part of FRAN 275 and FRAN 280
FRAN 280 Literature, Media and Culture I	FRAN 285 French Language and Culture Through Story and Screen	Proposal to combine FRAN 275 Writing in French I and FRAN 280 Literature, Media and Culture I. ***MX note required: FRAN 285 MX with FRAN 275 and FRAN 280 ***Formerly note for FRAN 285: part of FRAN 275 and FRAN 280
FRAN 305 Intermediate French Linguistics	FRAN 200 French Sounds and Word Structure	No longer aligns, in most part, with the Division's priorities. ***No MX note needed: addition is very minor in the context of the whole course. ***No formerly note needed: see above ***No need to renumber FRAN 200 as the addition of sentence structure is a small percentage of the course. ***Slight title and content change (sentence structure) to include some content from FRAN 305.

Retired course	New course	Relationship/Rationale
FRAN 310 Literature, Media and Culture II	FRAN 295 French Language and Culture Through Poetry and Stage	Proposal to combine FRAN 310 Literature, Media and Culture II and FRAN 375 Writing in French II to integrate language and culture courses. ****MX note needed: FRAN 295 MX with FRAN 310 and FRAN 375 ***Formerly note needed: formerly part of FRAN 310 and FRAN 375
	FRAN320 Francophone Performative Arts and Media	New course. Furthers the study of performative and media arts introduced in FRAN 295 through song and theatre.
	FRAN 324 Academic Writing and Methodology in Francophone Contexts	New course, required.
	FRAN 325F Studies in Cultures of the Francophone World	New course, French equivalent of FRAN 325 (taught in English) ***No MX needed with FRAN 325.
FRAN 336 Québec and Francophone Cinema (in English)		No longer aligns with the priorities of the Division's programs; cinema will be integrated into many courses rather than being segregated.
FRAN 345 Advanced French Language		No longer aligns with the priorities of the Division's programs; language and culture courses will be integrated in the future.
FRAN 365A Directed Experiential Learning		No longer aligns with the priorities of the Division's programs; experiential learning will be integrated into third-year courses across the board.
FRAN 375 Writing in French II	FRAN 295 French Language and Culture Through Poetry and Stage	Proposal to combine FRAN 310 Literature, Media and Culture II and FRAN 375 Writing in French II to integrate language and culture courses. ***MX note needed: FRAN 295 MX with FRAN 310 and FRAN 375 ***Formerly note needed: formerly part of FRAN 310 and FRAN 375
FRAN 384 French Morphosyntax		No longer aligns with the priorities of the Division's programs.
FRAN 404 History of French		No longer aligns with the priorities of the Division's programs.
FRAN 406 Translation Studies		No longer aligns with the priorities of the Division's programs.

Retired course	New course	Relationship/Rationale
FRAN 409 Speech Art in French	FRAN 309 The Craft of Public Speaking	Title change and renumbering. Change of level to create the oral fluency needed for success in upper-level courses. ***MX note needed: FRAN 309 MX with FRAN 409 ***Formerly note needed: formerly FRAN 409
FRAN 412 History of Quebec and Franco-Canadian Literature		No longer aligns with the priorities of the Division's programs
FRAN 422 Contemporary Francophone African Novel	FRAN 425 Intersectional Voices from the Francophonie	This course will be combined with FRAN 423 to create FRAN 425, a new course, exploring historical and cultural events, along with the socio-political factors contributing to the birth of Francophone literatures. ***MX note needed: FRAN 425 MX with FRAN 422 ***Formerly note needed: formerly part of FRAN 422
FRAN 423 Contemporary Francophone Caribbean Novel	FRAN 425 Intersectional Voices from the Francophonie	This course will be combined with FRAN 422 to create FRAN 425, a new course, exploring historical and cultural events, along with the socio-political factors contributing to the birth of Francophone literatures. ***MX note needed: FRAN 425 MX with FRAN 423 ***Formerly note needed: formerly part of FRAN 423
FRAN 428 Francophone African Women Filmmakers	FRAN 460 Studies in Francophone Cinema	African cinema—as with cinematic achievements of the rest of the Francophonie—will be integrated into all cinema courses, not segregated. ***MX note needed: FRAN 460 MX with FRAN 428 ***Formerly note needed: formerly part of FRAN 428
FRAN 431 Medieval Literature		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 434 Medieval and Renaissance Theatre		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 437 French Myths up to the 21st Century		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 438 French Texts that Made our		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.

Retired course	New course	Relationship/Rationale
World		
	FRAN 448 Studies in Francophone Cultural, Social and Political Thought	New course that can be adapted to cover different topics and that aligns with the goals of the CSPT program to enable a joint graduate-undergrad course in this area.
FRAN 455 Dada, Surrealism and the End of the French Novel		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 456 20th-Century French Theatre		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 459 The Everyday in French Culture since the 19th Century		No longer aligns with the priorities of the Division's programs; reflects traditional French canon.
FRAN 471 Figures on the Fringe		Never taught and no longer aligns with the priorities of the Division's programs.
FRAN 478 Critical Methods		Critical methods will be integrated into upper-year courses rather than being segregated.

Table 2. Other minor changes

Course	Title change	Description of minor change
FRAN 325 Studies in the Cultures of the French-speaking World (in English)	FRAN 325 Studies in Cultures of the Francophone World (in English)	Title change to align with unit name. Repeatable, increase credit to 4.5. MX note added with FRAN 325F. Prerequisite change.
FRAN 325A The Tour de France (in English)		Slight description change. MX note added with FRAN 325.
FRAN 360 French Field School Seminar	FRAN 360 French and Francophone Field School Seminar	Title change to align with unit name. Addition of note to alert international students to consult ICS about the potential visa implications of this experiential-learning course. Prerequisite change
FRAN 360A Paris on Stage		Slight description change. Repeatable, increase credit to 6. Addition of note to alert international students to consult ICS about the potential visa implications of this experiential-learning course. Prerequisite change.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE
UNDERGRADUATE

Course	Title change	Description of minor change
FRAN 378 Creative Writing in French		Proposal to be offered as a year-long course that runs from September to April, while retaining its current 1.5 credit value. Prerequisite change.
FRAN 394 Children's and Young Adult Literature in French	FRAN 394 Children's and Young Adult Literature from the Francophone World	Slight title change, and description change. Addition of note to alert international students to consult ICS about the potential visa implications of this experiential-learning course. Prerequisite change.
FRAN 401 Teaching and Learning French	FRAN 401 Pedagogy of French Language Teaching	Title change, slight description change, prerequisite change
FRAN 405 Varieties of French		Short title change, prerequisite change
FRAN 407 Canadian Francophonie and Linguistic Ideologies		Prerequisite change
FRAN 418 Québec Literature and Culture of the Extrême Contemporain		Prerequisite change
FRAN 426 Indigenous Literatures of Canada or the Francophone World	FRAN 426 Francophone Indigenous Literatures of Canada and Beyond	Title change, prerequisite change
FRAN 436 Early Modern Literature and Culture	FRAN 436 Early Modern Literatures, Media and Cultures	Title change, prerequisite change
FRAN 445 Nature and the Environment in French-Speaking Cultures		Short title change, prerequisite change
FRAN 449 Critical and Subversive French Theatre		Prerequisite change
FRAN 499 Honours Graduating Essay		Slight description change, prerequisite change

Table 3. Examples of Integration of Indigenous, decolonial, and multimedia content throughout the programs at all levels

FRAN 175—Global French and Francophone Connections

Course Description
Explore the diversity of the Francophonie from Quebec to Senegal, France to Vietnam. Experts from the School of Languages, Linguistics and Cultures bring students the French-speaking world through its media (films, graphic novels, songs, podcasts, Twitter). Instruction and media are presented in French, but students have the option to hand in assignments in English.

Corpus and Contents Notes

- It is not a literature course nor is it a shell course for instructors to develop a particular topic. While it is possible for instructors to assign a complete work as a mandatory reading, such as a novel, a poetry collection, a play or any other book, for example, literature must not become the focus of the course.
- This course must focus on the global presentation of the world's French-speaking archipelago. A geo-historical and socio-cultural perspective is necessary to provide students with an overview of the diversity of the French-speaking world.
- Course content should include at least two media pieces (short or long) from two different geographical areas and from two different periods. A particular attention should be given to popular forms of media, such as *bande dessinée* and graphic novel, film, social media, music and *chanson*, and cultural manifestations such as carnivals or festivals.
- This course should, as much as possible, include introductory elements to the history of the French language.
- This course will necessarily address the ongoing tensions between colonialism and indigeneity in the different areas of the Francophone world and should further the internationalization and decolonization of our programs' curriculum by providing students with knowledge of colonization, cultural and linguistic reclamation, post-coloniality and decolonial movements, etc., in French, in ways specific to the field of French and Francophone Studies.

FRAN 285 French Language and Culture Through Story and Screen

Course description
Focuses on the language and cultural diversity of the Francophone world, through critical exploration of narrative forms in literature and film. Encompasses various historical periods and French-speaking geographical areas. Combined with FRAN 295, it enables to reach the C1 level of the Common European Framework of Reference for Languages.

Corpus and Contents Notes

- This new course, with FRAN 285, is designed to integrate elements of the C1 level of the CEFRL into our curriculum and reflects the recommendations of the C1 level with a flexible approach. Particular attention must be paid to the elements of the C1 level of the CEFRL such as vocabulary, interactional activities, grammar, and written and oral production.
- In terms of the cultural content of the two courses, FRAN 295 focuses on poetry, songs (such as but not restricted to chanson) and theatre (both written and performed).
- The study of various works is accompanied by a grammatical and lexical approach, as well as technical and aesthetic considerations (genres and/or styles, movements) and a presentation of the sociohistorical and critical contexts.
- The number of completed works assigned is limited to 4, and they must cover at least two geographical areas and two periods of cultural history. At least one work must be from BIPOC communities, and women must be equally represented in the corpus—which could also include authors or artists from LGBTQIA2S+ communities.

FRAN 320 Francophone Performative Arts and Media

Course description
Introduction to the critical study of performing and media arts through the cultural history and civilizations of the French-speaking world. Includes an experimental or community-engaged learning component.

Corpus and Contents Notes
- FRAN 320 is one of our principal experiential learning courses. The teaching approach may be both historical and critical and include a few theoretical notions, but it should also be based on practice, as the experimental and experiential component is central to this course. Particular attention is given to the transition from theory to practice. This course may include a research-creation or research-action component.
- From a historical, critical and experimental perspective, the teaching is based on an exploration of the performative arts such as theatre, poetry and song, as well as forms of communication in the media such as press, radio and social media.
- Genres to consider include, but are not limited to, theatre, dance, puppetry, video art, multimedia arts, song, broadcasting, press, magazines, and TV series.
- Does not systematically touch on film but may include it.
- This course should cover at least two historical periods, two geographical areas, one performance art and one media
- Attention must be given to people who are historically underrepresented in the arts (women, LGBTQIA2S+ communities, Black communities, Indigenous communities and people of colour).

FRAN 405 Varieties of French

Course Description
A survey of historical and (socio)linguistic aspects of French as spoken in different areas. Focus can be on French in North America, Africa, the Caribbean, Europe or another area, highlighting the vitality and richness of this language by pointing out specificities of varieties of French.

Corpus and Contents Notes
- The course is designed to introduce students to (socio)linguistics aspects of varieties of French in a particular Francophone zone.
- Important concepts that must be covered include but are not limited to: Phenomena related to language contact such as borrowing and integration, code creation (mixed languages and creoles), language maintenance and attrition, language death and revitalization; linguistic particularities of the French varieties under study, etc.
- Students are encouraged to critically engage with contemporary issues related to varieties of French through different materials, preferably in French, including scholarly articles and book chapters, interviews, newspaper articles, etc.

UVIC | Languages, Linguistics and Cultures

MEMO

To: Senate Committee on Academic Standards

From: Division of French and Francophone Studies
School of Languages, Linguistics and Cultures

Date: 10 October 2026

Subject: Faculty of Humanities Council Approval

The SCP proposal with revision of the undergraduate programs in French and Francophone Studies was approved by the Humanities Faculty Council on September 28, 2025. The updated proposal was approved by the Humanities Faculty Council on September 22, 2026.

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: French and Francophone Studies	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Chair of SLLC, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
CO-OP – Andrea Giles, Executive Director	SPC document	See below

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.

I agree that the streamlining of your course offerings may translate into higher enrolments. The change from mandatory to optional experience requirement should also streamline the student experience. As participation in our Co-op program remains an option, I anticipate that your changes will have no direct impact on Co-op but provides an interesting opportunity to strengthen our collaboration with your program.

Please consider this feedback as my confirmation of consultation and of support of your proposal.

Signature: Andrea Giles

Date: August 8-2025

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify:
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: September 22, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Wendy Taylor, Registrar	Proposal
Feedback provided (please add feedback only in this section)	
The proposal is excellent and very thorough. OREM appreciates the opportunity to be involved in the consultation and feedback process. Please accept our recommendation to consider adjusting Section D to be more explicit about the minimum number of units to be completed at the 400-level as part of the new major requirements.	
How was the feedback provided incorporated into the proposal?	

Senate Committee on Planning
Required Internal Consultations

Signature: _____

Date: _____September 22, 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: School of Languages, Linguistics and Cultures

Name of Program: French and Francophone Studies

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 French and Francophone Studies division of the School of Languages, Linguistics and Cultures is proposing a revision of its majors and minor programs as follows:

- ⇒ Integration of Indigenous, decolonial, and multi-media content throughout the program at all levels
- ⇒ Emphasis on professional skills (writing, speaking, analysis of literature and media) to prepare students for the workforce;
- ⇒ Integration of experiential learning in third-year mandatory courses instead of the current separate experiential requirement;
- ⇒ Addition of a mandatory course on the Global Francophonie, as a foundations course that will include decolonial and Indigenous literature and media;
- ⇒ Clarification of the entry point to the program as FRAN 180, which is the language level required for progression to second and upper-year;
- ⇒ Lower-level requirements that will be consistent across the major and the minor to facilitate completion of the program;
- ⇒ Streamlining of the program by a reduction of the number of second- and upper-year courses.

The main reason for this review is to offer a Major and a Minor in French that are fully tailored to the department's resources, focused on the diverse and complementary expertise of the faculty members, and responsive to the demand for cultural studies in French in a minority context.

Rationale for the proposal (approximately 200 words)

The proposed significant program revision was conducted to meet the following **strategic goals,** in alignment with the **learning outcomes and pedagogical content** of our programs:

- ⇒ Attract larger numbers of students and boost enrollment by emphasizing our strengths, avoiding the misconception that our programs concern solely the acquisition of French as an additional language, and accentuating the diverse areas of inquiry federated under the label “French and Francophone Studies.”
- ⇒ Increase attention to the global Francophonie and address issues of colonization, postcoloniality and decolonization through the study of language, literature, media and culture, implemented consistently across the full span of undergraduate coursework.
- ⇒ Present the Francophone world in a way that includes France as well as Québec and Canada, and all other areas of the world where French is spoken, such as Africa, the Caribbean, the Maghreb, the Indian Ocean, the Pacific Ocean, the Middle East, etc., in a decolonial and international perspective.
- ⇒ Streamline our programs and make the academic trajectory more transparent to students, with a shorter list of electives and redesigned course sequencing.
- ⇒ Formalize and further, through the overhauling of the curriculum, the accent placed within our programs on instructional activities related to digital literacy, engaged citizenship, anti-racism and inclusive education.

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

We don’t have the means to know how many Indigenous students are currently enrolled in the FFS program.

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

We don’t envision a specific number of Indigenous students, but the proposed changes were devised with the goal of overhauling the French and Francophone Studies curriculum to further its internationalization, decolonization and indigenization. We are hopeful that these changes might attract Indigenous students interested in the Francophonie.

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)

Two of the main objectives of the program changes are:

⇒ Integration of Indigenous, decolonial, and multi-media content throughout the program at all levels

⇒ Addition of a mandatory course on the Global Francophonie, as a foundations course that will include decolonial and Indigenous literature and media

It is our hope that the integration of these changes might attract Indigenous students interested in the Francophonie.

- 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)

No new hires are envisioned in the near future

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

The changes proposed respect the spirit of the UVic's Indigenous Plan by fostering Indigenous-led scholarship.

- 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 identity specific goals and priorities (approximately 200 words).

The proposed revision addresses the following impact areas of **Aspiration 2030: UVic Research and Creative Works Strategy**, as well as it respects the spirit of **UVic's Indigenous Plan**:

- ⇒ Climate, environmental change and sustainability.
- ⇒ Indigenous-led scholarship.
- ⇒ Social justice and equity.
- ⇒ Technology and the human experience.

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)

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 – 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 with proposal.

Name of program: French and Francophone Studies	Anticipated start date: May 2026
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Languages, Linguistics and Cultures	
Name, title, and email of contact person: Chair of SLLC, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7-August 13, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Jonathan Bengtson, University Librarian	Email consultation and Kuali proposal	The revisions to the French and Francophone Studies undergraduate programs include proposed new courses most of which integrate content from classes previously taught. Since the library acquired materials over the years to support the French curriculum, there should be sufficient resources to cover any new courses. The library also now has access to a much larger volume of

		material through our various Electronic Book packages. Therefore, I am confident that the library has sufficient collections to support these revisions to the curriculum. Any other new materials required may be purchased through our regular collections budget.

Signature: 

Date: November 17, 2025

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: European Studies
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and August 12, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Paul Schure, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Well done on brokering all these changes and designing a coherent new program! Thank you for informing European Studies. Regarding the experiential learning piece, i.e.: One of the proposed changes is to delete the experience requirement currently mandatory from our major and honours programs, to streamline the student experience. This change requires that we explain to students that experiential options are now embedded within the programs. The curriculum changes aim to emphasize experiential learning and professionalization from the third year of the minor and the major, with the main 300-level courses focusing on experimental learning and community engagement. We will also encourage the students to consider the following options offered by the SLLC and by UVic at large: ⇒ Completion of an Outgoing Exchange with a partner Francophone university, through the International Centre for Students (ICS) Exchange Program.	

UVIC

Senate Committee on Planning
Required Internal Consultations

⇒ Completion of an independent exchange with a Francophone university, validated through a Request for a Letter of Permission to Take Courses Elsewhere (LoP).
⇒ Completion of a Co-op program option through the Humanities and Fine Arts Cooperative Education Program.
⇒ Completion of one of FRAN360—French Field School Seminar or FRAN360A—Paris on Stage, the fields school of the Division of French and Francophone Studies within the SLLC.
Perhaps you would like to include the EU Study Tour in that experiential learning list as well? While the main language of the Tour is English, French also features and several students have given the feedback that the Tour made them aware of the importance of French (I know... this sounds quite strange coming from Canadian students. I am just reporting how multiple students said it! (The language of the Court of Justice of the EU is French. This is arguably the most popular visit among students. We often also visit the Quebec mission and Brussels and Luxembourg are predominantly French speaking))
Also note that the EU Study Tour is followed by the EU Internship Program, with some internships being in French (e.g. Afalab in Paris)
All these suggestions are obviously optional. I have no concerns and congratulate you on these revisions.

How was the feedback provided incorporated into the proposal?

Thank you very much for your feedback and support. After careful consideration, we have decided not to include the EU Study Tour at this time. Because the tour is not delivered entirely in French, we would like to limit the amount of courses taught in English to preserve the immersive nature of our programs.

Signature: Pschure (Paul Schure, EVS)

Date: Aug 14, 2026

Thanks & Good luck!

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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:

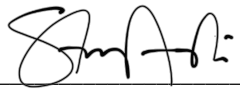
☐Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
☐Libraries – ulo@uvic.ca
☐Co-operative Education and Career Services – cooped@uvic.ca
☒Academic unit Specify: Academic and Technical Writing Program (ATWP)
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form 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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Steven Accardi, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thanks for sending this proposal. The revisions you've described are exciting, and I don't see any potential impact on the ATWP. Hurrah to you and your colleagues for so thoughtfully planning a structured series of courses for your students.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature: 

Date: 28/07/2026

UVIC

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Religion, Culture and Society (RCS) Program
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7-8, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Andrew M. Wender, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thank you so much for seeking feedback on this proposed revision. In sum, I think that it is terrific, and much admire the intensive work that you and SLLC colleagues have undertaken. From the standpoint of Religion, Culture and Society, all that I see promises to inform our students (Humanities, and RCS specifically), and our cross-unit collaboration in deeply beneficial ways.	
How was the feedback provided incorporated into the proposal?	

UVIC

Senate Committee on Planning
Required Internal Consultations

N/A

Signature: _____

Date: JULY 21, 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Education
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13 and September 3, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Leslee Francis Pelton, Associate Dean Undergraduate Programs	Email correspondence
Feedback provided (please add feedback only in this section)	
Our Advising office has been notified about the changes you have planned for your French program and had no specific questions. In recent years we have moved away from requiring specific courses to meet the French requirements for both CORE and Immersion programs and moved towards simply specifying the number of units of upper level or total units of French required. We've found that is easier to work with, particularly as not all our post-degree applicants have completed their undergraduate degrees at UVic so it streamlines things better when evaluating transcripts for admission. Thus, we're happy to support the changes you are making in your French program.	
How was the feedback provided incorporated into the proposal?	

Senate Committee on Planning
Required Internal Consultations

N/A

Signature: _____ L Francis Pelton _____

Date: ____July 13, 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Fine Arts
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13-14, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Catherine Harding, Associate Dean Academic	Email correspondence
Feedback provided (please add feedback only in this section)	
These changes look very good. We are happy to support your new programming in this area. Thanks for all that you are doing to keep French and Francophone Studies in a good place!	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations



Signature: _____

Date: _ July 13, 2026

___

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Law
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13 and August 22, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Estair Van Wagner, Associate Dean, Academic and Student Relations	Email correspondence
Feedback provided (please add feedback only in this section)	
Thank you for sharing the proposed program revision with us. This is a well-thought-out proposal and one that the Faculty of Law is happy to support.	
How was the feedback provided incorporated into the proposal?	
N/A	

Signature: _____
Dr. Estair Van Wagner, Associate Dean,
Academic and Student Relations

Date: __July 15, 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Media Studies
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

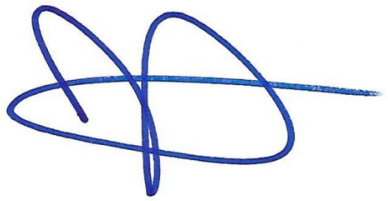
****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and August 21, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Jentery Sayers, Director	Email correspondence
Feedback provided (please add feedback only in this section)	
Thanks for sharing this SLLC proposal for revisions to FFS with MDIA, Silvia. We've no concerns on our end, and we're excited to learn about the new courses — such as Francophone Performative Arts and Media — you've planned. Exciting! Let me know if you need anything else from us for now. Happy to help.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature:



Date:

15 July 2026

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Medieval Studies Program
☐IACE Consultation **
****NOTE:** Please complete the IACE Consultation form for submission to Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca, and submit signed form with proposal.

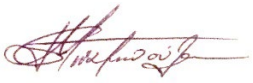
****NOTE**: Feedback provided via email should be cut and pasted into the Feedback section below. Please do not include or send email threads.

Name of program: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 7 and October 5, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Evanthia Baboula, Director	Email correspondence and Kuali proposal
Feedback provided (please add feedback only in this section)	
Thanks for sending this consultation request. I was aware of the proposed changes through the Kuali information but have only seen your message while going back to the communication that came before I had access to the Director's email. The proposed changes sound like a strong and coherent plan. As far as the Medieval Studies Program is concerned, it is of course sad to see the Medieval-themed courses go. As a result of the changes in French and Francophone Studies, we have adjusted our Honours, Major and Minor program entries for Cycle 1. This means that, once the approvals go through, there will be no FRAN courses in the Medieval Studies curriculum. However, I look forward to discussing future opportunities for: a. inclusion of topics courses into our programs and/or b. support for introducing relevant content into the Medieval Studies programs as French is one of the foundational languages for engaging deeply with the Medieval world(s).	

Senate Committee on Planning
Required Internal Consultations

How was the feedback provided incorporated into the proposal?
N/A

Signature: _____  _____(thank you for consulting again this year; assuming that the proposal is similar to the initial one, I have no changes to make to the previous consultation).

Date: July 15, 2026

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Science
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: August 13, 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Chris Eagle, Associate Dean Academic	Email correspondence
Feedback provided (please add feedback only in this section)	
No questions or comments from me. Thanks for sharing the plan, and I hope that it goes smoothly.	
How was the feedback provided incorporated into the proposal?	
N/A	



Signature: _____ _____

Date: ____14 July 2026_____

Senate Committee on Planning
Required Internal Consultations

Internal consultations must be initiated at least eight weeks before the SCP (FGS, in the case of graduate proposals) submission deadline.
****Due to the high volume of requests, it is recommended that OREM consultation is initiated at least 8-10 weeks prior to the 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 Specify: Faculty of Social Science
☐IACE Consultation **
****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: French and Francophone Studies	Anticipated start date: May 2027
Proposal type (new, revise or discontinue program): Revise program	
Academic unit, department, or school: School of Language, Linguistics and Cultures	
Name, title, and email of contact person: Dr. Silvia Colas Cardona, Chair, sllcchair@uvic.ca	
Dean (or designate) or administrative authority: Dr. Annalee Lepp, deanhums@uvic.ca	
Consultation date: July 25, 2026	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**
Dr. Elisabeth Gugl, Associate Dean Academic and Undergraduate Studies	Email correspondence
Feedback provided (please add feedback only in this section)	
I reviewed this proposal for revisions to the French and Francophone Studies program and do not have any concerns with the proposed changes. I appreciate the increased flexibility the revisions provide to students entering the program. It is also more streamlined and experiential learning is embedded in courses rather than a separate requirement that can prolong students' progress in their programs.	
How was the feedback provided incorporated into the proposal?	
N/A	

Senate Committee on Planning
Required Internal Consultations

Signature: _____

Date: July 27, 2026

SENATE

SENATE COMMITTEE ON ACADEMIC STANDARDS

To: Senate

From: Senate Committee on Academic Standards

Date: October 21, 2026

Subject: Proposed Revisions to Admission Requirements for Engineering Technology Diploma Applicants and New Admission Requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM)

At its meeting on October 21, 2026, the Senate Committee on Academic Standards considered and approved a proposal from the Faculty of Engineering and Computer Science on revisions to admission requirements for Engineering Technology Diploma applicants, and new admission requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM).

Recommended Motion:

That Senate approve the proposed revisions to admission requirements for Engineering Technology Diploma applicants and new admission requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM).

Respectfully submitted,
2026/2027 Senate Committee on Academic Standards
Cedric Littlewood, (Chair), Faculty of Graduate Studies
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Tim Anderson, Faculty of Education
Hector Caruncho, Faculty of Health
Ashley de Moscoso, Associate Registrar
Kelly Diether, Convocation Senator
Hannah DiGiuseppe, Student Senator
Dennine Dudley, Faculty of Fine Arts
Rob Hancock, Faculty of Social Sciences
Ben Knight, Student Senator
Brian Leacock, Peter B. Gustavson School of Business
Evan Maher, UVSS representative
David Medler, Associate Dean, Academic Advising (HUMA, SCIE, SOSC)
Ama Ouchen, GSS representative
Karima Ramji, Executive Director, Coop and Career Services
Irina Paci, Faculty of Science
Ben Pin-Yun Wang, Faculty of Humanities
Yang Shi, Faculty of Engineering and Computer Science
Wendy Taylor, Registrar

Estair van Wagner, Faculty of Law
Laura Vizina, Division of Continuing Studies
Ada Saab (Secretary), Associate University Secretary

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

DATE: September 29, 2026

TO: Senate Committee on Academic Standards (SCAS)

FROM: Celina Berg, Associate Dean Undergraduate Programs, Engineering and Computer Science

RE: Proposed Revisions to Admission Requirements for Engineering Technology Diploma Applicants and New Admission Requirements for the Bachelor of Engineering (BEng) in Biomedical Engineering and Management (BEaM)

Proposal
This memo aims to clarify the wording of admission requirements for graduates of Engineering Technology diploma programs applying to Bachelor of Engineering (BEng) programs at the University of Victoria (UVic). As well as the introduction of new admission requirements for the Bachelor of Engineering in Biomedical Engineering and Management (BEaM). The proposed revisions aim to clarify the existing academic calendar language and establish admission criteria for BEaM applicants from institutions participating in the Transnational Education (TNE) agreement.

The proposed changes have been passed by the Engineering and Computer Science Faculty Council and are being brought forward to the Senate Committee on Academic Standards (SCAS) for consideration and recommendation to Senate.

Recommended Motion
The Senate Committee on Academic Standards approve the proposed revisions to the undergraduate academic calendar admission requirements for Engineering Technology diploma applicants and the proposed new admission requirements for the Bachelor of Engineering in Biomedical Engineering and Management (BEaM), effective September 2027.

Proposed Changes

- Revise the existing admission language for Engineering Technology diploma applicants to clarify that the diploma must be two or more years in duration for admission to Year 3 of a BEng program through the Engineering Bridge Program at Camosun College.
- Introduce new admission requirements for applicants to Biomedical Engineering and Management (BEaM) who hold a recognized Engineering Technology diploma of one or more years in duration.
- Establish a cumulative average of B (5.0/9.0 on the UVic scale, including repeated and failed courses) and a minimum grade of C in each individual course for admission to Year 2 of the BEng BEaM program.
- Clarify that transfer credit will be assessed on a course-by-course and student-by-student basis.

Appendix A provides the rationale for the proposed changes. Appendix B presents the current academic calendar language with proposed edits. Appendix C provides the proposed finalized academic calendar language.

Rationale

Admission to existing BEng programs for graduates of Engineering Technology diploma programs is currently outlined in the undergraduate academic calendar. The existing language does not specify a minimum diploma duration, although Canadian Engineering Technology diploma programs are generally two or more years in duration.

As part of the development of the new Biomedical Engineering and Management (BEaM) program and negotiations related to the Transnational Education (TNE) agreement, it was identified that international Engineering Technology diploma programs of one year in duration exist. The proposed revisions are intended to clarify the admission requirements for existing BEng programs while establishing appropriate admission criteria for BEaM applicants.

The proposed changes are not expected to affect current transfer students, as existing Engineering Technology diploma applicants hold two-year diplomas. The only students potentially affected would be BEaM students, whose earliest admission would be September 2027. Currently, BEaM is not available to new, current, or returning UVic students, as it will only be available to students from institutions participating in the TNE agreement.

Appendix A – Rationale for Proposed Changes

1. Revision to Existing Admission Requirements for Engineering Technology Diploma Applicants

The current academic calendar provides admission to Year 3 of a BEng program for graduates of an Engineering Technology diploma program who successfully complete the related Engineering Bridge Program at Camosun College.

The proposed revision clarifies that the Engineering Technology diploma must be two or more years in duration. This clarification reflects the duration of the Canadian Engineering Technology diploma programs currently associated with the Engineering Bridge Program and distinguishes these programs from shorter international Engineering Technology diploma programs.

2. New Admission Requirements for Biomedical Engineering and Management (BEaM)

The proposed BEaM program will be available to students from institutions participating in the Transnational Education (TNE) agreement. As part of the development of this program, it was identified that international Engineering Technology diploma programs of one or more years in duration exist.

To establish admission criteria for these applicants, the proposal introduces the following requirements:

- Graduation from a recognized Engineering Technology diploma program of one or more years in duration.
- A minimum cumulative average of B (5.0/9.0 on the UVic scale, including repeated and failed courses).
- No individual course grade below C.
- Admission to Year 2 of the BEng BEaM program.
- Transfer credit assessed on a course-by-course and student-by-student basis.

These requirements are intended to establish a clear academic standard for admission while allowing transfer credit to be evaluated in accordance with individual student circumstances and course equivalencies.

3. Consultation and Approval

The proposed revision has been approved by the Engineering and Computer Science Faculty Council and is being submitted to SCAS for consideration and recommendation to Senate.

Appendix B – Current Undergraduate Calendar Entry with Proposed Edits

Applicants with a Technology Diploma

Current Calendar Language

Graduates from an Engineering Technology diploma program, such as Civil Engineering Technology, Computer Engineering Technology, Electronics Engineering Technology, or Mechanical Engineering Technology, are able to gain admission into Year 3 of a BEng program at UVic upon successful completion of the related Engineering Bridge Program at Camosun College. The Bridge Program is offered in cooperation with UVic. The Bridge Program follows a competitive admission process. Following successful completion of a specific Bridge Program students are granted admission to the related UVic Engineering Program. For additional information about the program, diploma requirements and the application process, please refer to Camosun College's "Engineering Bridge to UVic" program webpage.

Proposed Edits

Graduates from an Engineering Technology diploma program, **of two or more years duration**, such as Civil Engineering Technology, Computer Engineering Technology, Electronics Engineering Technology, or Mechanical Engineering Technology, are able to gain admission into Year 3 of a BEng program at UVic upon successful completion of the related Engineering Bridge Program at Camosun College. The Bridge Program is offered in cooperation with UVic. The Bridge Program follows a competitive admission process. Following successful completion of a specific Bridge Program students are granted admission to the related UVic Engineering Program. For additional information about the program, diploma requirements and the application process, please refer to Camosun College's "Engineering Bridge to UVic" program webpage.

Appendix C – Proposed Finalized Undergraduate Calendar Entry

Applicants with a Technology Diploma

Graduates from an Engineering Technology diploma program, of two or more years duration, such as Civil Engineering Technology, Computer Engineering Technology, Electronics Engineering Technology, or Mechanical Engineering Technology, are able to gain admission into Year 3 of a BEng program at UVic upon successful completion of the related Engineering Bridge Program at Camosun College.

The Bridge Program is offered in cooperation with UVic. The Bridge Program follows a competitive admission process. Following successful completion of a specific Bridge Program students are granted admission to the related UVic Engineering Program. For additional information about the program, diploma requirements and the application process, please refer to Camosun College's "Engineering Bridge to UVic" program webpage.

Applicants to Biomedical Engineering and Management with a Technology Diploma

Graduates from a recognized Engineering Technology diploma program, of one or more years duration, with a cumulative average of B (5.0/9.0 UVic scale, including repeated and failed courses) and no individual course with a grade below a C are eligible for admission to Year 2 of the BEng BEaM program. Transfer credit is considered on a course-by-course and student-by-student basis.

Sincerely,



Celina Berg, PhD
Associate Dean Undergraduate Programs
Faculty of Engineering and Computer Science
University of Victoria

2025-2026

ANNUAL REPORT ON NON-ACADEMIC MISCONDUCT ALLEGATIONS AND RESOLUTIONS

October 2026

Introduction

The Division of Student Affairs oversees the Student Non-Academic Misconduct Policy AC1300 (the Policy) through the Office of Student Life (OSL). Additionally, the OSL is closely linked to the administration of pan-institutional conduct policies involving students including the university's policy on Response to At-Risk Behaviour (Policy SS9125), among others.

The OSL led an extensive Policy review and renewal process during the September 2025-August 2026 year (herein referred to as the 2025-2026 reporting period). The revised Policy was approved by the Board of Governors and Senate in the Spring of this year and took effect on July 1, 2026.

Changes to the policy include:

- An expanded definition of "Student" to include Continuing Studies students
- Clarity about the Policy's application to Student Society clubs and events
- Developed descriptions of the multiple resolution pathways in which the OSL addresses reported concerns according to the Policy
- The introduction of Provisional Administrative Measures as a tool to mitigate impacts during a Resolution Process
- More robust information about supports that are available to other departments on campus, including Academic Departments
- Changes already implemented in June 2025, which involved the introduction of Appendix "C," removing substance use as an example of non-academic misconduct and introduced the Good Samaritan clause

Since its implementation, the OSL has undertaken ongoing initiatives to communicate Policy AC1300 and its updates to key stakeholders and the wider campus community. These implementation efforts include messaging to students, updated online content, targeted outreach to stakeholder groups, and the development of a Staff and Faculty SharePoint site with policy and support resources, to be introduced after the 2026/2027 Academic year.

A requirement of the Policy is an annual for-information report to Senate and the Board outlining the nature of non-academic misconduct allegations, types of policy violations, sanctions assigned to students found responsible for violating the policy, and appeals. In addition to this information, the report summarizes trends identified over the 2025-2026 reporting period. During this time, the OSL adopted a more robust system for tracking conduct-related data and introduced a new database for

Policy AC1300 was designed to broadly address student conduct incidents that arise, such as:

(I) Theft, damage or destruction of property

(II) Unauthorized entry or presence on university property

(III) Fraud or impersonation

(IV) Disruptive behaviours that impact university spaces and activities

(V) Dangerous behaviours towards self or others

(VI) Assisting in non-academic misconduct

(VII) Failure to follow previous sanctions

(VIII) Illegal activities by a student occurring on university property or in connection with a university activity

September 2025. The purpose of this shift is to provide more meaningful statistics and reporting of trends that better reflect the depth and breadth of student conduct matters on campus.

Purpose and Scope of Policy AC1300

The Policy was developed and implemented to respond to student non-academic misconduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, policy jurisdiction applies to student conduct issues that occur on university property, when the behaviour is directly connected to university operations, or where students are representing the university. The Policy does not govern issues of academic integrity or academic appeals, or issues of student conduct administered under the Sexualized Violence Prevention and Response Policy (GV0245), or the Discrimination and Harassment Prevention and Response Policy (GV0205). Incidents of harassment or sexualized violence that do not fall within the scope of GV0245 and GV0205, or that are more appropriately responded to by the OSL, may be addressed by the Policy.

The Policy and its associated procedures include processes that are intended to facilitate fair and consistent decisions when resolving student misconduct allegations while supporting the clarification of what constitutes student non-academic misconduct at the university. Further, the policy and associated procedures:

- Encourage the early and voluntary resolution of issues whenever appropriate and in collaboration with the student
- Provide clarity around referral processes, supports for departmental response, and thresholds for assessment.

- Describe how a member of the university community can submit an allegation.
- Set out investigative processes for formal allegations.
- Establish a process to apply Provisional Administrative Measures and outline the student's rights for review.
- Describe possible sanctions for confirmed misconduct.
- Provide criteria for determining any sanction(s) for confirmed misconduct (after investigation).
- Provide protocols for communicating decisions to the respondent and complainant.
- Provide processes to appeal decisions and sanctions.

Key Statistics – At a Glance

The following table provides a summary of key non-academic misconduct statistics over a three-year period. In addition to a general increase in the number of referrals the OSL has been receiving and responding to in recent years, the team has experienced an overall rise in statistics for a number of reasons, including but not limited to: the increase in involvement with Residence Conduct processes, an increase in the frequency of departmental consultations, and improvements to data collection and management practices. The OSL continues to develop ways to accurately and efficiently manage case data, including the implementation of a case management database software.

	2023-2024	2024-2025	2025-2026
Allegations Reviewed	89	390	468
Files Proceeded to Resolution Processes	59	73	78
Interim Measures	16	10	14
Formal Investigations	9	12	9
SSC Pairings	21	28	44
Outcomes/Sanctions	44	60	102
Appeals	0	0	0

Table 1: Summary of Key Statistics over a Three-Year Period.

Allegations Submitted and Reviewed Under the Policy

During the 2025-2026 reporting period the OSL received and reviewed **468 unique reports** regarding concerns related to Policy AC1300.

Of the 468 reviewed files, over 80% were referred by Campus Security (CSEC). The balance of files received included those from Residence Services, online report

submissions, and referrals from academic units. In small numbers, additional files were referred from a range of campus services, including Equity and Human Rights and the Office of the Registrar and Enrolment Management, as well as self-referrals. (Note: some concerns may be submitted by two or more units; for example, an academic unit and CSEC may send accompanying reports regarding the same incident and/or individual.)

Nature of Allegations

The following table illustrates the type and number of allegations or concerns reviewed by the OSL during the 2025-2026 reporting period. Before a resolution process is initiated to respond to allegations, several case factors are confirmed through comprehensive file review. Subsequently, the review may reveal the matter is best addressed under another policy on campus, and files are referred correspondingly. The review process, though not reflected in the data, accounts for a significant proportion of time dedicated to managing the Policy. At times, files may be returned to the referring unit for early resolution supported by the OSL (e.g. letters of expectation sent by the referring unit to the student or follow up under their unit, based on procedures).

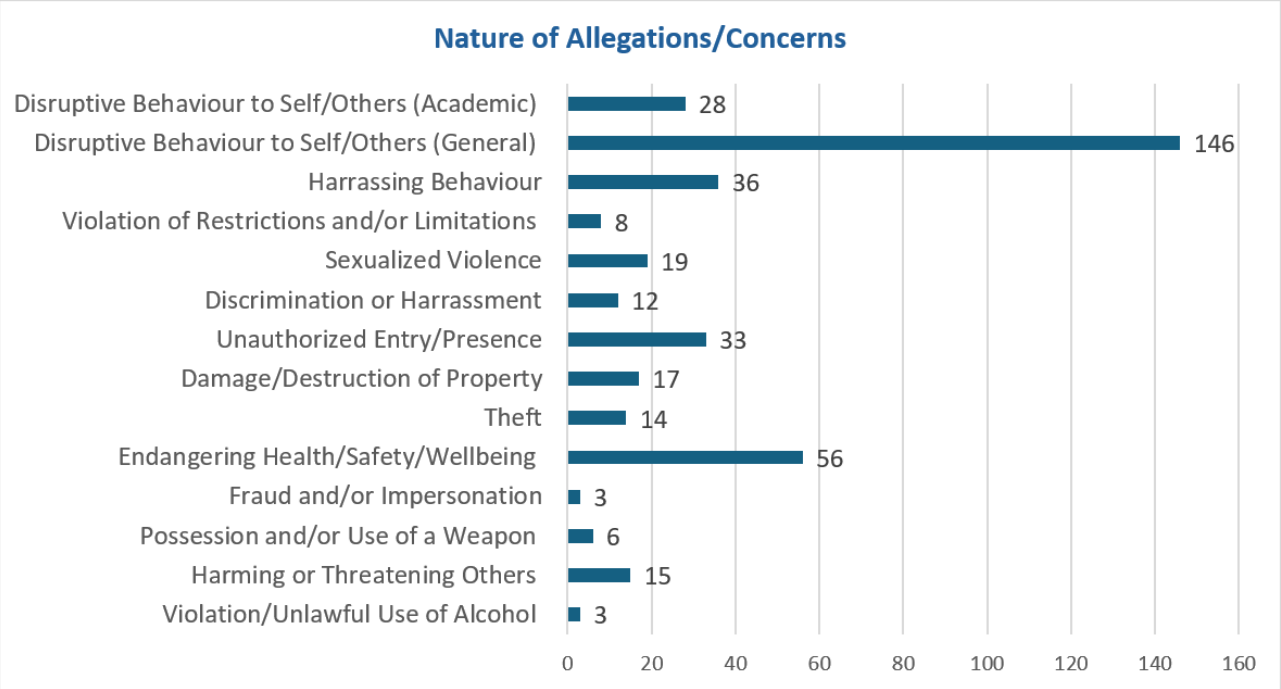


Table 1: Nature of Reported Allegations/Concerns.

Of the reported allegations, the OSL engaged in Resolution Processes for **78 unique cases** in the 2025-2026 reporting period. The allegations reviewed that did not proceed to a resolution process under Policy AC1300 were referred to appropriate

units for response under relevant policies or referred to the appropriate unit for early intervention or response with support from the OSL.

For the 2026-2027 reporting period, the OSL intends to incorporate mechanisms for reporting on the frequency and nature of early intervention and departmental support.

Resolution Processes

The following table contains information on the processes used to respond to the 78 cases of allegations and concerns under the Policy.

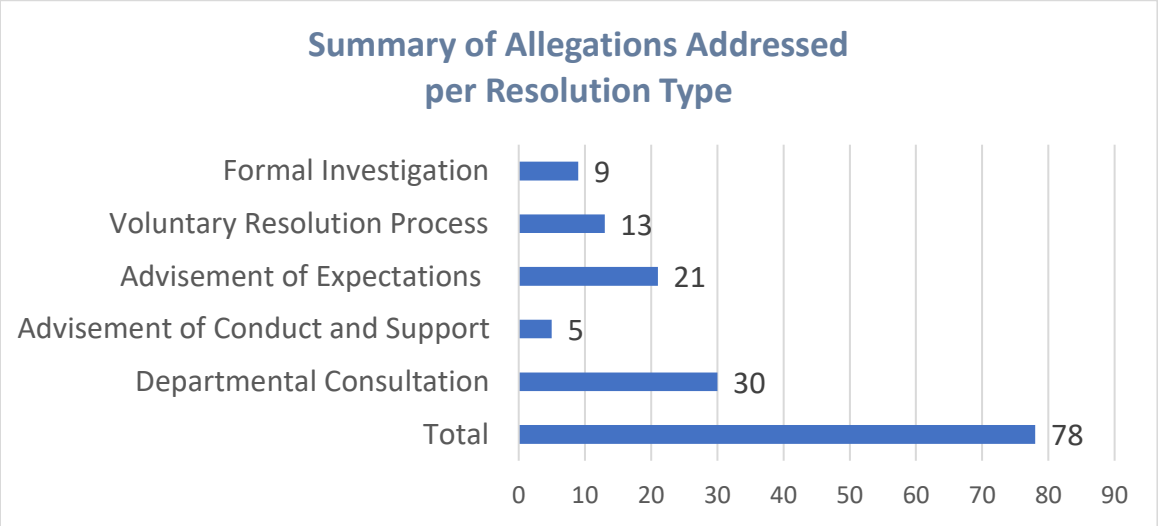


Table 2: Summary of Non-Academic Misconduct Allegations per Resolution Processes. Note: A Resolution process may address more than one reported violation of the policy.

Advisement of Conduct Expectations and Support: Where behaviours are clearly linked to unmet support needs or impactful barriers and student experiences, the OSL may prioritize a connection to support and wellness resourcing to resolve the concerns. This approach is paired with clear communication about behavioural and community expectations in a manner that considers underlying support needs.

Advisement of Expectations: To address low-impact behaviours, or those already addressed under a different process, the OSL may choose to remind students of community expectations and discuss the concerns in a manner that does not require further process or outcomes.

Voluntary Resolution Process: Where possible and appropriate, and where the student has taken accountability for their actions, the OSL may engage a voluntary process to arrive at agreed-upon sanctions under the policy.

Formal Investigation: When appropriate, the OSL will initiate a formal investigation into a student's alleged conduct. Based on the findings and decision, the OSL may apply minor sanctions or make a recommendation for major sanctions.

Departmental Consultation: The OSL supports early intervention and guidance to academic and other university units by providing education, consultation, and support to address non-academic conduct concerns. This approach serves to resolve concerns through early intervention strategies such as expectation-setting and connecting students to appropriate supports and resources.

Notes regarding allegations and resolution processes:

- In 2025-2026, the OSL initiated 78 Resolution Processes which reflects an increase from 73 during the 2024-2025 reporting period.
- Advisement of Expectations processes decreased from 44 in the 2024-2025 year to 26 in the current reporting year. Departmental Consultations (not previously tracked prior this year) accounted for 30 resolution processes.
    - These shifts reflect a changing emphasis in Resolution Processes towards early intervention and departmental collaboration to address concerns at an early stage.
- A student may be investigated under the Policy for multiple allegations.
- Both formal investigations and voluntary resolution processes most often involve allegations of disruptive behaviour. This behaviour predominantly included concerns related to threats of harm to self or others, possession of weapons, theft, and unauthorized access.
- Most formal investigations and robust voluntary resolution processes involve students who require complex support and intervention. As a result, many of these cases require significant resourcing, collaboration across campus partners, and time to reach a resolution.
- The reported number does not adequately reflect the progressive disciplinary nature of some of these files, whereby a student may interact with multiple processes under the Policy.

Process Findings

The primary function of resolution processes is to determine whether a student is responsible for the alleged behaviours. Formal processes make this determination through a thorough investigation of the facts, while voluntary processes use dialogue with students to assess accountability, insight, and personal responsibility.

The table below outlines instances in which responsibility for non-academic misconduct behaviours was confirmed through either formal or voluntary processes. In addition to cases where responsibility is confirmed, there are also advisement processes and departmental consultations, which support early resolution without a formal determination of responsibility.

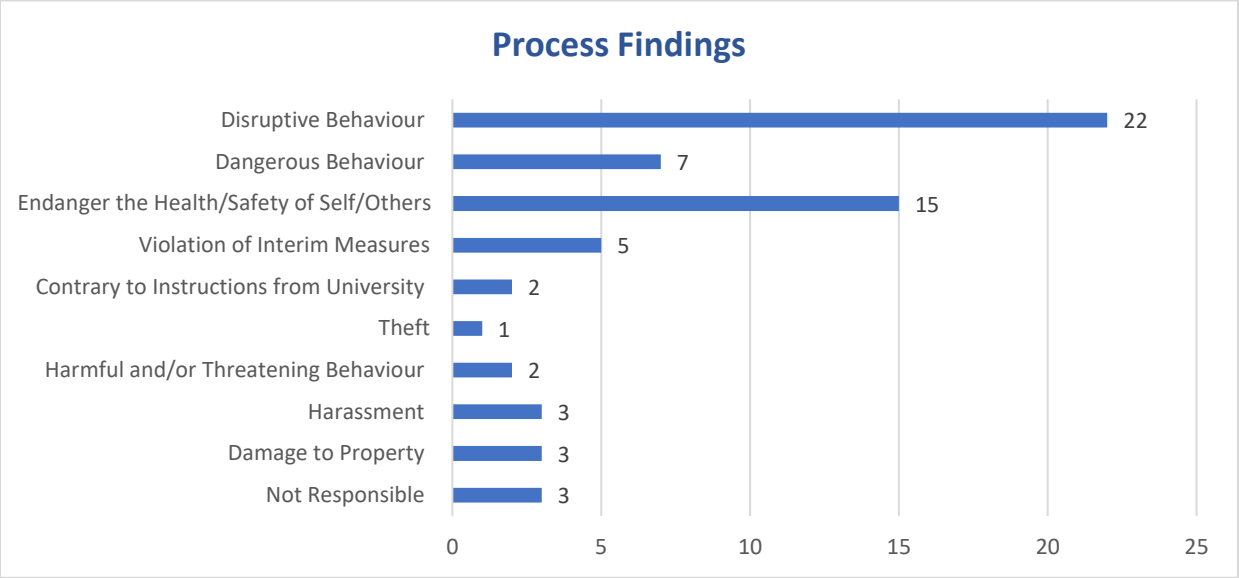


Table 3: Summary of formal and voluntary resolution process findings. Note: A resolution process may result in more than one finding. This summary does not include processes that were initiated in this reporting period but have not yet concluded.

Consultation and Collaboration

The following table demonstrates the frequency with which the OSL consulted and collaborated with various campus departments to resolve non-academic conduct matters.

Consultation includes reviewing reports of student conduct concerns, assessing the Policy/contract options for response, and determining the most appropriate resolution pathway. The OSL plays a key role in evaluating process options and making recommendations on the preferred approach to support student and community wellbeing, appropriate outcomes, and alignment with policies and best practice. Academic and non-academic units across campus are invited and encouraged to seek consultation from the OSL when concerns arise in a particular context including classroom and academic settings, residence, athletics, or social spaces.

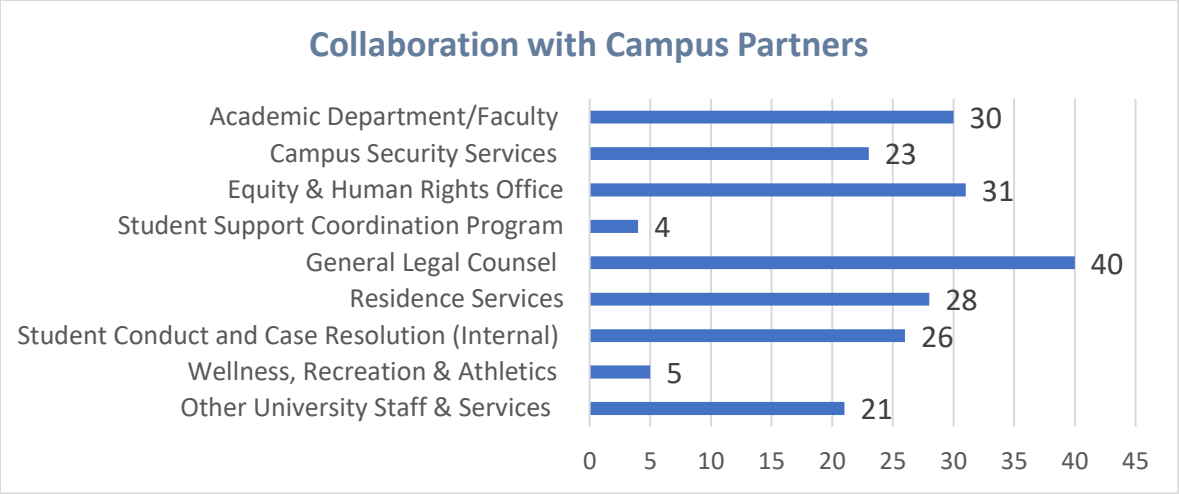


Table 4: Collaboration with Campus Partners.

Interim Measures

Non-academic misconduct processes under Policy AC1300 operate in accordance with the university's Response to At-Risk Behaviour (Policy SS9125), which provides a framework for the university to respond immediately to at-risk behaviour.

Students demonstrating high-risk behaviour, including risk to individuals or property, may have interim measures imposed to mitigate the associated risks and impact to community while the matter is being addressed. Examples of interim measures include restrictions to university spaces, expectations of no contact, and behavioural expectations. Interim measures typically remain in place throughout the duration of a non-academic misconduct process, or other resolution process, until such time that they are replaced or removed by process outcomes. Cases with interim measures tend to be complex, as they can require extensive and time-sensitive coordination with campus and community partners, responses to unexpected circumstances, and management of interim measure breaches.

During the 2025-2026 reporting period, the Student Conduct and Case Resolution team applied interim measures in **14 cases, under AC1300 and other policies including GV0245 and GV0205**. *Appendix A* includes further information about Policy SS9125 and trends and statistics as it relates to the OSL's application of interim measures.

Student Support Pairings

The OSL offers students participating in non-academic misconduct processes opportunities to be paired with Student Support Coordinators (SSC) from the OSL's Student Support Coordination Program. SSCs can provide help with navigating conduct policies and procedures, assist students to bring forward questions or concerns to the appropriate contact, act as a liaison with investigators, offer emotional and practical support during conduct meetings, and offer referrals to other university and community-based resources.

During the 2025-2026 reporting period, **44 students** opted to work with Student Support Coordinators throughout their process. This is an increase of **57%** from the 2024-2025 reporting period.

Outcomes and Sanctions

Decisions on appropriate sanctions for confirmed misconduct are based on numerous considerations, including:

- The seriousness and impact of the respondent's conduct on the university community, a university activity or the university's reputation or property
- Whether the incident is isolated
- Whether the incident was inadvertent or deliberate
- Whether other university policies were violated
- Related financial costs
- Other mitigating factors

In the 2025-2026 reporting period, a total of **102 outcomes and sanctions** were applied as a result of conduct resolution processes.

In acknowledgement of emerging trends, the OSL has applied behavioural expectations in many cases. This approach allows for dialogue, coaching, and clear instruction related to appropriate behaviour on campus in a manner that can respond to specific circumstances and the different stages of student development.

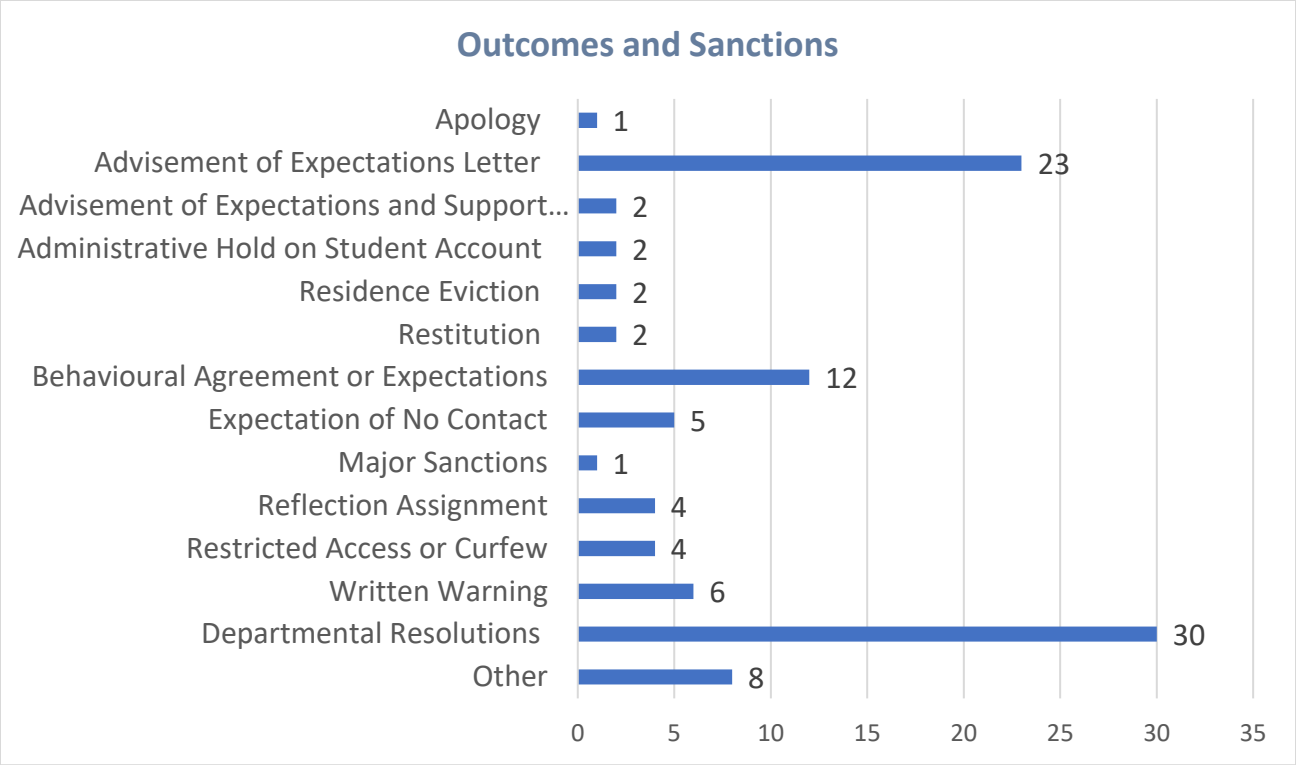


Table 5: Summary of Conduct Process Outcomes and Sanctions.

Based on the timing of when this report was prepared, not all cases included in this report have reached a resolution and, as such, no information on the outcome is available.

Appeals

A Respondent may appeal a decision or action taken by the university under Policy AC1300, provided that sufficient grounds exist in accordance with formal appeal procedures.

No appeals of decisions under AC1300 were submitted during the 2025-2026 reporting period.

2025-2026 Trends

Conduct trends observed by the OSL during the 2025-2026 reporting period reflect a continuation of the trends from the previous reporting period. These trends have resulted in increased focus and outcomes in the following areas:

Voluntary Resolution Processes: The OSL continues to prioritize engaging students in Voluntary Resolution processes to address non-academic misconduct concerns

whenever possible and appropriate given the nature of the concerns. Students continue to demonstrate a high degree of engagement and willingness to work directly with the OSL to navigate student conduct matters even where concerns, and subsequent outcomes, may be significant. To arrive at mutually agreed upon outcomes, this process includes engaging students in dialogue related to their behaviour and impacts, support needs, and expectations for participation in university life. This typically includes a combination of outcomes aligned with what would be considered minor sanctions under Policy AC1300. This approach allows for a more student-centred process and outcomes that promotes meaningful engagement and accountability from the student wherever possible. This approach has also been found to be most appropriate for students whose behaviour may result from complex circumstances, mental health considerations, disability-related barriers, or stressors that can be navigated with support and carefully designed dialogue. For the most complex files involving disability-related behaviours, in the 2025-2026 year the OSL contracted the support of a Behavioural Interventionist to provide specialized support and consultation.

Online Activity
In recent years, the OSL has received an increasing number of complaints involving online behaviour that is not captured within the scope of Policy AC1300. The updated Policy includes more explicit language regarding scope related to online activity with the goal of clarifying the expectations regarding response options by the university. Online behaviours of concern include harmful or racist messages, posts causing reputational harm, and messages that cause concern for safety. In response to this trend, the OSL continues to encourage community members to use UVic-supported platforms for online engagement related to university activities (for example, for class group chats) to ensure that a UVic policy response may be possible. The OSL has also consulted with other units to begin exploring options for response to community concerns that can provide meaningful support and guidance where a policy response is not available.

Faculty and Department Consultation: The OSL continues to see a significant number of referrals and requests for consultation from faculties and departments across campus for student conduct concerns within their context. This often includes discussing strategies for responding to disruptive behaviours impacting the learning environment and/or a student's ability to progress in their program. These matters may be addressed under the Policy and, often, the OSL provides support, information, and language to assist departments to respond under the Academic Calendar (i.e. classroom management) or the unit's respective policies.

Complex Student Considerations: The OSL works with a significant proportion of students with complex support needs resulting in ongoing disruptive or dangerous behaviours. This leads to case files that are longer term in nature, require more resourcing and support and have more complex pathways to resolution. These students often demonstrate ongoing behaviours, paired with reduced insight and awareness, driven by underlying support needs such as complex mental health issues. These students require processes and response models that are accessible, supportive, and interdisciplinary. This trend results in an increasing number of files that take many months before reaching a resolution. Additionally, the OSL has noted an increase in students whose behaviour is reported by multiple units due to the impact in a variety of academic and non-academic spaces. This requires extensive inter-departmental collaboration to achieve positive and sustainable outcomes.

As a result of this trend, the OSL has been working to develop strategies to support these students, including one on one coaching, behavioural intervention and behavioural coaching frameworks, individualized action plans, and working with academic units to ensure expectations are consistently applied. Moving forward, the OSL will continue to build strategies and frameworks for responding to complex behavioural concerns in collaboration with campus partners.

Impactful Global and Local Context: Similar to the 2024-2025 reporting period, the OSL reviewed concerns and worked with several students to navigate impacts and circumstances related to challenging geo-political global events and stressors. The collective impacts of global events and tensions were apparent in reports referred for review, challenges faced by campus partners and academic units, and collaborations across campus. Further, the OSL noted a significant number of students who shared perspectives and impacts related to financial stressors, changes to immigration policy, racial considerations, housing scarcity, and other systemic concerns during their engagement in conduct processes. These needs are evidenced by the 57% increase of students requesting to work with a Student Support Coordinator during their conduct process from the 2024-2025 to 2025-2026 reporting periods. As a result, the OSL continues to identify the need for a robust and integrated support model for students engaging in the conduct system.

Response to Trends

In response to the identified trends, the OSL plans to:

- Research, develop, and propose structures and strategies for addressing

complex behaviours that may be rooted in mental health or personal barriers that would benefit from robust intervention strategies as an alternative/complement to disciplinary action. This includes proposed development of behavioural intervention frameworks, a diversified port folio with dedicated staffing, and the integration of structured assessment tools.
- Continue working with key campus partners, including Campus Security, Residence Services, and Student Wellness Centre, to identify and implement opportunities for procedural updates and opportunities for addressing complex student matters and sharing of resourcing.
- Develop further relationships with faculty and departments to respond to non-academic behavioural concerns occurring in the academic environment.
- Introduce a resource and information site for faculty and staff to support capacity-building and early intervention.
- Continue to expand resourcing options as well as learning and accountability resources for students related to the outcomes of resolution processes under the Policy.
- Build capacity in the OSL, to the extent possible, to have deeper capacity for supporting students and their families as well as the university community when navigating conflicts and impactful circumstances.

Appendix A: Response to At-Risk Behaviour (Policy SS9125)

The university's Response to At-Risk Behaviour (Policy SS9125) is intended to provide a framework for the institution to respond immediately to at-risk behaviour. In general, Policy SS9125 may be applied where any community member is exhibiting high-risk behaviour that requires an institutional response with leadership from Campus Security. Several units may be involved in the application and administration of the policy, and a list of administrative authorities is contained within the policy.

Student Affairs, and the OSL as the primary delegate, is the administrative authority under Policy SS9125 for responding to students registered or actively participating in degree-seeking programs for behaviours occurring outside the classroom environment. The OSL plays a key role in determining appropriate interventions and applying interim measures in response to the at-risk behaviour, managing the interim measures, and consulting with Campus Security to address ongoing safety needs for the student and broader community. These behaviours often also fall under Policy AC1300 and the OSL is also often involved in the long-term resolution process to address the concerns.

In recent years, the OSL has witnessed an increase in the complexity and risk associated with concerning student behaviours. As such, a significant amount of resourcing and consultation is required to appropriately manage students exhibiting at-risk behaviour. The OSL continues to focus on establishing pathways under Policy SS9125 to introduce health-based interventions where behaviours may be resulting from underlying mental health concerns.

Additionally, the updated Policy AC1300 has introduced Provisional Administrative Measures that may be applied to manage interactions between parties to a process, mitigate risk of ongoing behavioural concern, and preserve the integrity of a Resolution Process. Though Provisional Administrative Measures do not replace the need for Interim Measures where there is an identified safety risk, this introduction will provide the university with more depth of options in responding to ongoing concerns. The 2026-2027 report will include data regarding Provisional Administrative Measures and any impacts or considerations related to Interim Measures.

According to Policy SS9125, at-risk behaviour is behaviour that:

- involves unlawful, dangerous, or violent conduct
- leads to a reasonable belief that the safety or security of any person(s) is threatened, whether or not the threat was communicated to such person(s)
- leads to a reasonable belief that the individual engaging in the behaviour is at imminent risk of harm or self-harm
- leads to a reasonable belief that the safety of property is threatened

Interim Measures

Interim measures, applied under Policy SS9125, means restrictions on a student's ability to enter upon or to carry out activities upon university premises, or their ability to exercise university privileges. Interim measures are not intended to be disciplinary in nature and are instead focused on addressing concerns to safety and well-being. When applying interim measures, the OSL aims to balance a student's access to learning and community spaces while also addressing risks to self, others, and property. To determine the appropriate measures, and potential impacts, the OSL consults with campus partners including Campus Security and General Counsel.

In the 2025-2026 reporting period, the OSL was involved in administering

interim measures for 14 students who were reportedly engaging in at-risk behaviour. These behaviours were alleged to be dangerous and presented a risk to the safety and well-being of community members.

Interim measures applied during 2025-2026:

- 12 cases involved restricted access to areas or all of university property
- 7 files involved a relocation from the Residence Complex
- 11 cases involved an Expectation of No Contact with another community member
- 14 files involved Behavioural Expectations

Interim Measures applied under Policy SS9125 are designed to address safety concerns and may include the following:

(IX) Restriction from accessing all or parts of campus (for example, the Residence Complex, CARSA, or specific buildings)

(X) Expectations of No Contact

(XI) Residence Room Relocation or Removal from on-campus Residence

(XII) Behavioural Expectations

(XIII) Requirement for online learning