SENATE

SENATE COMMITTEE ON PLANNING

To: Senate

From: Senate Committee on Planning

Date: October 22, 2025

Re: Proposal to establish an Engineering and Computer Science (ECS) LaunchPad program

At its meeting on October 8, 2025, the Senate Committee on Planning considered the proposal to establish an Engineering and Computer Science (ECS) LaunchPad program.

The Engineering and Computer Science (ECS) LaunchPad program is an admission pathway, intended to address the situation of many UVic admissible students that are not being considered for the faculty's programs because they are missing one or more specific high school courses.

The program admits students who have already obtained a high school diploma but are missing specific courses in the admission criteria for the Engineering or Computer Science programs, in particular, high school math and/or science courses. The ECS LaunchPad is designed to equip students with the missing skills from high school and all, or nearly all, first-year courses in the faculty's programs over a 12-month period before being declared to their program of choice.

Recommended Motion:

> That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Engineering and Computer Science (ECS) LaunchPad program, as described in the document "ECS LaunchPad", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,
2025/2026 Senate Committee on Planning
Elizabeth Adjin-Tettey, Chair, Associate Vice-President Academic Programs
Shailoo Bedi, Vice-President Academic & Provost designate
Alexandre Brolo, Faculty of Science
Griffin Foster, UVSS Representative
Andrea Giles, Executive Director, Co-op. Education & Career Services
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Vice-President Research and Innovation designate
Tim Hopper, Faculty of Health
Cole Kennedy, Student Senator
Breanna Lawrence, Faculty of Education
Annalee Lepp, Dean, Faculty of Humanities

Geoff Loomer, Faculty of Law
Tania Muir, Division of Continuing Studies
Ada Saab, Associate University Secretary
Kristin Semmens, Faculty of Humanities
Stuart Snaith, President's nominee
Wendy Taylor, Registrar
Ilamparithi Thirumarai Chelvan, Faculty of Engineering and Computer Science
Scott Watson, Faculty of Social Sciences
Jie Zhang, Peter B. Gustavson School of Business
Sandra Duggan, Secretary, Office of the Vice-President Academic and Provost

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

[ECS LaunchPad]

Template must be submitted as a Word document

Submitted by:	**Name and title**	**Email**
Dean or designate	**Mina Hoorfar**	**engrdean@uvic.ca**
Academic unit, department, or school	**Faculty of Engineering and Computer Science (ECS)**	
Name, title, and email of contact person	LillAnne Jackson, Associate Dean, Undergraduate Programs	engradu@uvic.ca

Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	September 2026

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	July & Aug 2025
Departmental/School approval	Sept 23, 2025
Resource requirements approval (by Dean)	August 2025
Faculty Curriculum Committee approval	Sept 2025
*Faculty Council approval (or indicate equivalent Faculty voting body)	Sept 23, 2025

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

Consultations must be initiated at least 6 weeks before SCP submission deadline; see notes below *Complete a separate consultation form for each consultation and submit with proposal	**Date**	**Consultation Documentation Attached (Y/N)**
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceconsultations@uvic.ca ****Please complete the IACE Consultation form and submit with proposal.**	Sent Aug 27/25	**Y**
Co-operative Education and Career Services – Executive Director – cooped@uvic.ca	Sent Aug 27/25	**Y**
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sent Aug 27/25	**Y**
External and Internal Consultation (letters of support as per section I)		
Non-standard Tuition	**Yes* or N/A**	**Non-standard form attached (Y/N)**
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	**Yes**	**Y**

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

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

The Engineering and Computer Science (ECS) LaunchPad program is an admission pathway, intended to address the situation of many UVic admissible students that are not being considered for the faculty's programs because they are missing one or more specific high school courses. Although there have been offers of 'Pre-Engineering' and 'Pre-Computer Science' admissions into other faculties, specifically Social Sciences, in the past, very few students have accepted these offers. The ECS LaunchPad makes direct admission into an ECS program possible.

This program is an admission pathway, similar to the current admission pathways into the 'undeclared' routes into the Computer Science or Engineering programs, but with different secondary school course requirements.

The ECS LaunchPad is designed as a supportive program that both develops needed skills from high school courses, such as math and science and gives access to the first-year coursework in the faculty's programs, respecting course pre-requisites throughout. The program admits students who have already obtained a high school diploma but are missing specific courses in the admission criteria for the Engineering or Computer Science programs, in particular, high school math and/or science courses. Over 12 months the skills from high school and all, or nearly all, first-year courses in the faculty's programs are accomplished.

Upon admission, each student consults with the LaunchPad support team, including input from the International Centre for Students (ICS) for international students and Indigenous Academic and Community Engagement (IACE) for Indigenous students, to create a customized pathway through the program's courses. This ensures students obtain both a) the minimum declaration criteria for the chosen ECS program, and b) up to the full first year of courses for that program, respecting all course pre-requisites. Students will choose between full-time and part-time course loads:

- A part-time course load will allow the flexibility to balance academics with other life activities. (Part-time participation may not be available to international students due to current Immigration, Refugees and Citizenship Canada requirements.)
- A full-time course load will allow students to complete a full first year of Engineering and Computer Science academics within the twelve-month timespan.

This program does not change the graduation requirements for any of the Faculty's participating degrees. Rather it represents an alternate admission category; an alternate beginning for students that are qualified for university admission but do not already have the specified foundation courses upon which the faculty's programs build. The program customizes the curriculum of the first year of the Computer Science and Engineering degrees, making foundation courses available, based on the needs of each learner. When these students have completed sufficient coursework they complete program declaration paperwork, requesting their target program, the faculty assesses each student's academics and declares their program.

For graduates of the BC Secondary School curriculum, the program will add direct access to Faculty of Engineering and Computer Science programs for students who have chosen alternate secondary school course pathways, including:

- Students who completed the "Foundations of Mathematics" series as opposed to the "Pre-Calculus" series of courses.
- Students who have not completed all the grade 11 subject requirements for the Faculty's programs (for example grade 11 Chemistry and grade 11 Physics are in the admission criteria for the Bachelor

of Engineering program and one approved science 11 course is in the admission criteria for the Bachelor of Science (Computer Science) program).
- Students whose grade 12 course choices do not align with the admission criteria of the programs.

Similarly, for graduates of secondary schools in other jurisdictions, particularly those whose curriculum is not directly compatible with the BC curriculum, the program will grant access to the faculty's programs for applicants with admission requirements matching those in the university's Faculties of Social Sciences and Humanities, without requiring additional course completions prior to admission consideration. Students, regardless of jurisdiction, will be directly admitted to the Faculty and will gain both program admission criteria and the initial coursework simultaneously.

Applicants that have some post-secondary transfer credit, either from UVic or other institutions, but do not have the specific courses (for example, Pre-Calculus 12 or Chemistry 11) in the admission criteria of the existing Faculty of ECS programs will also be considered for admission to the ECS LaunchPad program on a student-by-student basis. The faculty's LaunchPad support team (see section C) will work with the university's admission team to determine each transfer applicant's suitability for the program.

This proposal directly supports the recruitment and retention goals of the UVic Equity Action Plan. It addresses the Recruitment and Retention Actions 2, 4 and 5 that target a comprehensive student recruitment strategy. In addition it addresses the University's Strategic Plan's priorities for People, place & the planet by supporting the goals of "including & supporting" and "addressing" and the priority of Culture of change & transformation by supporting the goal of "supporting" and "embracing". In particular, the current admission criteria in the Engineering and Computer Science programs affect the diversity of the population admitted to the programs. Within BC, there are many schools that cannot offer the full slate of secondary coursework and there are many students that, for various reasons in their young lives, choose not to take the courses that are defined in the admission criteria for the Engineering and Computer Science programs. Students from rural, remote and Indigenous communities in BC who are impacted by restricted availability of secondary courses will benefit directly from this program.

A required course in the program will be ECS 105 Academic Success and Diversity in Computing, which centers students' knowledge of learning theory and develops their skills in university learning while also developing: Community Building, Diversity in Communities, Relationship Building, Building a Supportive Network, Time Management, Developing Study Skills, Setting Realistic Goals, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This course is designed to contribute to an improved transition from high school to post-secondary studies.

The faculty is planning specific supports for this program, including dedicated space, integrated academic advising (which will be supported a peer mentoring and a helpdesk/tutoring team) and wrap around, co-curricular support for wellness and International and Indigenous student support. The co-curricular support plan will be developed prior to program implementation and assessed and enhanced over time.

The design of this program addresses the goals of increasing diversity in admissions for the ECS programs and promoting the success of those students.

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

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

Students admitted to the ECS LaunchPad program will be assessed the need to complete one or both of the program's *foundations math* and/or *foundations science* courses, based on their High School course records. (The foundations math course exists in the form of MATH 120 and the foundations science course is currently under development, containing components of CHEM 091 and PHYS 102A.) In addition, they will complete ECS 105 (Academic Success and Diversity), Math 100 or 109 (Calculus I), Math 101 (Calculus II) and CSC 110 or 111 (Computer Programming I) plus a selection of courses that are required for the first year of the Bachelor of Science, Computer Science or Bachelor of Engineering or Software Engineering programs.

Students will complete the program when they have successfully completed the foundation course(s) plus sufficient specific units to meet transfer admission criteria into the other Faculty of ECS programs (defined in section F).

May be required (depending on Secondary School record):
Foundations Math (Math 120 will be used.)
Foundations Science (A new course, being created, containing some of Phys 102A and Chem 091.)
Required:
ECS 105 Academic Success and Diversity in Computing
Math 100 or Math 109 Calculus I
Math 101 Calculus II
CSC 110 or CSC 111 Computer Programming I
Selected (in consultation with advisor) Courses:
Courses from 1st year of Engineering or Computer Science programs

Students will work with Academic Advisors (and international students will consult with ICS) to select suitable courses and plan a schedule that will meet their goals of transferring to their chosen program, Computer Science or Engineering, within the faculty. Appendix A shows draft curriculum for completion of the program's requirements plus 1) a minimal number of courses that will allow students to meet transfer criteria into the programs, and 2) sufficient coursework to complete all courses in the 1st year of the Faculty of ECS programs.

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

  Not explicitly. This program is designed to provide missing content from high school courses along with access to existing first year courses in the Engineering or Computer Science programs. Instructors do, from time to time, perform some scholarship in the realm of Teaching and Learning. Students will be offered an opportunity to volunteer as participants. Also, there is often conversation regarding the research activities that are done by the Engineering, Computer Science and Science faculty members that teach these courses.

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.

No, the program is not planned to include experiential learning. Once these students have completed the ECS LaunchPad program they transfer into either the Computer Science or Engineering programs, which feature elective or required Co-operative Education or Work Experience.

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

  No. The program is designed to be delivered in parallel with the existing Engineering and Computer Science programs, which are offered primarily face-to-face. As with all programs in the Faculty, once established, various delivery options for the program will be evaluated on an ongoing basis.

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

This program is designed to address the inclusion of a broader range of high school graduates as compared with the current makeup of students in the Faculty of ECS; students who did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses. For domestic applicants this change will make the Faculty's programs available to students from schools in rural and remote communities that do not offer a full range of high school courses. It also provides access to applicants who did not envision the need for math and science curriculum when they selected their high school courses. Additionally, for international high school applicants, this program will enable those from jurisdictions whose high school curricula are not deemed, at no fault of their own, to have sufficient pre-calculus and/or science levels to be considered for the Faculty's programs.

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

  This program will include, for all students, the course ECS 105 Academic Success and Diversity in Computing, which is described as:

  > "An introduction to contemporary theory, research and practices contributing to academic and professional success in engineering and computer science professions through seminar-based lectures, discussions and applied activities. Develops knowledge and skills to foster inclusive and effective learning environments."

  This course embeds learning theory and focuses on the place with learning materials with: Understanding the Local Land, Community Building, Identifying Academic Challenges, Relationship Building, Time Management, Developing Study Skills, Setting Realistic Goals, Building a Supportive Network, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This directly includes indigenous perspectives and decolonization topics.

  Note that this course was first designed to be included in the Computing Gateway program and is being customized to also suit this specific admission pathway program. Once established and well-developed, the faculty will consider using it in other programs.

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

The ECS LaunchPad design recognizes that not all international secondary curricula align perfectly with ECS's admission criteria. This may lead to ECS being able to admit students from international education systems that were not previously possible. This can help strengthen relations between ECS/UVic and a country or region over time, while also enriching the ECS and the broader UVic community.

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

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

The proposed admission pathway supports the UVic Equity Action Plan's Actions 2, 4 and 5 targeting a comprehensive student recruitment strategy, with the goal of broadening the diversity of the population admitted to ECS programs.

A required course in the program will be ECS 105 Academic Success and Diversity in Computing. This course is designed to contribute to an improved transition from high school to post-secondary studies.

The faculty is planning to include specific support for this program, including:

- LaunchPad Space: The faculty will secure space that the students in the program can use for program group meetings, advising, mentoring activities, helpdesk/tutoring support and co-curricular support.
- Dedicated Academic Advising: The academic advisor will consult with potential applicants, provide application support, course selection, learning skills development, intervention and transfer support. This group will be able to make referrals to other UVic areas to assist students make the right decisions for their academic goals.
- Peer Mentoring program: An expansion of the existing Peer Assisted Student Success (PASS) program, the faculty will provide a peer mentor for every 20-30 students in the program, individually and in groups. The mentors will have specific training on university policies, international students, support programs and group engagement.
- Helpdesk/tutoring Support: Together with the PASS mentors, the instructors in the program will be asked to support a program-wide helpdesk service that provides daily and consistent support for both academic and learning skills development.
- Co-curricular support for wellness and International and Indigenous students: The faculty will work with the teams in ICS, IACE and Wellness to develop wrap-around supports.

D. Describe the learning outcomes of the proposed program.

In this program students will:

- Develop and apply the fundamental mathematics and science skills necessary to be successful in Engineering and Computer Science programs. (Foundation Math and Foundation Science courses, as required)
- Understand the science of learning and motivation and analyze how beliefs and mindsets impact studying and collaboration. (ECS 105)

- Explore issues of equity, diversity, inclusion, and decolonization in education and professional practice. (ECS 105)
- Demonstrate competence in university level mathematics and sciences appropriate to the targeted Engineering or Computer Science program. (suitable selection from: Math 100, Math 109, Math 101, Math 110, Math 122, Phys 110, Phys 111, Chem 101, Chem 102)
- Design effective computer algorithms and implement, test, and debug computer programs. (select from: CSC 110 , CSC 111, CSC 115, CSC 116)
- Complete additional courses in the first year of the Engineering or Computer Science programs.
- Demonstrate foundational understanding of the disciplines within Engineering and Computer Science, and actively engage in opportunities that foster a sense of belonging and community within the faculty and the wider university.

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

Completion	Required Grade 11	Required Grade 12
High School Graduation	• approved English 11 • Foundations of Math 11 or Pre-calculus 11 • approved science 11 • approved social studies 11/12	• English Studies 12 or English First Peoples 12 with at least 67% • three approved academic 12 courses

Plus, the admission cutoff of 67% will be required for this program: "The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67% (73% for Bachelor of Engineering/Software Engineering, 80% for Business, 70% for Elementary Education, 80% for Kinesiology, 73% for Nursing or 73% for Recreation and Health Education)."

Observe that this program has the same admission requirements as the programs in the Faculty of Humanities and the Faculty of Social Sciences but allows applicants direct entry to the Faculty of Engineering and Computer Science. Granting admission directly into the faculty of the students' target program is designed to increase the acceptance rate of these potential students. In recent years, a very small percentage of ECS applicants chose to accept alternate offers to non-ECS faculties.

By comparison to the admission criteria of the other programs in the Faculty of Engineering and Computer Science:

- Similar to the existing programs, the proposed pathway requires 1) high school graduation with a competitive average, 2) approved English 11, English Studies 12 or English First Peoples 12 with at least 67%, 3) an approved social studies 11/12 course and 4) one approved academic 12 course.
- The proposed LaunchPad allows applicants with either Foundations of Math 11 or Pre-calculus 11 to apply whereas the existing programs only consider applicants with Pre-calculus 11.
- The new program is similar to the existing Computer Science program: both require applicants to present one approved science 11 course. Whereas, the Bachelor of Engineering and Software

Engineering programs require that those science 11 courses are, in fact, Chemistry 11 and Physics 11.

- The proposed program does not require that applicants present a grade 12 math course. A foundational math course is included in the program's curriculum.
- The proposed program replaces specific approved science 12 courses with approved academic 12 courses and includes foundational science in the curriculum.
- Similar to the Computer Science programs the ECS LaunchPad has an admission cutoff of 67%, which is 6% lower than the cutoff for direct entry into the Engineering programs. This difference will be mitigated with the annual setting of cutoffs for each program, the LaunchPad's integrated support and the fact that each student's academics are reviewed and they undergo program declaration into their target programs.

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

As stated previously, the proposed admission criteria align with that of the programs in the Faculty of Social Sciences and the Faculty of Humanities. The curriculum of the proposed program is aligned with (up to and including all of) the first year curricula in the Bachelor of Engineering, Bachelor of Software Engineering and Bachelor of Science, Computer Science programs.

In particular, the ECS LaunchPad program contains:

- Foundational Math: if Pre-Calculus 12 with sufficient grade is not on the applicant's High School record.
- Foundational Science: if sufficient approved science 11 and 12 courses for the target program are not on the applicant's High School record.
- ECS 105 Academic Success and Diversity in Computing.
- A selection, up to the full curriculum, of the courses in the first year Bachelor of Science, Computer Science, or Bachelor of Engineering or Software Engineering programs.

The completion criteria for the program will be success in the necessary foundation courses plus sufficient units to meet criteria to transfer into the other Faculty of ECS programs. In particular, that is:

- BSc, Computer Science: a minimum 12 units of courses including CSC 110 or CSC 111; CSC 115 or CSC 116; MATH 100 or MATH 109; and MATH 101, and a minimum grade of C in all program required CSC, SENG and MATH courses taken. A minimum C+ average on the most recent 12 units of courses at the time of transfer and satisfactory standing.
- BEng or BSEng: a minimum of 12.0 units with a minimum C+ admission GPA, and must not have any individual program course grade below C, including CHEM 101 or 150, MATH 100 or 109, 101, 110 or 211, CSC 110 or 111, ATWP 135 or ENGR 110, PHYS 110 and 111.

Students will, however, be given the option of exceeding the minimum program coursework in order to complete the entire first year of their target Faculty of ECS program.

The tables in Appendix A show curriculum plans for the minimum coursework and the maximum coursework that students will complete.

The Faculty of ECS is developing an academic support plan for this student group to ensure success as they traverse this entry pathway into the Computer Science and Engineering degrees. The pillars of support include: LaunchPad Space; Dedicated Academic Advising; Peer Mentoring program; Helpdesk/tutoring Support; wrap-around supports for Wellness, International students and Indigenous students. (Refer to Section C for description of each of these.)

Together this team provides a sense of program belonging and regular and seamless support for the students in this program and directs learning on independent student success strategies.

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

The program is planned to accommodate up to 100 students: Each admission group will be managed as a cohort group, enrolling in the same sections of a selection of courses.

The ECS LaunchPad is being designed as a three-term program that could run for three consecutive terms, September through August, or could be spread out over 1.5 academic years, allowing students to take a summer break in the middle. The expected timeframe for completion of the Launchpad program is 1-2 years. Once running in a steady state, the program could allow admission in any of the standard entry points, Fall, Spring or Summer.

Students will work with the support and advising team throughout each term of the program, with the goal of ensuring that every student successfully transfers into one of the Faculty of ECS programs. If, however, a student struggles with the academic courses in the program or expresses interests not targeted at ECS programs, then the advising team will work with the student and the university's Career Educators to consider alternate university programs. Observe that these students already had a basis of admission to other UVic faculties when they were admitted to the LaunchPad program. For example, they have admission requirements for the Social Sciences and Humanities programs, plus the Elementary Education program in Education, the Kinesiology and Recreation and Health Education programs in Health and, depending on their records, they may qualify for many other programs.

H. Demonstrate evidence of demand for the proposed program, including current labour market indicators.

Data from the Office of Registrar and Enrolment Management indicates that students who applied to the Faculty of ECS but were offered admission to a different faculty as an alternate choice, based on their High School course completions, accept the alternate choice admission offer at a low rate. The proposed program targets these students.

Rejections By Year	**Total**	**Intl**	**Dom**
202209	781	287	494
202309	502	182	320
202409	557	190	367
Overall Total	***1840***	***659***	***1181***
Alternate Offers by Year	**Total**	**Intl**	**Dom**
Alternate Offers - Overall Total	506	192	314
Alternate Offers - # Registered	67	14	53

Detailed Breakdown of Reasons for Rejection	Total	Intl	Dom
Missing Course(s)			
Missing high school Math only	**19**	8	11
Missing high school Physics only	**7**	3	4
Missing high school Chemistry only	**3**	2	1
Missing high school Chem and Physics	**12**	6	6
Missing high school Physics and Math	**3**	0	3
Missing high school Physics, Math, and Chem	**9**	6	3
Missing high school Physics and below Math minimum	**7**	5	2
Missing high school Physics and below Science minimums	**1**	1	0
Totals	***61***	***31***	***30***
Below Minimum(s)			
Below Math minimum only	**144**	52	92
Below high school Science minimums only-	**11**	11	0
Below high school Math and Science minimums	**18**	15	3
Totals	***173***	***78***	***95***
Other Reasons			
Other (below English minimum, Below GPA, ENPR Missing, Not Selected, etc.) **in addition to reasons above**	**549**	224	325
Other (below English minimum, Below GPA, ENPR Missing, Not Selected, Not graduated, etc.) **only**	**852**	237	615
Totals	***1401***	***461***	***940***

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

- From A. Giles in Co-op: "How do you envision 2nd year playing out for those in the ENGR path with respect to ENGR 130." Response: Similar to existing transfer students who join an Engineering program (ENGR) in 2nd year and Technology-Bridge students who join ENGR in 3rd year, students will take ENGR 130 after declaration in the program. Since these students will be part of the faculty one year before their declaration, there will be a runway for the faculty to work with the co-op team to estimate the expected number and plan for suitable resources. Observe that the course, ENGR 130, is not part of the proposed LaunchPad curriculum.
- From T. Best in ICS: Suggestions regarding student performance and progression, obtaining co-op work permits, transition from first year to second year, advising support and full time enrollment were given. Response: Observe that the LaunchPad students are not expected to

join the engineering programs, which have mandatory co-op work terms, thus, that will be a topic of discussion between international students and the advising team, these students will be managed similar to those that transfer into the engineering program after their first year. The suggestions for early identification of students at-risk, planning forward and working with any students who appear not to be meeting requirements, the issues of transitioning into 2nd year, the need for 'full-time' enrollment and strong advising support have been incorporated into the planning for the program's support team and ongoing collaboration to develop supports for the international students in this program.

- From C.Eagle in Science: "Implementation will require additional resources be given to the Faculty of Science to support the units teaching the affected courses, as the additional teaching is not within our current capacity. Science is working towards creating the new Foundations of Science course, but it is too early to say for certain whether it will be feasible to offer as a single 1.5 unit course." The Faculty of ECS has agreed to work with the Faculty of Science to support course management.
- From W. Taylor in OREM: The OREM team collaborated to provide a long list of considerations which the memo from W. Taylor, Registrar, simply indicates with 'see attached'. Excepting some issues that could be referred to advising or administrative issues, all have been incorporated into the current draft.

Appendix A Draft Curriculum Plans

In the program, students consult with Advisors to determine the required foundation courses and to draft a schedule plan. While it is not necessary to choose which program, Engineering or Computer Science, in the Faculty of ECS that the student is targeting, having a target can streamline the choice of courses the student completes in the LaunchPad program. A student that initially targets one program can change that target term by term, re-selecting program courses. Typically, courses required in one program in the faculty but not in another can be applied as alternative or elective courses in another. Below is one version of a student's schedule for each of the minimum and maximum units for each of the target programs:

Target: BSc, Computer Science (Minimum Units)

Term 1	Term 2	Term 3
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 122 Logic & Foundations
ATWP 135	CSC 110 or CSC 111 Programming I	Math 101 Calculus II
ECS 105 Academic Success & Diversity	CSC 120 Computing Ethics	CSC 115 or 116 Programming II

Target: BEng or BSEng, Engineering (Minimum Units)

Term 1	Term 2	Term 3
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ENGR 110 Design & Communications I	CSC 110 or 111 Programming I	Math 211 Matrix Algebra I
ECS 105 Academic Success & Diversity	Phys 110 Physics I	Phys 111 Physics II
	Chem 150 Engineering Chemistry	

Target: BSc, Computer Science (Maximum Units: Full 1st year)

Term 1	Term 2	Term 3
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ATWP 135 Academic Reading & Writing	CSC 110 or 111 Programming I	Math 122 Logic & Foundations
ECS 105 Academic Success & Diversity	CSC 120 Computing Ethics	CSC 115 or 116 Programming II
	Elective	(possible: Elective)

Target: BEng or BSEng, Engineering (Maximum Units: Full 1st year)

Term 1	Term 2	Term 3
Science and/or Math Foundations (1 or 2 courses)	Math 100 or 109 Calculus I	Math 101 Calculus II
ENGR 110 Design & Communications I	ENGR 120 Design & Communications II	Math 211 Matrix Algebra I
ECS 105 Academic Success & Diversity	Phys 110 Physics I	Phys 111 Physics II
	Chem 150 Engineering Chemistry	CSC 110 or 111 Programming I
		ENGR 141 Mechanics

Senate Committee on Planning
Required Internal Consultations

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

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

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

Name of program: ECS Launchpad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Faculty of Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, Undergraduate Programs	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean, Engineering and Computer Science	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Wendy Taylor, Registrar	Proposal and meetings	- While the proposal is being inclusive to student who may not have had the opportunity to complete admission requirements for direct entry into an ECS program or who did not successfully complete those specific courses while in secondary school. Nevertheless, I do have concerns that this may cause a greater pool of undeclared ECS students who struggle to transfer into a ECS discipline. I

		do think it is important ECS have language in the calendar that provides them the opportunity to nudge a PT or FT student towards another faculty/program if the student is not progressing to a discipline within a favorable time frame. - There are still some questions about academic standing and progression, specifically with respect to if the minimum grade of C+ will need to be met (both for the foundations courses and other academic courses) in order to transfer into other programs within the Faculty. o In the third paragraph of Section B (page 4), it states that "students will complete the program when they have successfully completed the foundation course(s)" – how is successful completion defined in the LaunchPad program? 50% or a minimum grade of C? - It might be helpful to define any opportunities that will not be made available to LaunchPad students for transparency. For example – for LaunchPad students whose program extends beyond 12 months, will they be eligible to participate in outgoing exchange programs (this is what the current threshold is set at)? - How will the completion criteria be enforced (third paragraph of Section F, page 9)? Is there a maximum timeframe in which students must meet all completion criteria? If yes,

		after this timeframe elapses, will students be required to withdraw from the program or Faculty, and will they be notified with instructions on how to switch to another faculty?

Signature: _____ 

Date: _____Sept 18, 2025_____

Senate Committee on Planning
Required Internal Consultations

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

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

- Office of the Registrar and Enrolment Management – wtaylor@uvic.ca
- Libraries – 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: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date:	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Aditi Gupta	SCP Proposal via email	Pdf document included

Signature: _____

Date: Sept 24, 2025

UVIC LIBRARIES

University of Victoria

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

September 9, 2025

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

Re: Library resources for ECS LaunchPad program

Thank you for sharing the proposal for the ECS LaunchPad program. I am pleased to inform you that the UVic Library is well-prepared to support this initiative with our existing resources.

Our library fully supports the ECS LaunchPad initiative, which provides direct admission into Engineering and Computer Science programs for university qualified students who lack specific high school prerequisites. To meet the diverse academic needs of these students, we offer a carefully curated selection of basic and advanced engineering and computing texts, interdisciplinary journals, and digital resources that reinforce foundational knowledge and technical skills. These materials are designed to support students throughout their transition from initial coursework to program declaration.

To support these programs, students will have full access to our comprehensive digital and physical collections, including licensed online resources. Key databases and platforms available through the UVic Library include IEEE Xplore, ACM Digital Library, Web of Science and Engineering Village (Compendex and Inspec) for technical literature and conference proceedings in computing and engineering.

Additionally, the UVic Library subscribes to several relevant e-book packages, including ASM Handbooks Online, ScienceDirect, and O'Reilly Learning (formerly Safari Books Online). We have established Evidence-Based Acquisition (EBA) agreements with publishers like Cambridge University Press, JSTOR, Oxford University Press, Taylor & Francis, and Wiley for their eBooks. Access to essential technical specifications, standards, and codes through platforms like ASTM, IEEE Xplore Standards, ASME Standards, and standards on demands are also prioritized. Our online collections are more than sufficient to meet the needs of all students in the Faculty of Engineering and Computer Science.

UVIC LIBRARIES

University of Victoria

The library is proud to support the ECS LaunchPad program, a vital admission pathway for university qualified students who may lack specific high school prerequisites. Aligned with the program's inclusive mission, LaunchPad opens doors to engineering studies and interdisciplinary career paths, and our extensive collection of technical and digital resources is well-positioned to reinforce its goals. By providing targeted academic support through library instruction sessions and research consultations, we aim to enhance the program's impact and contribute meaningfully to student success.

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

Sincerely,

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

Engineering & Science Librarian
Advanced Research Services
University of Victoria

Senate Committee on Planning
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Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Andrea Giles, Executive Director Co-op, Meeta Khurana, Associate Director, Engineering & Computer Science Co-op	SCP Proposal and email	I've just finished reading through this – what an interesting idea. The data really speaks to the number of students who end up in other faculties though their first choice was ECS. Your LaunchPad program will certainly address this need and be responsive to student demand. I do have a question. How do you envision 2nd year playing out for those in the ENGR path with respect to ENGR 130. These student (maybe an

		extra 50+ or so) will be taking ENGR 130 in 2nd year – will this delay their course work by adding in ENGR 130 into their course load? I guess you have already have this scenario happening with your regular 2nd year entry students and Bridge students, too. I don't know the numbers, though. Would these students double the 2nd year student load in ENGR 130? Is the number already big enough that an extra 50+ students wouldn't make too much of difference? Just wondering....

Signature: 

Date: September 4-2025

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: Faculty of Engineering and Computer Science (ECS)

Name of Program: ECS LaunchPad

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 Engineering and Computer Science (ECS) LaunchPad is an undergraduate admission pathway in ECS that addresses the observation that many university admissible students are not considered for the faculty's programs because they are missing one or more specific high school courses. The ECS LaunchPad makes direct admission into the faculty possible.

The LaunchPad program is similar to the current pathways into the 'undeclared' routes of the Computer Science or Engineering programs. When students have completed sufficient coursework they complete program declaration paperwork, requesting their target program, the faculty then assesses each student's academics and declares them into their program.

The ECS LaunchPad is designed as a supportive program within ECS, that both develops the necessary skills from high school and gives students access to first-year coursework in the faculty's programs, respecting course pre-requisites throughout. The program admits students who are missing specific high school math and/or science courses. Over 12 months the program provides access to the required

subjects and provides all, or nearly all, of the first-year courses in the faculty's programs depending on students' needs and choice of schedule intensity.

Each admitted student will consult with the LaunchPad advising team and to create a customized pathway through the program's course offerings. This helps students ensure sufficient course work to obtain both a) minimum declaration criteria for their program and b) up to the full first year of courses for that program. Spread across 12 months, students will be able to choose between full-time and part-time course loads:

- Part-time provides flexibility: balancing academics with other life activities.
- Full-time completes a full first year within the twelve-month timespan.

This does not change the graduation requirements of participating degrees.

Rationale for the proposal (approximately 200 words)

The ECS LaunchPad is being developed to make the Engineering and Computer Science accessible to a broader range of high school graduates: any student that meets University's calendar admission criteria, which is:

> "The academic qualification from secondary school is high school graduation with a competitive average. The admission average is calculated using all required grade 12 courses. Each faculty determines their cutoff and it changes on an annual basis due to limits on enrollment and the competitiveness of the selection process for certain programs. As determined by Senate, at no point will the cutoff be below 67%"

Completion	Required Grade 11	Required Grade 12
High School Graduation	• approved English 11 • Foundations of Math 11 or Pre-calculus 11 • approved science 11 • approved social studies 11/12	• English Studies 12 or English First Peoples 12 with at least 67% • three approved academic 12 courses

This program will have the same admission requirements as the programs in the Faculty of Humanities and the Faculty of Social Sciences

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?

The ECS LaunchPad is a new admission pathway, students will declare into one of the existing undergraduate programs in the Faculty of ECS. The UVic PowerBI tool for Students lists (on August 25, 2025) the following demographics for the *current* ECS undergrad programs:

Year	Indigenous (Yes)	Total (ECS)	%
2020/21	68	3210	2.1%
2021/22	63	3183	2.0%
2022/23	62	3117	2.0%
2023/24	55	3163	1.7%
2024/25	65	3210	2.0%

The LaunchPad is designed to contribute to increasing the diversity of students accessing the faculty's programs. In the specific consideration of numbers of Indigenous students, the program should be seen as one contribution to the critical work that the Faculty of ECS' Assistant Dean, Community and Culture and the IACE teams new LE,NONET STEM Coordinator will do together to increase the number of Indigenous students participating in Engineering and Computer Science programs.

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)

  Not specifically. However, this program could be a pathway to Engineering and Computer Science degrees for Indigenous students.

  The program is designed to address the inclusion of a much broader range of high school graduates as compared with the current students in the Faculty of ECS; students who did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses. This will make the Faculty's programs available to students from schools in rural and remote communities that do not offer a full range of high school courses and to applicants who did not envision the need for math and science curriculum when they selected their high school courses.

We are hopeful that this program will support the work of the incoming LE,NONET STEM Coordinator to increase the number of indigenous students participating in Engineering and Computer Science programs.

- 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)

  In response to the above two 'No' answers please observe that the ECS LaunchPad program will include the course ECS 105 Academic Success and Diversity in Computing, which is described as: "An introduction to contemporary theory, research and practices contributing to academic and professional success in engineering and computer science professions through seminar-based lectures, discussions and applied activities. Develops knowledge and skills to foster inclusive and effective learning environments."

  This course embeds learning theory and focuses on the place with learning materials on co-curricular topics such as: Understanding the Local Land, Community Building, Identifying Academic Challenges, Relationship Building, Time Management, Developing Study Skills, Setting Realistic Goals, Building a Supportive Network, Managing Stress and Burnout and Maintaining a Healthy Lifestyle. This directly includes indigenous perspectives and decolonization topics.

  This course was originally designed for the West Shore Computing Gateway program and will be customized for use with the LaunchPad program. It will provide an introduction to Indigenous knowledge and to engaging within Indigenous territories. Observe that binary 'No' answer was selected for these questions because it is truly an introductory engagement.

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).

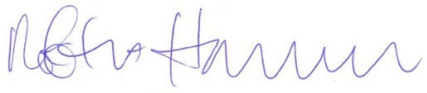
This program is designed to enhance the inclusion of a much broader range of high school graduates as compared with the current makeup of students in the Faculty of ECS; students who for varying reasons did not have access to, or did not choose to access, STEM-specific high school subjects such as Pre-Calculus 11 and 12 and specific science 11 and 12 courses.

The program addresses the Equity Action Plan's Recruitment and Retention Actions 2, 4 and 5 that target a comprehensive student recruitment strategy. In addition, it addresses the University's Strategic Plan's priorities for People, place & the planet by supporting the goals of "including & supporting" and "addressing" and the priority of Culture of change & transformation by supporting the goal of "supporting" and "embracing".

In particular, the current admission criteria in the Engineering and Computer Science programs affect the diversity of the population admitted to the programs. Within BC, there are many schools that cannot offer the full slate of secondary coursework and there are many students, including indigenous students that, for various reasons, do not take the courses that are defined in the admission criteria for the Engineering and Computer Science programs. These students will benefit directly from this 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.



03-Sep-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)

Senate Committee on Planning
Required Internal Consultations

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Name of program: ECS LaunchPad	Anticipated start date: September 2026
Proposal type (new, revise or discontinue program): New	
Academic unit, department, or school: Engineering and Computer Science	
Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025 | Unit: International Centre for Students (ICS)	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Tricia Best, Director ICS; Carmencita Duna, Associate Director ICS	SCP Proposal and email and meetings	**Overall Comments**: The ICS appreciates the opportunity to give feedback and supports the ECS LaunchPad proposal in principle. We have reviewed the proposal, provided input and met with LillAnne Jackson and Mina Hoorfar to discuss implications for international students and the ICS. Our feedback is included below. ICS and ECS have committed to ongoing collaboration in developing appropriate supports and resources to reduce barriers and help international students thrive within the program. **Student Performance and Progression** • Early identification of students at academic risk is essential to prevent situations where students may be required to withdraw from the program and the university.

		• Proactive academic support structures should be included to promote student retention and academic progression.
		• International students who do not meet the requirements to transition into an ECS program after their first year will need viable academic alternatives to continue their studies successfully.
		
		Co-op Work Permit
		• International students admitted to Engineering programs typically receive a Letter of Acceptance that indicates a mandatory co-op; this should be confirmed for ECS LaunchPad students to ensure eligibility for co-op work permits.
		
		Transition from First to Second Year
		• A question for future consideration, not necessarily for inclusion in this proposal: Will the LaunchPad student cohort integrate with Year 2 cohorts in other ECS programs, or remain a distinct cohort?
		• If integration occurs, how will the transition be managed, especially considering the differing support structures provided during year 1?
		
		Advising Support
		• ICS will not provide academic advising. However, we can provide immigration advising after students have consulted with academic advisers regarding their program options.
		• It is recommended that that international students meet with an ICS immigration practitioner following meeting with an Academic Advisor, to ensure alignment with their immigration goals.
		
		Full-time Enrolment
		• International students must be admitted into a degree program, not just a faculty, to be eligible to work off campus.
		• It is essential that international students have options for full-time enrolment throughout their program.
		• Full-time enrolment is essential for international students to:
		  ○ Maintain eligibility to work on or off campus
		  ○ Qualify for the Post-Graduation Work Permit (PGWP)
		• Students registered with CAL may be considered enroled in full-time studies with a reduced course load.

		• For immigration purposes, we use the calendar definition of full-time for an undergraduate student at UVic.
		  ○ https://www.uvic.ca/calendar/undergrad/index.php#/content/667b0a5143034a001c39fffc
		• If students are required to enrol in both Winter and Summer sessions in Year 1, they must register in:
		  ○ 12 units for the Winter Session (September–April)
		  ○ 6 units for the Summer Session (May–August)
		
		Paid Mentors and Work Authorization
		• If international students are hired as paid mentors, their work authorization must be verified prior to employment to ensure compliance with immigration regulations.
		• ICS can support this process.

Signature: T.E.Best Tricia Best

Date: Sept. 24, 2025

Senate Committee on Planning
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Name, title, and email of contact person: LillAnne Jackson, Associate Dean, engradu@uvic.ca	
Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Chris Eagle, Associate Dean, Science, Laura Cowen, Dean (Acting)	SCP Proposal plus meetings plus email exchanges	The Faculty of Science is supportive of this initiative and is pleased to work with the Faculty of Engineering and Computer Science to implement it. Implementation will require additional resources be given to the Faculty of Science to support the units teaching the affected courses, as the additional teaching is not within our current capacity. Science is working towards creating the new Foundations of Science course, but it is too early to say for certain whether it will

		be feasible to offer as a single 1.5 unit course.

Signature: Chris Eagle

Date: 24 September 2025

Senate Committee on Planning
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Consultation date: August, September 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Lois Harder, Dean, Social Science, Reuben Rose-Redwood, Associate Dean, Social Science	SCP Proposal plus email exchange	We would definitely support this program/pathway. I know this can be a very helpful way to get international students in the door, so anything we can do to facilitate that is great with me.

Signature: _____

Date: _____24 September 2025_____

Senate Committee on Planning
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Dean (or designate) or administrative authority: Mina Hoorfar, Dean	
Consultation date: August, September 2025	

Name and position of person consulted	**Method of consultation and materials used (e.g. proposal)**	**Feedback provided**
Lisa Surridge, Associate Dean, Humanities, Annalee Lepp, Dean, Humanities	SCP Proposal plus meeting	Humanities is supportive of this launchpad. We consider that in the long run it may be worth exploring one for EAL students given that Pathway is recruiting so poorly.

Signature: Lisa Surridge

Date: 29 Sept. 2025

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September 17, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS:

As the Director of International Education for the Greater Victoria School District, I am pleased to write a letter of support for the UVic Engineering & Computer Science LaunchPad.

As I reviewed the general contents of the LaunchPad proposal, I was impressed by the efforts of the University of Victoria (UVic) to provide an opportunity for students who attain high school diplomas but are missing some of the math and /or science courses for admission into Engineering or Computer Science at UVic.

As a former UVic student myself, I can see how this program would be appealing for students who did not have the space in their high school timetables to take the specific courses due to competing academic interests during their graduation program.

The LaunchPad allows time for students to develop an interest in Engineering or Computer Science and the opportunity to narrow their focus when they are ready from an academic or interest-based perspective. This may be of relevance to international students who come to British Columbia on a two to three -year graduation program and need one or two years to adjust to the BC education system prior to making a firm decision on their post-secondary academic pathway.

I welcome further discussion on this new and exciting program. I can certainly envision our school-based staff recommending this attractive 12-month post-secondary program option.

Warm regards,

Dr. Jeff Davis
Director
Victoria International Education

International Student Program

10640 McDonald Park Road, North Saanich, B.C. Canada V8L 5S7

T +1 (250) 655-2720 **studyinsaanich.ca**

September 19, 2025

UVic Engineering & Computer Science LaunchPad

Greetings to the Faculty of ECS,

As Senior Manager of the Saanich International Student Program, I am pleased to provide this letter of support for the UVic Engineering & Computer Science LaunchPad.

In reviewing the LaunchPad proposal, I was impressed by the University of Victoria's efforts to create an opportunity for students who have completed their high school diploma but may need additional math and/or science courses required for admission into Engineering & Computer Science at UVic. It is not always possible for our international students to fit the current math/science requirements into their timetables over grade 11/12. This will allow further flexibility for our international advisors when guiding high school pathway students to UVic Engineering & Computer Science.

I particularly like LaunchPad enabling international students to further English language development and cultural immersion via more grade 11/12 courses outside of UVIC Engineering & Computer Science pre-requisites while attending Secondary School in Saanich Schools. Some international students just need more time and immersion before making a commitment to a post-secondary faculty.

Throughout my time in Saanich, I have witness numerous international students come to British Columbia with the intent to graduate and continue studies in our post-secondary system. Yet once they have been accepted, they become lost on what they want and are capable of studying. LaunchPad provides the opportunity to solve this with flexibility and consultation.

SISP is open to further discussion on this initiative and can certainly include our school-based international advisors/counselors for further feedback if needed.

Best Regards,

Colin Guiguet

Senior Manager

Saanich International Student Program

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September 19, 2025

Faculty of Engineering and Computer Science
University of Victoria
Victoria, BC

To Whom It May Concern,

As the District Principal of International Programs and Services in the Sooke School District, I am pleased to express my support for the proposed ECS LaunchPad initiative at the University of Victoria.

One of the challenges our international students sometimes face when pursuing post-secondary studies in Canada is the mismatch between their prior schooling and the entry requirements of selective university programs. The LaunchPad directly addresses this gap by providing a structured, supportive pathway for students who are academically capable but may be missing specific prerequisites. From my perspective, this creates a valuable option for international graduates who want to pursue engineering or computer science but need additional time to bridge curricular differences.

At the same time, I see the LaunchPad as having a much broader impact. It is designed for any student whose high school pathway did not perfectly align with traditional admission requirements, whether due to course scheduling conflicts, competing academic interests, or unique personal circumstances. By offering access to foundational coursework alongside first-year studies, combined with dedicated academic and wellness supports, the program promotes both access and student success.

I believe the ECS LaunchPad will strengthen the pipeline into engineering and computer science programs, widen participation among underrepresented groups, and ultimately benefit both the University and the wider community. It represents a forward-thinking approach to admissions that responds to the realities of today's diverse student populations.

Thank you for the opportunity to share my support for this important initiative.

Sincerely,

L. Schwertfeger

Laura Schwertfeger
District Principal, International Programs and Services