



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, February 4, 2022 at 3:30 p.m. in the Michele Pujol Room, Student Union Building.

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

- 1. APPROVAL OF THE AGENDA** **ACTION**

- 2. MINUTES** **ACTION**
 - a. January 7, 2022 (SEN-FEB 4/22-1)

Motion: That the minutes of the open session of the meeting of the Senate held on January 7, 2022 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**

 - b. University rankings **INFORMATION**
Tony Eder, Executive Director Academic Resource Planning has been invited to attend.

- 5. CORRESPONDENCE**

- 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**
 - a. Senate Committee on Academic Standards – Yasmine Kandil, Chair
 - i. University of Victoria Grading Report for 2020/2021 **INFORMATION**
(SEN-FEB 4/22-2)

b. Senate Committee on Awards – Charlotte Schallié, Chair

i. New and Revised Awards (**SEN-FEB 4/22-3**)

ACTION

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

- Faculty of Fine Arts Student Community Impact Award* (Revised)
- Nash Johnston LLP Scholarship in Evidence (Revised)
- Nash Johnston LLP Scholarship in Torts (Revised)
- Inuit Women Legal Scholar Award (New)
- Environmental Education Impact Award (New)
- George Lee Law Corporation Scholarship (New)
- Mastercard Award in Cyber Security (New)
- Bonnie and Ken Putt Award* (Revised)
- Mohamed & Prabha Ibrahim Undergraduate Scholarship in Chemistry* (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Hilder School of Music Award* (New)
- Chaney Award* (Revised)
- Speakman Award* (New)
- Arthur Whittingham Graduate Travel Scholarship* (New)
- Working for a Better World Award (New)

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c. Senate Committee on Curriculum - Adam Con, Chair

i. 2022/2023 Cycle 1 Curriculum Submissions (**SEN-FEB 4/22-4**)

ACTION

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2022-2023 academic calendar, effective May 1, 2022.

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

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

d. Senate Committee on Learning and Teaching – Alexandra D’Arcy, Chair

- i. Proposed revisions to the academic calendars regarding management of personal information and disclosure of student personal information outside of Canada **(SEN-FEB 4/22-5)** **ACTION**

Motion: That Senate approve the revisions to the academic calendars as described in the memo “Revisions to the calendar regarding management of personal information and disclosure of student personal information outside of Canada”, dated December 16, 2021.

- ii. Proposed addition of Course Delivery Mode Definitions to the Academic Calendars **(SEN-FEB 4/22-6)** **ACTION**

Motion: That Senate approve the addition of Course Delivery Mode Definitions in the academic calendars as described in the memo “Course Delivery Modes Framework”, dated December 21, 2021.

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

- i. Proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions **(SEN-FEB 4/22-7)** **ACTION**

Motion: That Senate approve the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions for a 12-month period from March 31, 2023 to March 31, 2024, as described in the memorandum dated December 8, 2021.

- ii. Proposal to change the name of the Department of French **(SEN-FEB 4/22-8)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of French, as described in the document “Name Change for the Department of French to the Department of French and Francophone Studies”.

- iii. Proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate (**SEN-FEB 4/22-9**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate, as described in the document “International Child and Youth Care program (Professional Specialization Certificate Program)”.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

- a. Renewal of Term Raincoast Chair in Applied Conservation Science (**SEN-FEB 4/22-10**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of the Raincoast Chair in Applied Conservation Science in the Department of Geography, Faculty of Social Sciences for a second five-year term commencing June 30, 2022.

- b. Enrolment projections for 2022/23 (**SEN-FEB 4/22-11**) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,548 FTE for the 2022/23 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and/or application rates.

- c. Policy Renewal Academic Accommodation and Access for Students with Disabilities (AC 1205) – for feedback (**SEN-FEB 4/22-12**) **INFORMATION**

- d. Update on the Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session (**SEN-FEB 4/22-13**) **INFORMATION**

9. OTHER BUSINESS

- a. Submission from Samuel Holland, Senator (SEN-FEB 4/22-14) ACTION

Motion: That the Senate approve the following:

In the case of UVic changing classroom or exam formats during the 2022 Spring term after February 28th 2022, the date as noted in the Academic Important Dates as “Last day for withdrawing from full year and second term courses without penalty of failure” shall be changed to a Monday at least seven (7) days after the format change.

- b. Academic Important Dates (SEN-FEB 4/22-15) ACTION

Motion: That Senate approve the Academic Important Dates for the period May 2023 through December 2023 for submission to the May 2022 undergraduate and graduate academic calendar publications.

10. ADJOURNMENT



Meeting of Senate
January 7, 2022

MINUTES

A meeting of the Senate of the University of Victoria was held on January 7, 2022 at 3:30 p.m. via Zoom.

1. APPROVAL OF THE AGENDA

A Senator requested to place a motion on the agenda. In response, Kevin Hall thanked the Senator and noted the Senate Rules and Procedures in which the Chair of Senate had the discretion to allow urgent items to be considered by Senate. He invited a discussion of the motion.

The Senator explained the motion to request instructors consider a tool to clarify course outlines for the upcoming term. Valerie Kuehne, Vice-President Academic and Provost, explained that the issues presented in the motion were currently under consideration by her office and the Division of Learning and Teaching Support and Innovation.

One Senator noted that there had been discussion of the motion among Senators before the Senate meeting. The Senator stated that this request to instructors should not be mandated.

Dr. Hall advised that as the Senator had brought his concerns to the Provost and that the issue was under consideration and actioned, he declined the motion to be added to the agenda as an urgent item.

Motion: (J. Bengtson/J. Salem)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. December 3, 2021

Motion: (L. Wilson/M. Hoorfar)
That the minutes of the open session of the meeting of the Senate held on December 3, 2021 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

4. REMARKS FROM THE CHAIR

a. President's Report

Dr. Hall welcomed Marion Buller, Chancellor, and Yang Shi, Faculty of Engineering and Computer Science, to Senate. He also announced the appointment of the new Vice-President Academic and Provost, Elizabeth Croft, who was to join the university on July 1, 2022. Dr. Hall thanked Dr. Kuehne for her work and noted that Susan Lewis would act as the Interim Provost until Dr. Croft arrived. Finally, Dr. Hall announced that Gayle Gorrill had stepped down from her role as Vice President Finance and Operations. Kristi Simpson would continue acting in this position until an appointment was made.

Concerning the COVID-19 pandemic, Dr. Hall noted the changes to start dates at various research universities and colleges across British Columbia. However, he stressed that the university was still open while classes are online until January 24, 2022.

Finally, Dr. Hall had a number of good news announcements:

- A new [research chair in Indigenous mental health](#) named after the late Chief Mungo Martin and funded by a \$1.5-million gift from UVic political science alumnus Bruce McKean.
- [Carey Newman](#)'s appointment as the Impact Chair in Indigenous Art Practices. Carey is the third of four UVic Impact Chairs appointed to five-year research positions funded by the university's strategic framework initiative.
- Bruce Wallace, School of Social Work, began a 5-year term as a new President's Chair. Dr. Wallace specializes in poverty, homelessness, mental health, substance use, and harm reduction.
- Chase Joynt, Faculty of Humanities, debuted a feature-length film called [Framing Agnes](#) which premieres at the 2022 Sundance Film Festival on January 22.
- Verena Tunnicliffe, David Zussman, Jacques Lemay, and Janis Dunning each received the Order of Canada for their outstanding contributions to ocean science, public service management, and the arts in Canada.

A Senate member asked if there was any further consideration of the return to in-person classes. Dr. Lewis, Vice-Provost, explained the various COVID-19 contingency plans in development. A Senator noted the difficulties in making these decisions, yet expressed concern that safety plans may not be possible in large classes. Another Senator asked that if labs could be considered when making decisions related to the pandemic and academic programs. Dr. Hall agreed that the university would need to communicate plans as soon as possible as the university followed the guidance of the Public Health Office.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Extension of Approval to Waive Medical Documentation - Winter Session, January 2022 – April 2022

Yasmine Kandil introduced the proposed extension. There were no questions.

Motion: (R. Hancock/M. Laidlaw)

That Senate approve the extension of the temporary waiver of medical documentation for all requests for academic concessions during the Winter Session, January 2022 – April 2022.

CARRIED

ii. Proposed Revisions to the Undergraduate Academic Calendar - Honours Program (Recreational Health Education (BA) Honours and Kinesiology (BSc) Honours) in Exercise Science, Physical and Health Education

Dr. Kandil introduced the proposed revisions. There were no questions.

Motion: (J. Salem/V. Wyatt)

That Senate approve the revisions as outlined in the memo “Proposed Revisions to the Undergraduate Academic Calendar – Honours program (RHED (BA) Honours and KINE (BSc) Honours) in EPHE” effective the May 2022 Undergraduate Academic Calendar.

CARRIED

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

i. 2020/2021 Annual Report

Stuart MacDonald introduced the report. He provided Senate members with an outline of the committee work over the previous year.

A Senate member asked if there was a prevalence of international students who presented appeals to the committee. Dr. MacDonald confirmed that it was common for international students to submit appeals.

Another question was asked if there was any data on inquiries related to appeals at the graduate level. Robin Hicks, Dean of the Faculty of Graduate Studies, replied that there was no current statistics but that this data may be possible to collect for future reports.

c. Senate Committee on Agenda and Governance

i. 2020/2021 Annual Report

Ada Saab introduced the annual report. A Senator noted the decisions made by the committee during the prolonged pandemic emergency highlighted the need for more Senate representation.

ii. In response to COVID-19: A summary of actions or adjustments made under the authority of the Emergency Protocol for Senate Operations (Level 2)

Ms. Saab introduced the report. There were no questions.

iii. Proposed Increase in Student Representation on the Senate Committee on Agenda and Governance

Dr. Hall asked the Senator who had first brought forward the motion to comment on the original proposal. The Senator expressed their disappointment that the Senate Committee on Agenda and Governance did not consult with students in preparation for their response to the proposal. The Senator moved to table the motion (D. Foster/S. Holland).

Motion: (M. Koch/S. Holland)

That Senate approve the attached revisions to the Senate Rules and Procedures, section 56 and Appendix C – Senate Committee on Agenda and Governance Terms of Reference.

TABLED

iv. Upcoming Senate committee vacancies

Ms. Saab introduced the upcoming Senate vacancies. There were no questions.

v. Appointment to the 2021/2022 Senate Committee on Libraries

Helen Kurki introduced the appointment. There were no questions.

Motion: (H. Kurki/S. Holland)

That Senate approve the appointment to the 2021/2022 Senate Committee on Libraries for the term indicated in the attached document.

CARRIED

d. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan introduced the new and revised awards. A Senator noted the need to clarify the requirements of the Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science.

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:

- Phoenix Award (Revised)
- Louise and Peter Fothergill-Payne Travel Scholarship* (Revised)
- UVic Student Bursary* (New)
- Peter Corless Mechanical Engineering Award* (New)
- Robyn Kathleen Addison Scholarship in Environmental Studies (New)
- Ethel Dent Banks & Margaret Maunsell Award (Revised)

- Darlene Scott Scholarship* (Revised)
- Agamemnon Kasapi and Family Scholarship* (Revised)
- Faculty of Education Student Leadership Award* (Revised)
- Faculty Association Memorial Award (New)
- Cora Arenas and Carol Artemiw Award for Second-Year Women in Engineering and Computer Science (Revised)
- TED Fund* (New)
- UVic Business Class of 2009 Scholarship Award (Revised)
- Alec Maclean Annual Award in Economics (New)
- Micqualyn Scholarship* (Revised)
- Doreen Moser Scholarship* (New)
- Martin Bonham and Lloyd Howard Travel to Italy Award* (New)
- Edwards, Kenny & Bray Award for BIPOC Students in Law (New)
- Indigenous Perspectives Camp 25th Anniversary Award (Revised)
- UVic STEM Class of 2009 Award (New)

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CARRIED

e. Senate Committee on Planning

i. Proposal to offer a double-degree option for partner university students participating in the Master of Global Business program

Elizabeth Adjin-Tetty introduced the proposal and outlined the Masters in Global Business program. Saul Klein, Dean of the Peter B. Gustafson School of Business, noted this was a complex program with a simple concept. He explained that this proposal had been brought to Senate for information as no academic changes were under consideration.

A Senator asked to confirm that this program would now be providing participating students with two degrees from each institution, meaning that students would be required to fulfill the requirements for two separate programs. Dr. Klein replied that this was correct.

ii. Proposal to change the name of the Master of Management program

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (S. Klein/M. Garcia-Barrera)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Master of Management program, as described in the document "Master in Management: Name Change."

CARRIED

iii. Proposal to establish a Master in Nursing Nurse Practitioner Post-degree Stream

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (H. Helga Hallgrímsdóttir/D. Mucina)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish a Master in Nursing Nurse Practitioner Post-degree Stream, as described in the document “Master in Nursing Nurse Practitioner Post-degree Stream,” and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

iv. Proposed change to the Graduate Diploma in Evaluation

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (H. Helga Hallgrímsdóttir /D. Mucina)

That Senate approve the proposed change to the Graduate Diploma in Evaluation, as described in the document “Unit Value Change: ADMN 596 – Evaluation Project, Graduate Diploma in Evaluation.”

CARRIED

v. Proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (M. Laidlaw/P. Loock)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Honours Option for the Bachelor of Science Combined Biochemistry and Chemistry Degree program, as described in the document “Biochemistry and Chemistry (Bachelor of Science – Combined Honours),” and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

vi. Proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program

Dr. Adjin-Tetty introduced the proposal. There were no questions.

Motion: (P. Loock/A. Monahan)

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Honours Option for the Bachelor of Science Combined Microbiology and Chemistry Degree program, as described in the document “Microbiology and Chemistry (Bachelor of Science – Combined Honours),” and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session

ACTION

Dr. Kuehne introduced the proposal. Referring to the document's recommendation, Dr. Lewis outlined the issues related to the proposed motion.

Motion: (M. Garcia-Barrera/D. Mucina)

That Senate approve the extension of the 100% drop deadline from January 23, 2022 to January 30, 2022 as noted in the academic calendars as "Last day for 100% reduction of second term fees for standard courses".

A Senator thanked Dr. Kuehne for listening to students' petition to move the drop dates. He asked Senate to amend the motion to add an extension to the personal leave for graduate students as well as the 50% and final drop deadline (S. Holland/D. Foster).

Amended Motion: (S. Holland/D. Foster)

That Senate approve the extension of the 100% drop deadline from January 23, 2022 to January 30, 2022 as noted in the academic calendars as "Last day for 100% reduction of second term fees for standard courses".

That the Senate approve the extension of the 50% drop deadline from Sunday February 13th, 2022 to Monday Feb 21st, 2022 as noted in the academic calendars as "Last day for 50% reduction of second term fees for standard courses."

That the Senate approve the extension of the final drop deadline from Sunday February 28th, 2022 to Monday March 7th, 2022 as noted in the academic calendars as "Last day for withdrawing from full year and second term courses without penalty of failure."

That Senate approve the extension of the last day for graduate students to register in a personal leave in the second term from January 23, 2022 to January 30, 2022 as noted in the academic calendars as "Last day for graduate students to register in a personal leave in second term."

The motion to amend the original motion was CARRIED.

Wendy Taylor, Deputy Registrar, thanked the Senator for noting the need to include the deadline for personal leaves for graduate students. She explained that the additional 50% and final drop deadlines were not included in the recommendation as students would have the time to make decisions before these deadlines. The 100% drop deadline was considered as the priority deadline in need of revision at this meeting.

Dr. Lewis noted that there will be further planning as courses continue throughout the term and changes may still need to be made. As a result, she advised that it may be better to address deadline issues as information is presented.

Another Senator noted that while they appreciated the amended motion, the amended extension may not be enough. Ms. Taylor pointed out that more information would need to be considered before fully understanding the consequences of extending the deadlines further, especially in light of student scholarships and bursaries.

An amendment was proposed to extend the amended deadlines a further week from the original amendment (D. Foster/S. Holland).

A Senate member asked if there were any financial ramifications to the extension of the deadlines. Dr. Kuehne noted that a further extension was not recommended by her office. Nicole Greengoe, Registrar, explained that academic drop deadlines have implications for a variety of other areas of the university.

Another Senator noted that while they supported the spirit of the suggested revisions, asking Senate to make decisions on the floor of Senate without proper considerations was not appropriate.

A Senator commented that international students may have consequences if deadlines were further extended due to external government funding agencies and international-based awards.

The amendment to the amended motion to extend the amended deadlines a further week from the original amendment was DEFEATED.

A Senator requested a new amendment to the amended motion to move the final drop deadline without academic penalty from March 7, 2022 to March 14, 2022 (D. Foster/S. Holland).

A Senator questioned whether this further extension was a possibility given the lack of consideration by the Provost's office and that this was not an urgent decision to be made at this Senate meeting.

Ms. Greengoe reiterated the issue of academic deadlines related to other areas on campus, the need for consistent academic requirements, fairness and consistent support for all students, and the need to ensure instructors can address the needs of their courses. She noted that previous considerations of this nature had been considered at length by the Senate Committee on Academic Standards.

A Senator noted the stress felt by the campus community during the pandemic and that these amendments were meant to relieve uncertainty. It was recommended that further research be presented to Senate on these deadlines, adding that the original motion benefited many individuals looking at the issue, while the amendments did not have this same benefit. The Senator asked if the original amended motion was defeated, would it be possible to return to the original motion?

Dr. Hall confirmed that there would no longer be a motion to consider if the amended motion was defeated.

The amendment to the amended motion to move the final drop deadline without academic penalty from March 7, 2022 to March 14, 2022 was DEFEATED.

Dr. Hall asked Senate to vote on the original amended motion to add an extension to the personal leave for graduate students as well as the 50% and final drop deadline.

The amended motion was DEFEATED.

Given the recent vote to defeat the amended motion, Dr. Hall asked the University Secretary if it would be acceptable to revive the original motion so that Senate would still be able to consider an extended deadline for students as per the Provost's original recommendation.

Carrie Andersen, University Secretary, noted that in consideration of the urgent nature of the decision, this would be acceptable as per the Senate Rules and Procedures.

Dr. Kuehne noted that the inclusion of the graduate student personal leaves in the January 30, 2022 extension would be taken as a friendly amendment.

Motion: (H. Hallgrímsdóttir /G. Voss)

That Senate approve the extension of the 100% drop deadline from January 23, 2022 to January 30, 2022 as noted in the academic calendars as "Last day for 100% reduction of second term fees for standard courses".

CARRIED

9. OTHER BUSINESS

a. University Orator

Dr. Hall introduced the re-appointment. There were no questions.

Motion: (R. Hancock/F. Hoff)

That Senate re-appoint Dr. Cedric Littlewood as University Orator for a 3-year term beginning July 1, 2022 and ending June 30, 2025.

CARRIED

There being no other business, the meeting was adjourned at 5:38 p.m.

Senate Meeting January 7, 2022

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Name	In Attendance	Regrets		Position
Adjin-Tetty, Elizabeth	<input checked="" type="checkbox"/>		A/Associate Vice-President Academic Planning	By Invitation
Andersen, Carrie	<input checked="" type="checkbox"/>		University Secretary	Secretary of Senate
Bengtson, Jonathan	<input checked="" type="checkbox"/>		University Librarian	Ex officio
Bhiladvala, Rustom	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the faculty members
Brolo, Alexandre	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Buller, Marion	<input checked="" type="checkbox"/>		Chancellor	Ex officio
Campbell, Erin	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	<input checked="" type="checkbox"/>		Dean, Division of Continuing Studies	Ex officio
Con, Adam	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Cowen, Laura	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Crabbe, Sophia	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
D'Arcy, Alexandra	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
Davenport, Daniel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Devor, Aaron	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Diether, Kelly	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Dunsdon, Jim	<input checked="" type="checkbox"/>		Associate Vice-President Student Affairs	By Invitation
Foster, David	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Greengoe, Nicole	<input checked="" type="checkbox"/>		Registrar	By Invitation
Hall, Kevin	<input checked="" type="checkbox"/>		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>		Dean, Faculty of Human and Social Development	Ex officio
Hancock, Rob	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	<input checked="" type="checkbox"/>		Dean, Faculty of Social Sciences	Ex officio
Hicks, Robin	<input checked="" type="checkbox"/>		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Hof, Fraser	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Holland, Samuel	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hoorfar, Mina	<input checked="" type="checkbox"/>		Dean, Faculty of Engineering	Ex officio
Huang, Li-Shih	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Hundal, Navinder	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Hundza, Sandra	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
Jack, Kylie	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Kalynchuk, Lisa	<input checked="" type="checkbox"/>		Vice-President Research and Innovation	Ex officio
Kalyniuk, Tomas			Student Senator	Elected from the student societies
Kelly, Erin	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the faculty members
Kent, Nicole	<input checked="" type="checkbox"/>		Student Senator	Elected from the student societies
Klein, Saul	<input checked="" type="checkbox"/>		Dean, Peter B. Gustavson School of Business	Ex officio
Koch, Matthew	<input checked="" type="checkbox"/>		Continuing Sessional	Elected by the Continuing Sessionals
Kuehne, Valerie	<input checked="" type="checkbox"/>		Vice-President Academic and Provost	Ex officio
Kurki, Helen	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the Faculty
Leacock, Brian	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Lepp, Annalee	<input checked="" type="checkbox"/>		Dean, Faculty of Humanities	Ex officio
Lewis, Susan	<input checked="" type="checkbox"/>		Acting Vice-Provost	By Invitation
Li, Alex			Student Senator	Elected from the student societies
Lindgren, Allana			Acting Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	<input checked="" type="checkbox"/>		Dean, Faculty of Science	Ex officio
Marks, Lynne	<input checked="" type="checkbox"/>		Faculty of Humanities	Elected by the Faculty
McDonough, Graham	<input checked="" type="checkbox"/>		Faculty of Education	Elected by the Faculty
McGinnis, Martha	<input checked="" type="checkbox"/>		Faculty of Graduate Studies	Elected by the Faculty
Mucina, Devi	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Napoleon, Val			Acting Dean, Faculty of Law	Ex officio
Navarro, Julio	<input checked="" type="checkbox"/>		Faculty of Science	Elected by the faculty members
Newcombe, Andrew	<input checked="" type="checkbox"/>		Faculty of Law	Elected by the Faculty
Rose-Redwood, CindyAnn	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Risby, Kyle	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Russell, Carolyn	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Ryan, Maureen	<input checked="" type="checkbox"/>		Faculty of Human and Social Development	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>		Dean, Faculty of Education	Ex officio
Saab, Ada	<input checked="" type="checkbox"/>		Associate University Secretary	By Invitation
Salem, Joseph	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the Faculty
Shi, Yang	<input checked="" type="checkbox"/>		Faculty of Engineering	Elected by the Faculty
Smith, Brock	<input checked="" type="checkbox"/>		Peter B. Gustavson School of Business	Elected by the Faculty
Todd, Christine	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Voss, Graham	<input checked="" type="checkbox"/>		Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Warburton, Rebecca	<input checked="" type="checkbox"/>		Convocation Senator	Elected by the convocation
Wiebe, Anona			Student Senator	Elected by the student societies
Wilson, Lara	<input checked="" type="checkbox"/>		Professional Librarian	Elected by the Professional Librarians
Witts, Aidan	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies
Wright, Bruce	<input checked="" type="checkbox"/>		Head, Division of Medical Sciences	Additional Member
Wyatt, Victoria	<input checked="" type="checkbox"/>		Faculty of Fine Arts	Elected by the faculty members
Wylie, Jaxxen	<input checked="" type="checkbox"/>		Student Senator	Elected by the student societies

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective January 1, 2022EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic & Provost: Valerie Kuehne
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean, Peter B. Gustavson School of Business: Saul Klein, Vice-Chair
 Dean of Education: Ralf St. Clair
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: Jo-Anne Clarke
 Acting Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks
 Dean of Humanities: Annalee Lepp
 Dean of HSD: Helga Hallgrimsdottir, Vice-Chair
 Dean of Law: Susan Breau
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Brian Leacock (30/6/22)
 Brock Smith (30/6/24)

EDUC: Sandra Hundza (30/6/23)
 Graham McDonough (30/6/22)

ENGR : Phalguni Mukhopadhyaya (30/6/22)
 Yang Shi (30/6/23)

FINE: Adam Con (30/6/22)
 Joseph Salem (30/6/24)

GRAD: Mauricio Garcia-Barrera (30/6/23)
 Martha McGinnis (30/6/22)

HSD: Devi Mucina (30/6/24)
 Maureen Ryan (30/6/22)

HUMS: Alexandra D'Arcy (30/6/22)
 Lynne Marks (30/6/24)

LAW: Mark Gillen (30/6/22)
 Andrew Newcombe (30/6/23)

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

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

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Rustom Bhiladvala (ENGR) (30/6/23)
 Erin Campbell (FINE) (30/6/23)
 Laura Cowen (SCIE) (30/6/22)
 Aaron Devor (SOSC) (30/6/23)
 Sean Hier (SOSC) (30/6/24)
 Fraser Hof (SCIE) (30/6/23)
 Li-Shih Huang (HUM) (30/6/24)
 Erin Kelly (HUM) (30/6/24)
 Julio Navarro (SCIE) (30/6/23)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

CindyAnn Rose-Redwood (SOSC) (30/6/22)
 Graham Voss (SOSC) (30/6/24)
 Victoria Wyatt (FINE) (30/6/23)

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

Sophia Crabbe (FINE) (30/6/22)
 Daniel Davenport (HUM) “
 David Foster (GRAD) “
 Samuel Holland (SOSC) “
 Navinder Hundal (SCIE) “
 Kylie Jack (LAW) “
 Tomas Kalyniuk (BUS) “
 Nicole Kent (GRAD) “
 Xiang (Alex) Li (ENGR) “
 Kyle Risby (LAW) “
 Christine Todd (GRAD) “
 Anona Wiebe (ENGR) “
 Aidan Witts (SOSC) “
 Jaxxen Wylie (LAW) “
 TBD (EDUC) “
 TBD (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

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

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:
 Lara Wilson (30/06/24)
 Continuing Sessional: Matthew Koch (30/06/23)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Vice-Provost: Susan Lewis
 Assoc. VP Student Affairs: Jim Dunsdon
 A/Assoc. VP Academic Planning: Elizabeth Adjin-Tetty
 Registrar: Nicole Greengoe
 Associate University Secretary: Ada Saab



Date: January 19, 2022
To: Senate
From: Senate Committee on Academic Standards
Re: **University of Victoria Grading Report for 2020/2021**

To ensure continued oversight of grading patterns, a grading summary report is presented to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on December 10, 2021.

/attachment

Respectfully submitted,

2021/2022 Senate Committee on Academic Standards

Yasmine Kandil (Chair), Faculty of Fine Arts

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

Sophia Crabbe, Student Senator

Marran Dodds, UVSS representative

Erin Donald, GSS representative

Steve Evans, Associate Dean, Faculty of Graduate Studies, VPAC's designate

Andrea Giles, Executive Director, Coop Education & Career Services

Nicole Greengoe, Registrar

Robert Hancock, Faculty of Social Sciences

Sandra Hundza, Faculty of Education

Sabrina Jackson, Associate Registrar

Nicole Kent, Student Senator

Martha McGinnis, Faculty of Graduate Studies

Devi Mucina, Faculty of Human and Social Development

Tania Muir, Division of Continuing Studies

Julio Navarro, Faculty of Science

Andrew Newcombe, Faculty of Law

Sorin Rizeanu, Peter B. Gustavson School of Business

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

Alivia Wang, Convocation Senator

Ada Saab (Secretary), Associate University Secretary

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac

DATE: December 10, 2021

TO: Senate Committee on Academic Standards

FROM: Tony Eder, Executive Director, Academic Resource Planning

RE: Grading report for 2020/21

The purpose of the grading report is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. This report comprises grading statistics for the 2020/21 academic year (summer session 2020, fall term 2020 and spring term 2021).

COVID-19 context and background

For spring term 2020, in recognition of the challenges related to the unexpected pivot to online delivery in March 2020 partway through term, UVic provided new and temporary grading options to students. Options were: keep the original grade as assigned by the instructor; select a COVID Pass/Fail (with no impact on GPA); drop the course without academic penalty; and COVID Withdrawal – Extenuating Circumstances. These options supported student success and alleviated undue stress caused by the pivot.

The outcome of those temporary grading selections are visible for the spring 2020 term (noted as 202001 in table 1). Compared to spring term 2019, drops increased, fails decreased, and grades increased.

While the pandemic is ongoing, these temporary grading options were not offered in subsequent terms, as delivery modes were made clear to students during registration. UVic also made significant investments in support of online teaching and learning throughout the summer and winter sessions. The 2020/21 academic year was predominantly online in response to public health and safety guidelines.

Grading trends for 2020/21

In spring term 2021, drops and fails returned to pre-pandemic levels but grades continued to stay high. For the 2020/21 academic year, the percentage of students receiving A+ grades and “1st Class” grades are the highest recorded since these reports moved online in 2008/09, at 17% and 53.9% respectively.

Academic Year	Term Code	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016		5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017		5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018		5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	201905	5.86	77.0	14%	49.9%	30.1%	16.6%	3.3%	15,497	5.2%	17,358
	201909	5.51	75.2	12%	44.8%	30.4%	20.1%	4.7%	65,653	4.3%	70,700
	202001	6.41	79.7	18%	58.9%	29.1%	10.2%	1.7%	57,139	6.1%	68,388
2020	202005	6.18	78.4	17%	56.1%	27.7%	13.1%	3.1%	20,397	5.3%	22,414
	202009	5.94	76.8	16%	52.7%	27.9%	15.1%	4.3%	63,882	4.2%	68,663
	202101	6.01	76.9	18%	54.4%	26.3%	14.6%	4.7%	62,783	3.8%	67,969

Table 1: Breakouts by term for the 2019/20 and 2020/21 academic years. Note: "1st Class" grades include A+, A and A-; "2nd Class" grades include B+, B and B-; "Pass" includes C+, C and D; and "Fail" includes E, F and N.

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2008	5.55	.	7.6%	40.3%	40.8%	13.8%	5.0%	117,732	4.4%	127,652
2009	5.50	.	7.3%	39.6%	41.0%	14.0%	5.4%	123,212	4.2%	133,381
2010	5.57	.	7.7%	40.5%	41.0%	13.6%	4.9%	126,403	4.2%	136,998
2011	5.54	.	7.8%	39.9%	41.2%	14.1%	4.8%	126,199	4.5%	137,433
2012	5.45	.	9.9%	43.0%	32.7%	19.6%	4.7%	126,841	4.5%	137,670
2013	5.45	.	10%	43.2%	32.2%	19.7%	4.8%	130,629	4.9%	142,925
2014	5.42	74.6	10%	42.9%	32.0%	20.2%	4.9%	133,820	4.8%	146,475
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.2%	29.8%	15.6%	3.3%	138,289	5.2%	156,446
2020	6.00	77.1	17%	53.9%	27.2%	14.6%	4.3%	147,062	4.2%	159,046

Table 2: Overall averages by academic year for 2008/09 through to 2020/21. UVic moved to a percentage grading system in 2014/15.

Attached reports (Appendix A):

- Overall Undergraduate
- Overall Graduate
- Faculty of Law
- Faculty of Education
- Faculty of Engineering and Computer Science
- Faculty of Fine Arts
- Faculty of Human and Social Development
- Faculty of Humanities
- Division of Medical Sciences
- Faculty of Science
- Faculty of Social Sciences
- Peter B. Gustavson School of Business

These reports document general time-series trends and grading anomalies, but they do not attempt to explain changes in grade distributions over time, for differences in grade distributions across sections of a course, or for variations in grade distributions among departments and faculties.

Faculty and staff can access online grading reports via the Office and Institutional Planning and Analysis' reporting portal (via uvic.ca/institutionalplanning). Instructions on how to access and navigate the system are attached as Appendix B.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

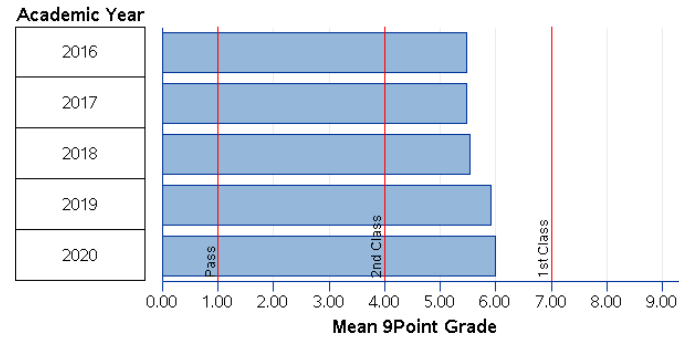
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.47	74.9	12%	44.5%	30.4%	20.2%	4.9%	140,337	4.8%	152,708
2018	5.54	75.2	12%	45.4%	30.2%	19.7%	4.6%	142,225	4.5%	154,185
2019	5.92	77.3	14%	51.2%	29.8%	15.6%	3.3%	138,289	5.2%	156,446
2020	6.00	77.1	17%	53.9%	27.2%	14.6%	4.3%	147,062	4.2%	159,046

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	4.87	71.7	9.5%	35.6%	30.4%	26.0%	8.0%	41,905	6.0%	45,011
	2017	4.87	71.7	9.5%	35.6%	30.6%	25.9%	7.9%	41,034	6.3%	44,293
	2018	4.93	72.0	9.9%	36.8%	29.7%	26.0%	7.5%	41,627	5.7%	44,691
	2019	5.55	75.3	14%	45.5%	29.8%	19.6%	5.1%	40,113	6.5%	45,119
	2020	5.61	74.5	15%	47.6%	28.2%	17.5%	6.7%	42,303	5.1%	44,818
200 Level	2016	5.15	73.2	10%	39.3%	30.5%	24.4%	5.8%	32,840	5.2%	35,547
	2017	5.11	73.0	11%	39.2%	29.8%	24.9%	6.0%	32,696	5.5%	35,472

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

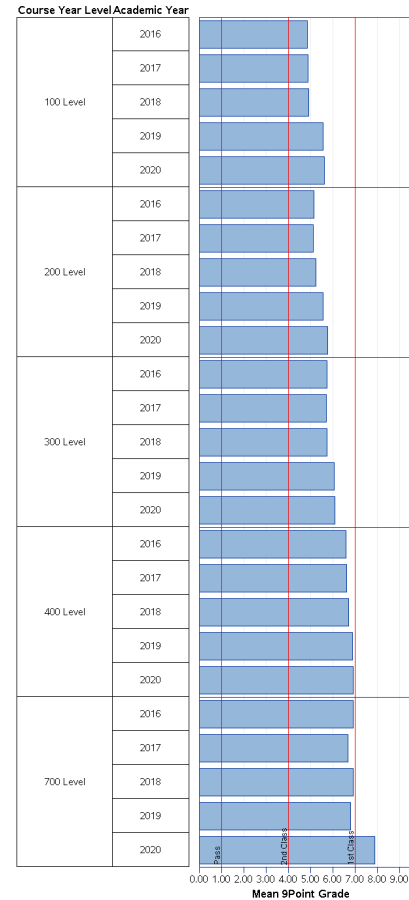
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
200 Level	2018	5.25	73.8	11%	40.4%	31.2%	23.0%	5.4%	33,770	4.9%	36,468
	2019	5.55	75.4	12%	45.2%	30.7%	19.8%	4.3%	32,238	6.1%	36,665
	2020	5.78	76.0	16%	50.2%	27.7%	17.1%	5.0%	35,648	4.9%	38,355
300 Level	2016	5.73	76.3	11%	46.8%	33.2%	17.0%	3.0%	43,413	4.0%	46,544
	2017	5.72	76.3	11%	47.1%	32.4%	17.4%	3.1%	44,099	3.9%	47,111
	2018	5.73	76.3	11%	47.2%	32.3%	17.2%	3.1%	44,281	3.9%	47,323
	2019	6.04	77.9	13%	52.3%	31.8%	13.6%	2.2%	43,299	4.5%	48,246
400 Level	2020	6.08	77.7	16%	54.6%	28.3%	13.9%	3.2%	46,680	3.7%	50,060
	2016	6.60	80.5	17%	63.2%	26.8%	8.6%	1.4%	21,523	2.8%	24,868
	2017	6.62	80.6	17%	63.4%	26.9%	8.3%	1.4%	22,312	2.8%	25,408
	2018	6.72	81.2	19%	65.4%	25.4%	8.0%	1.2%	22,352	2.6%	25,277
	2019	6.89	82.2	22%	67.9%	24.8%	6.4%	0.8%	22,459	3.1%	26,081
700 Level	2020	6.92	82.1	24%	69.9%	22.0%	6.8%	1.3%	22,273	2.6%	25,435
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	335
2020	7.88	87.6	44%	79.1%	20.9%	.	.	158	0.8%	378	

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

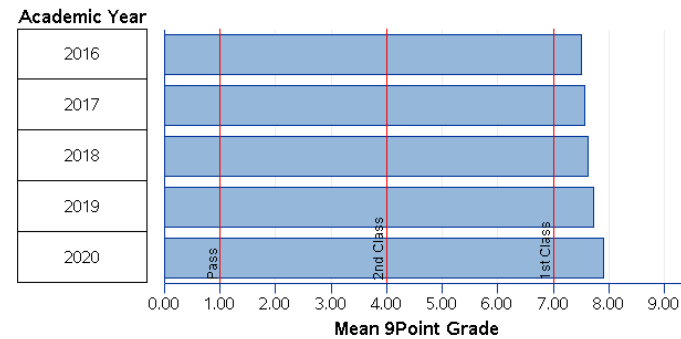
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	7.52	84.9	25%	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	17,743
2017	7.57	85.2	26%	84.9%	14.2%	0.7%	0.3%	7,836	2.1%	17,782
2018	7.63	85.6	28%	85.4%	13.8%	0.6%	0.2%	7,784	2.0%	17,181
2019	7.72	86.0	31%	87.3%	11.7%	0.8%	0.2%	7,473	2.4%	16,882
2020	7.91	87.1	39%	90.8%	8.0%	0.6%	0.5%	6,981	2.1%	16,193

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
500 Level	2016	7.51	84.9	25%	83.3%	15.4%	1.0%	0.4%	7,545	2.7%	14,119
	2017	7.56	85.2	26%	84.7%	14.4%	0.6%	0.3%	7,581	2.5%	14,202
	2018	7.62	85.5	28%	85.0%	14.1%	0.6%	0.3%	7,535	2.4%	13,780
	2019	7.70	85.9	30%	86.9%	12.0%	0.8%	0.3%	7,166	2.9%	13,229
	2020	7.90	87.0	38%	90.5%	8.3%	0.7%	0.5%	6,641	2.6%	12,420
600 Level	2016	7.71	85.8	32%	88.8%	7.6%	2.4%	1.2%	251	0.4%	3,624
	2017	7.83	86.6	38%	90.2%	7.8%	0.8%	1.2%	255	0.6%	3,580

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

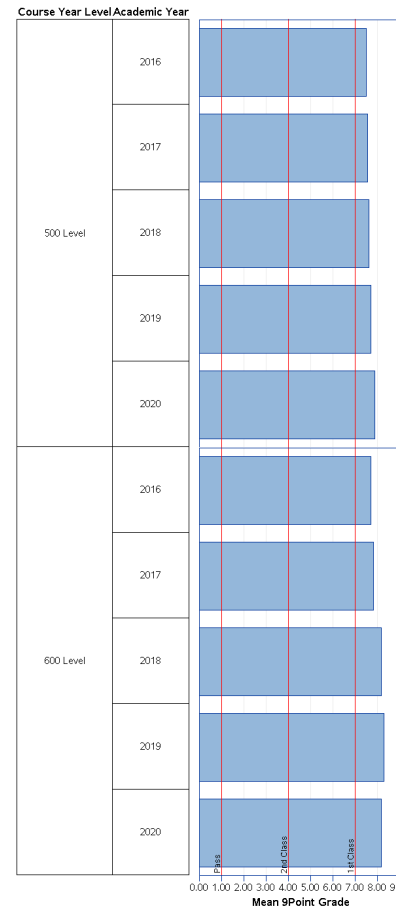
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
600 Level	2018	8.17	88.7	45%	96.8%	3.2%	.	.	249	0.4%	3,401
	2019	8.29	89.0	53%	95.8%	3.6%	0.7%	.	307	0.4%	3,653
	2020	8.19	88.5	50%	95.6%	2.9%	0.3%	1.2%	340	0.4%	3,773

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please report with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law

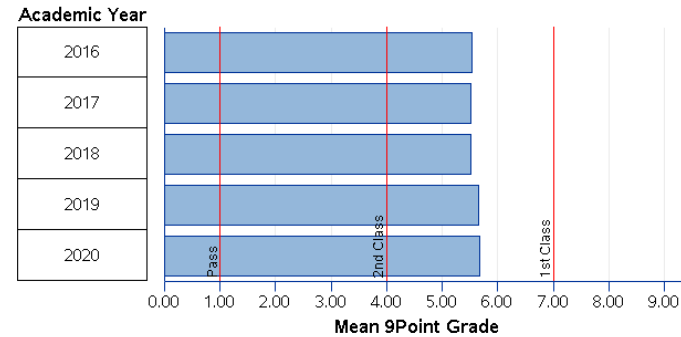
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.53	75.7	1.2%	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,319
2017	5.52	76.0	0.7%	26.4%	64.5%	9.0%	0.1%	2,602	0.8%	3,262
2018	5.52	76.0	0.4%	27.0%	63.7%	8.6%	0.6%	2,722	1.5%	3,388
2019	5.66	76.4	1.3%	30.1%	63.0%	6.1%	0.8%	2,652	2.6%	3,437
2020	5.68	76.7	0.9%	30.8%	61.0%	7.7%	0.4%	2,754	2.6%	3,471

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.14	73.9	.	13.8%	77.4%	7.0%	1.7%	860	4.1%	1,023
	2017	5.18	74.8	.	14.4%	75.8%	9.3%	0.4%	786	2.2%	918
	2018	5.11	74.3	0.3%	14.5%	73.9%	10.8%	0.7%	922	2.7%	1,068
	2019	5.26	74.7	0.2%	17.5%	73.6%	7.7%	1.2%	836	5.8%	1,046
	2020	5.31	75.2	0.3%	17.5%	73.3%	8.7%	0.6%	899	5.8%	1,078
300 Level	2016	5.69	76.5	1.6%	33.6%	57.1%	9.1%	0.1%	1,771	0.8%	2,162
	2017	5.64	76.5	0.7%	30.7%	60.2%	8.9%	.	1,788	0.3%	2,186

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.71	76.7	0.4%	32.6%	59.2%	7.6%	0.6%	1,777	1.0%	2,172
	2019	5.81	77.1	1.7%	35.1%	58.9%	5.4%	0.6%	1,785	1.3%	2,227
	2020	5.82	77.2	1.2%	36.2%	56.1%	7.4%	0.4%	1,809	1.3%	2,197
500 Level	2016	7.75	85.4	19%	93.8%	6.3%	.	.	16	.	51
	2017	7.50	84.1	14%	85.7%	14.3%	.	.	28	.	65
	2018	7.67	84.6	4.8%	95.2%	4.8%	.	.	21	.	52
	2019	7.52	84.3	4.3%	82.6%	17.4%	.	.	23	.	55
	2020	7.36	84.0	4.8%	81.0%	19.0%	.	.	42	.	92
600 Level	2016	.	.	.	.	.	.	.	0	.	83
	2017	.	.	.	.	.	.	.	0	.	93
	2018	8.00	85.0	.	100%	.	.	.	2	.	96
	2019	7.63	84.4	13%	100%	.	.	.	8	.	109
	2020	7.50	83.8	.	100%	.	.	.	4	.	104

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

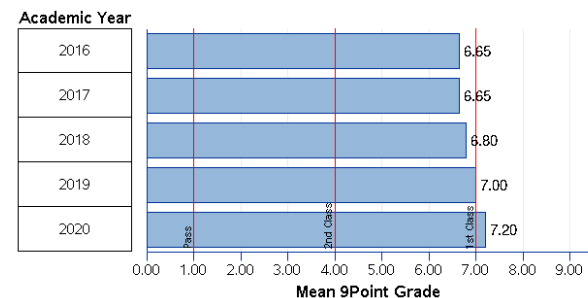
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	6.65	80.8	17%	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,198
2017	6.65	81.0	16%	62.2%	29.4%	7.4%	0.9%	10,569	2.3%	12,305
2018	6.80	81.5	20%	65.2%	27.0%	6.7%	1.2%	10,559	2.2%	12,558
2019	7.00	82.8	22%	69.3%	24.7%	5.3%	0.8%	10,735	2.4%	12,473
2020	7.20	83.4	30%	75.3%	18.3%	5.1%	1.3%	10,118	2.1%	12,429

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.92	77.3	15%	51.8%	28.2%	16.9%	3.1%	2,279	4.2%	2,449
	2017	5.81	77.2	14%	47.8%	31.4%	18.8%	2.0%	2,351	5.4%	2,575
	2018	5.94	77.2	16%	51.9%	27.4%	17.3%	3.4%	2,279	4.4%	2,579
	2019	6.46	80.1	22%	60.6%	25.1%	12.0%	2.2%	2,373	4.6%	2,626
	2020	6.91	81.7	33%	70.9%	17.2%	9.4%	2.5%	2,473	4.0%	2,648
200 Level	2016	6.69	80.6	16%	64.8%	26.9%	6.9%	1.5%	960	2.2%	1,245
	2017	6.91	82.1	20%	70.1%	23.0%	6.3%	0.6%	890	3.0%	1,139
	2018	6.95	82.1	22%	68.9%	24.9%	5.5%	0.8%	925	1.2%	1,213
	2019	7.04	82.6	20%	72.5%	21.6%	5.1%	0.7%	976	1.3%	1,157
	2020	7.31	84.1	33%	77.2%	17.3%	4.6%	0.9%	845	2.1%	1,011
300 Level	2016	6.48	80.0	12%	55.6%	37.0%	6.4%	1.0%	4,032	1.8%	4,678
	2017	6.57	80.6	12%	58.9%	34.8%	5.7%	0.7%	4,148	1.8%	4,699

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

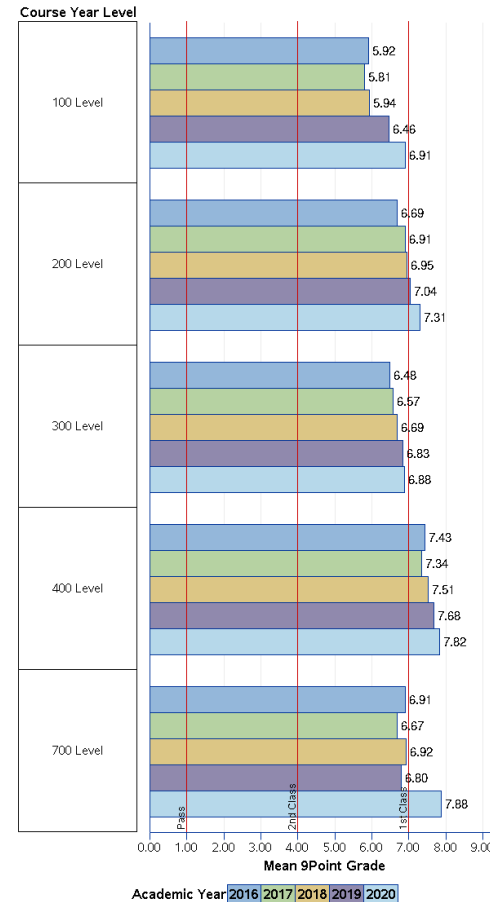
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	6.69	81.1	15%	62.0%	31.9%	5.4%	0.8%	4,055	2.0%	4,694
	2019	6.83	82.0	17%	64.1%	30.6%	4.9%	0.5%	4,201	2.3%	4,769
	2020	6.88	81.8	21%	68.1%	24.8%	5.6%	1.5%	3,870	2.0%	4,850
400 Level	2016	7.43	84.7	27%	78.5%	19.8%	1.4%	0.3%	2,869	1.2%	3,367
	2017	7.34	84.2	23%	77.0%	20.9%	1.7%	0.4%	2,984	0.7%	3,468
	2018	7.51	85.2	30%	78.4%	20.0%	1.3%	0.3%	3,105	1.3%	3,646
	2019	7.68	86.1	32%	83.1%	15.9%	0.8%	0.1%	3,005	1.4%	3,586
700 Level	2020	7.82	86.7	37%	88.5%	10.3%	1.0%	0.2%	2,772	1.0%	3,542
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424
	2018	6.92	82.0	9.2%	57.9%	41.5%	0.5%	.	195	0.5%	426
	2019	6.80	81.6	8.3%	55.6%	43.3%	0.6%	0.6%	180	1.5%	335
2020	7.88	87.6	44%	79.1%	20.9%	.	.	158	0.8%	378	

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

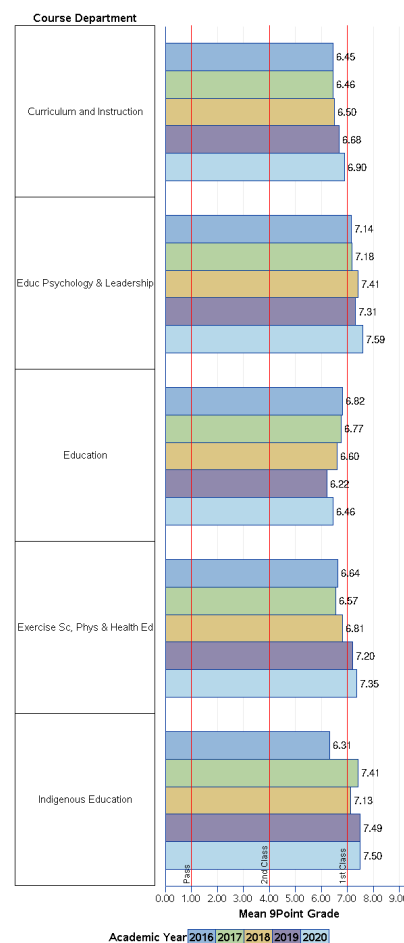
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Curriculum and Instruction	2016	6.45	80.0	9.2%	54.5%	38.8%	6.0%	0.7%	4,154	2.0%	5,330
	2017	6.46	79.9	7.3%	55.6%	38.8%	4.9%	0.7%	4,352	1.7%	5,532
	2018	6.50	80.1	10%	55.1%	39.2%	4.8%	0.9%	4,268	1.7%	5,471
	2019	6.68	81.2	11%	60.3%	35.0%	4.3%	0.4%	4,280	2.1%	5,257
	2020	6.90	81.7	18%	70.1%	23.6%	5.0%	1.3%	3,874	1.8%	5,295
Educ Psychology & Leadership	2016	7.14	83.2	28%	75.1%	18.4%	4.9%	1.6%	1,876	1.9%	2,115
	2017	7.18	83.5	24%	76.8%	16.3%	5.8%	1.0%	1,752	1.9%	1,987
	2018	7.41	84.6	33%	81.1%	12.8%	4.9%	1.2%	1,908	2.2%	2,155
	2019	7.31	84.1	29%	79.5%	14.2%	5.3%	1.0%	1,888	2.9%	2,178
	2020	7.59	85.3	36%	85.6%	9.9%	3.3%	1.2%	1,738	2.3%	1,983
Education	2016	6.82	81.2	24%	65.9%	26.0%	4.9%	3.1%	223	1.3%	231
	2017	6.77	81.3	28%	67.7%	20.0%	8.9%	3.4%	235	1.6%	245
	2018	6.60	81.1	27%	61.3%	28.0%	7.5%	3.2%	279	1.7%	287
	2019	6.22	79.2	22%	62.5%	19.0%	13.8%	4.7%	253	1.9%	260
	2020	6.46	79.3	23%	67.4%	15.8%	12.5%	4.4%	273	0.7%	275
Exercise Sc, Phys & Health Ed	2016	6.64	80.9	20%	63.9%	24.6%	10.3%	1.3%	3,802	2.7%	3,953
	2017	6.57	80.8	20%	61.2%	26.7%	11.3%	0.7%	3,943	3.6%	4,120
	2018	6.81	81.8	23%	67.6%	21.7%	9.9%	0.8%	3,846	2.8%	4,004
	2019	7.20	83.7	29%	73.5%	19.9%	5.8%	0.8%	3,829	2.5%	3,994
	2020	7.35	84.4	37%	76.2%	17.4%	5.4%	1.0%	3,983	2.6%	4,134
Indigenous Education	2016	6.31	76.2	19%	57.1%	32.7%	2.9%	7.3%	275	0.7%	569
	2017	7.41	83.5	24%	84.3%	12.9%	0.3%	2.4%	287	1.2%	421
	2018	7.13	80.3	42%	81.8%	6.2%	2.3%	9.7%	258	1.9%	641
	2019	7.49	85.7	38%	78.8%	14.8%	4.7%	1.6%	485	2.2%	784
	2020	7.50	85.8	59%	80.4%	9.6%	5.2%	4.8%	250	1.3%	742

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Engineering and CSc

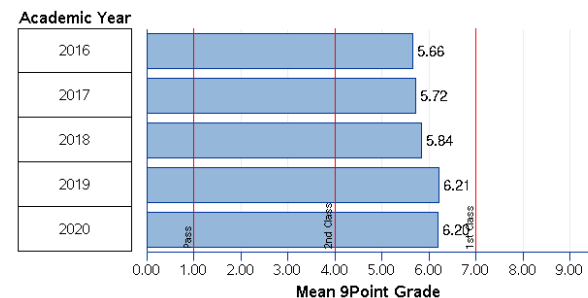
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.66	75.8	17%	48.4%	26.5%	19.4%	5.5%	18,505	5.1%	19,521
2017	5.72	76.1	17%	49.8%	25.9%	18.7%	5.3%	19,113	5.3%	20,208
2018	5.84	76.7	17%	51.9%	25.6%	16.9%	5.3%	19,308	4.9%	20,323
2019	6.21	78.8	20%	57.5%	24.9%	13.8%	3.7%	18,687	5.9%	20,693
2020	6.20	78.4	22%	58.1%	23.3%	13.9%	4.7%	19,855	4.8%	20,880

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.66	74.9	22%	51.4%	22.0%	16.5%	10.0%	4,996	6.5%	5,351
	2017	5.72	75.7	21%	51.7%	22.7%	16.7%	8.5%	4,795	6.9%	5,156
	2018	5.45	73.6	19%	48.5%	22.3%	17.6%	11.0%	4,238	7.5%	4,581
	2019	6.39	79.3	24%	62.3%	21.3%	10.7%	5.7%	4,200	8.2%	4,716
	2020	6.07	76.7	25%	57.9%	20.5%	12.9%	8.6%	3,843	6.1%	4,092
200 Level	2016	5.09	73.1	11%	37.6%	31.5%	24.7%	6.0%	4,412	5.5%	4,668
	2017	5.13	72.9	11%	40.0%	28.9%	23.6%	7.0%	4,409	6.8%	4,736
	2018	5.54	75.1	14%	47.3%	27.5%	18.8%	6.3%	4,362	5.0%	4,596
	2019	5.20	73.3	13%	41.2%	29.0%	21.1%	8.6%	3,876	8.4%	4,403
	2020	5.65	75.7	17%	48.7%	26.8%	16.9%	7.5%	4,156	6.9%	4,463
300 Level	2016	5.58	75.8	17%	46.4%	27.1%	22.4%	3.9%	5,561	4.3%	5,820
	2017	5.54	75.6	15%	46.4%	27.1%	22.0%	4.2%	5,989	3.6%	6,230

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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Engineering and CSc

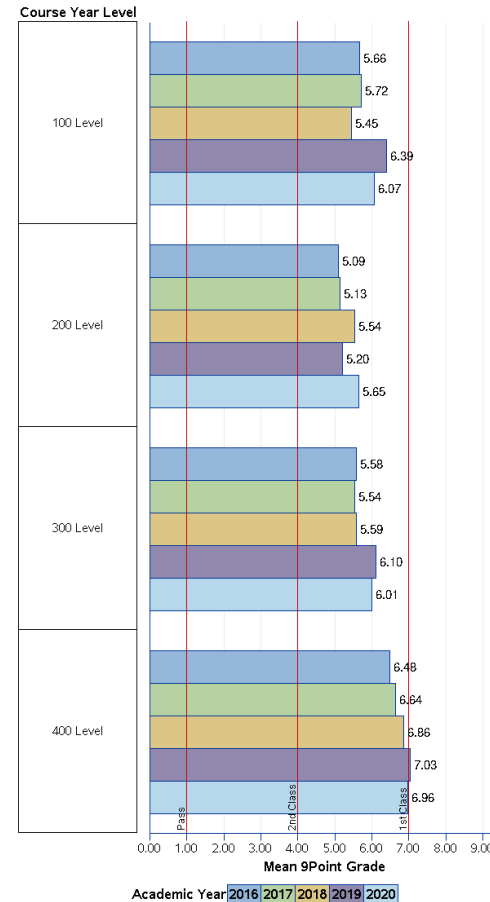
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.59	76.1	14%	45.9%	29.3%	20.7%	3.8%	6,320	4.0%	6,604
	2019	6.10	78.6	16%	54.2%	27.9%	16.0%	1.7%	5,867	3.7%	6,507
	2020	6.01	77.8	19%	54.3%	25.2%	17.0%	3.4%	6,594	3.5%	6,843
400 Level	2016	6.48	80.3	20%	61.0%	25.8%	12.3%	0.9%	3,536	3.9%	3,682
	2017	6.64	81.1	22%	63.8%	24.7%	10.5%	1.0%	3,920	4.1%	4,086
	2018	6.86	82.1	25%	68.6%	21.7%	8.8%	1.0%	4,388	3.3%	4,542
	2019	7.03	83.1	29%	70.5%	21.2%	7.7%	0.5%	4,744	4.4%	5,067
	2020	6.96	82.7	28%	70.5%	20.2%	8.2%	1.1%	5,262	3.9%	5,482

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



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Section Grading Patterns by Faculty

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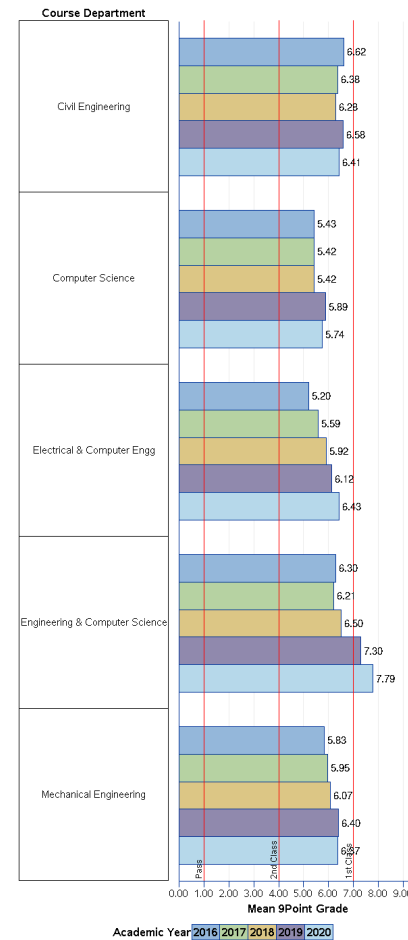
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Civil Engineering	2016	6.62	81.3	20%	61.8%	28.2%	9.3%	0.6%	1,363	1.1%	1,378
	2017	6.38	80.1	14%	58.7%	29.7%	11.2%	0.5%	1,521	0.3%	1,525
	2018	6.28	79.6	11%	56.3%	31.3%	11.6%	0.8%	1,669	0.9%	1,684
	2019	6.58	80.9	13%	62.0%	30.2%	7.6%	0.3%	1,793	1.4%	1,862
	2020	6.41	80.3	14%	59.4%	29.3%	10.8%	0.5%	2,027	0.9%	2,046
Computer Science	2016	5.43	74.3	19%	47.3%	23.1%	21.5%	8.2%	7,778	8.0%	8,457
	2017	5.42	74.5	18%	46.7%	23.2%	22.2%	7.9%	8,349	8.8%	9,166
	2018	5.42	74.3	19%	47.6%	22.6%	21.0%	8.8%	8,411	8.0%	9,148
	2019	5.89	77.1	20%	53.1%	23.9%	16.9%	6.0%	7,959	9.2%	9,290
	2020	5.74	75.7	21%	52.0%	22.7%	16.9%	8.3%	8,293	7.1%	8,928
Electrical & Computer Engg	2016	5.20	73.9	14%	40.1%	28.3%	26.0%	5.4%	3,764	4.3%	3,934
	2017	5.59	75.6	16%	47.3%	26.6%	21.7%	4.0%	3,697	2.6%	3,797
	2018	5.92	77.7	19%	50.8%	27.8%	18.8%	2.5%	3,518	3.3%	3,642
	2019	6.12	78.4	24%	55.0%	24.6%	16.9%	3.1%	3,497	4.4%	3,833
	2020	6.43	80.0	31%	60.3%	21.6%	15.1%	3.0%	4,185	5.0%	4,414
Engineering & Computer Science	2016	6.30	79.1	20%	57.1%	28.2%	11.4%	2.9%	2,455	2.3%	2,521
	2017	6.21	78.7	19%	56.3%	28.1%	10.6%	4.3%	2,400	2.7%	2,479
	2018	6.50	79.5	20%	62.8%	24.1%	8.6%	3.6%	2,576	2.5%	2,658
	2019	7.30	84.4	35%	76.0%	17.3%	6.0%	0.7%	1,327	2.9%	1,397
	2020	7.79	86.8	45%	85.2%	11.0%	3.6%	0.2%	1,024	1.3%	1,037
Mechanical Engineering	2016	5.83	76.6	15%	48.7%	30.7%	16.9%	3.1%	3,145	2.6%	3,231
	2017	5.95	77.1	15%	51.7%	29.1%	15.5%	2.8%	3,146	2.9%	3,241
	2018	6.07	77.9	13%	53.8%	29.5%	13.5%	2.8%	3,134	1.8%	3,191
	2019	6.40	79.5	16%	59.9%	27.4%	10.1%	2.3%	4,111	3.1%	4,311
	2020	6.37	79.3	15%	60.6%	26.1%	10.6%	2.4%	4,326	2.9%	4,455

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

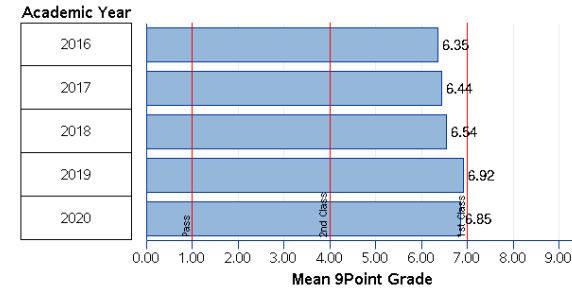
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	6.35	78.7	16%	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
2017	6.44	79.0	16%	61.1%	27.8%	8.0%	3.2%	8,907	4.7%	9,471
2018	6.54	79.8	19%	63.2%	24.9%	9.1%	2.7%	9,104	4.1%	9,610
2019	6.92	81.8	23%	70.4%	21.9%	5.9%	1.8%	8,671	4.2%	9,302
2020	6.85	80.8	24%	70.2%	20.8%	5.9%	3.2%	9,227	3.8%	9,691

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.99	76.8	13%	54.6%	28.2%	12.6%	4.6%	3,581	5.7%	3,797
	2017	6.03	76.8	11%	53.8%	31.1%	10.7%	4.4%	3,458	6.1%	3,686
	2018	6.36	79.1	18%	60.1%	25.7%	10.9%	3.2%	3,405	4.6%	3,578
	2019	6.87	81.7	23%	69.7%	21.7%	6.6%	1.9%	3,534	5.2%	3,783
	2020	6.66	79.8	23%	67.0%	21.3%	8.2%	3.5%	3,809	4.0%	3,977
200 Level	2016	6.18	77.9	12%	56.0%	30.8%	10.0%	3.1%	1,787	5.8%	1,908
	2017	6.41	78.9	16%	59.5%	29.3%	8.2%	3.0%	1,513	4.5%	1,586
	2018	6.25	78.5	14%	57.3%	28.1%	11.9%	2.7%	1,795	3.6%	1,864
	2019	6.67	80.8	16%	65.2%	25.9%	7.5%	1.4%	1,674	3.1%	1,752
	2020	6.78	80.6	21%	68.8%	22.7%	5.5%	3.0%	1,894	3.1%	1,961
300 Level	2016	6.65	80.1	19%	63.7%	27.5%	6.3%	2.6%	2,976	3.4%	3,110
	2017	6.71	80.4	19%	66.1%	25.6%	5.8%	2.5%	2,972	3.3%	3,122
	2018	6.73	80.4	20%	67.1%	23.5%	6.8%	2.6%	2,939	4.0%	3,106
	2019	6.96	81.7	23%	71.1%	21.6%	5.3%	2.1%	2,620	4.1%	2,795

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

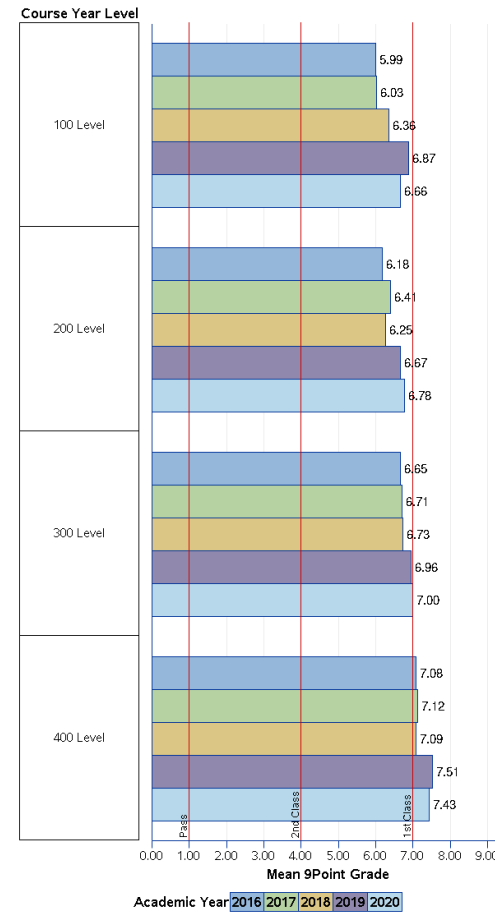
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2020	7.00	81.3	24%	72.5%	20.3%	3.8%	3.4%	2,675	3.9%	2,821
400 Level	2016	7.08	82.3	23%	75.5%	17.5%	4.9%	2.1%	989	2.1%	1,078
	2017	7.12	82.8	24%	73.9%	20.1%	4.9%	1.1%	964	4.6%	1,077
	2018	7.09	82.7	26%	73.1%	20.4%	4.9%	1.7%	965	3.5%	1,062
	2019	7.51	85.1	34%	81.1%	15.8%	2.0%	1.1%	843	2.9%	972
	2020	7.43	84.5	34%	80.2%	15.8%	2.5%	1.5%	849	3.6%	932

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

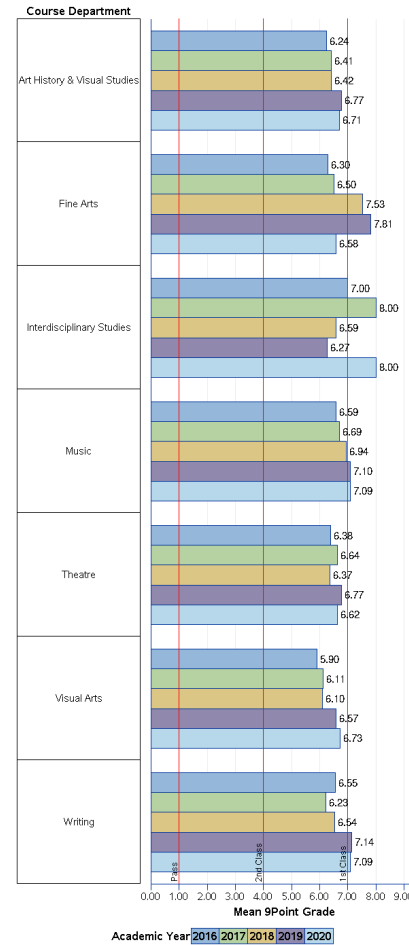
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Art History & Visual Studies	2016	6.24	77.0	16%	57.7%	28.8%	8.5%	5.0%	1,972	4.4%	2,069
	2017	6.41	78.2	17%	61.4%	26.6%	7.9%	4.2%	2,127	5.2%	2,252
	2018	6.42	78.3	17%	61.3%	25.8%	8.8%	4.0%	2,152	5.4%	2,281
	2019	6.77	80.4	20%	67.7%	23.8%	5.5%	3.0%	1,845	6.0%	2,011
	2020	6.71	79.7	21%	66.9%	24.3%	4.7%	4.2%	2,337	4.7%	2,462
Fine Arts	2016	6.30	78.2	8.3%	58.1%	31.4%	7.7%	2.8%	506	3.8%	526
	2017	6.50	78.9	8.3%	66.3%	23.6%	7.3%	2.8%	436	4.2%	455
	2018	7.53	84.6	24%	87.9%	9.1%	1.9%	1.1%	363	2.4%	372
	2019	7.81	86.0	34%	91.7%	6.4%	0.3%	1.6%	312	3.4%	324
Interdisciplinary Studies	2016	6.58	77.7	19%	70.9%	17.3%	5.0%	6.8%	278	5.8%	295
	2017	7.00	80.0	.	100%	.	.	.	1	.	1
	2018	8.00	85.0	50%	100%	.	.	.	2	33.3%	3
	2019	6.59	79.8	2.3%	63.6%	36.4%	.	.	44	4.3%	46
Music	2016	6.27	78.7	2.1%	52.1%	41.7%	6.3%	.	48	.	48
	2017	8.00	87.0	.	100%	.	.	.	3	.	3
	2018	6.59	80.2	27%	65.7%	20.2%	9.1%	4.9%	2,208	7.6%	2,408
	2019	6.69	81.0	27%	67.2%	19.7%	9.3%	3.8%	1,963	5.9%	2,102
Theatre	2016	6.94	82.4	33%	71.2%	17.3%	7.9%	3.6%	1,826	5.1%	1,939
	2017	7.10	83.2	35%	73.6%	16.6%	7.9%	1.9%	1,920	3.8%	2,040
	2018	7.09	82.5	38%	74.3%	14.3%	8.1%	3.3%	1,929	4.0%	2,025
	2019	6.38	79.2	11%	60.0%	30.0%	8.5%	1.5%	1,566	1.8%	1,636
Visual Arts	2016	6.64	80.3	13%	64.1%	28.2%	6.2%	1.4%	1,528	3.0%	1,620
	2017	6.37	79.3	13%	58.4%	30.0%	10.2%	1.4%	1,658	2.2%	1,740
	2018	6.77	81.4	16%	65.9%	27.2%	6.1%	0.7%	1,476	3.1%	1,597
	2019	6.62	79.9	16%	64.5%	27.3%	5.7%	2.5%	1,375	2.9%	1,443
Writing	2016	5.90	76.7	7.4%	48.9%	36.2%	12.4%	2.5%	1,404	3.0%	1,491
	2017	6.11	76.9	6.7%	52.5%	37.2%	7.0%	3.3%	1,351	3.6%	1,452
	2018	6.10	77.3	9.0%	53.0%	34.0%	10.1%	2.9%	1,290	5.2%	1,403
	2019	6.57	79.9	12%	63.2%	28.8%	6.5%	1.5%	1,344	5.2%	1,491
Writing	2016	6.73	80.1	16%	68.9%	22.2%	6.3%	2.7%	1,312	3.8%	1,407
	2017	6.55	80.0	15%	65.0%	23.7%	8.9%	2.3%	1,676	4.9%	1,762
	2018	6.23	78.3	12%	55.7%	32.3%	9.4%	2.6%	1,500	5.5%	1,587
	2019	6.54	80.1	19%	63.9%	23.3%	10.8%	2.0%	1,771	2.7%	1,829
2020	7.14	83.0	25%	75.7%	18.2%	4.7%	1.4%	1,726	3.0%	1,791	
2020	7.09	82.3	26%	74.6%	18.1%	5.0%	2.3%	1,993	2.8%	2,056	

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.

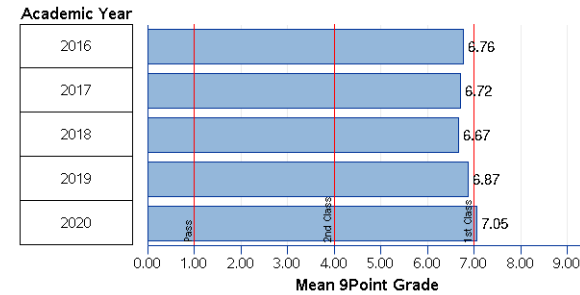
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	6.76	81.0	16%	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,229
2017	6.72	80.8	17%	66.0%	26.4%	6.0%	1.7%	9,287	4.0%	11,448
2018	6.67	80.7	14%	64.5%	28.4%	5.7%	1.4%	9,025	3.1%	10,993
2019	6.87	81.7	17%	69.0%	25.1%	4.7%	1.1%	9,127	3.5%	11,329
2020	7.05	82.4	22%	72.8%	21.4%	4.2%	1.5%	8,492	2.9%	10,407

FACULTY LEVEL

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COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.69	75.4	12%	49.6%	24.0%	21.9%	4.4%	524	4.7%	551
	2017	5.74	75.6	8.3%	46.4%	35.7%	14.2%	3.7%	787	7.2%	851
	2018	5.94	76.8	9.7%	50.4%	33.4%	13.2%	3.1%	782	4.8%	821
	2019	6.87	81.4	19%	69.1%	24.5%	4.3%	2.2%	744	3.9%	788
	2020	6.25	77.2	17%	59.1%	26.5%	9.1%	5.3%	623	5.7%	664
200 Level	2016	6.58	80.2	18%	63.7%	25.4%	9.0%	1.8%	1,633	4.2%	1,705
	2017	6.59	80.5	17%	63.6%	26.5%	8.4%	1.5%	1,708	4.2%	1,782
	2018	6.47	80.0	15%	57.7%	33.0%	7.8%	1.5%	1,697	3.9%	1,819
	2019	6.54	80.4	17%	61.7%	28.4%	8.9%	1.1%	1,710	4.4%	1,869
	2020	6.87	81.5	19%	69.0%	24.1%	5.3%	1.6%	1,586	2.6%	1,674
300 Level	2016	6.86	81.4	15%	69.2%	25.6%	3.8%	1.4%	3,655	3.6%	4,376
	2017	6.73	80.8	15%	65.5%	28.1%	4.8%	1.6%	3,400	4.0%	4,070
	2018	6.70	80.7	12%	65.1%	29.1%	4.4%	1.3%	3,476	2.7%	4,064

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

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COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2019	6.85	81.5	15%	68.6%	26.3%	3.7%	1.3%	3,451	3.6%	4,085
	2020	7.10	82.8	22%	74.1%	20.8%	3.9%	1.3%	3,180	3.4%	3,765
400 Level	2016	6.92	81.9	17%	70.5%	24.1%	4.2%	1.2%	3,164	3.5%	4,597
	2017	7.00	82.1	20%	72.1%	22.4%	4.1%	1.4%	3,392	3.3%	4,745
	2018	6.94	82.0	17%	71.0%	23.7%	4.0%	1.2%	3,070	2.7%	4,289
	2019	7.05	82.7	18%	73.2%	22.3%	3.7%	0.7%	3,222	3.0%	4,587
	2020	7.26	83.6	24%	76.2%	19.8%	3.1%	1.0%	3,103	2.2%	4,304

COURSE YEAR LEVEL

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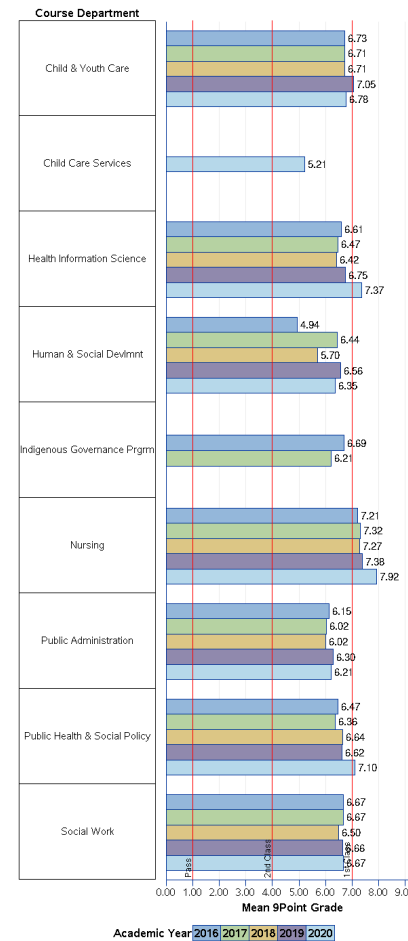
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Child & Youth Care	2016	6.73	80.5	21%	67.3%	21.0%	9.2%	2.5%	1,813	4.5%	1,901
	2017	6.71	80.2	25%	66.2%	22.6%	7.6%	3.5%	2,107	5.4%	2,233
	2018	6.71	81.0	20%	65.5%	24.9%	7.7%	1.8%	2,078	4.2%	2,170
	2019	7.05	82.5	22%	72.6%	21.6%	4.3%	1.4%	2,208	3.6%	2,300
	2020	6.78	80.7	22%	67.1%	23.6%	6.4%	2.8%	2,006	5.0%	2,117
Child Care Services	2020	5.21	74.4	.	42.9%	28.6%	28.6%	.	14	.	14
Health Information Science	2016	6.61	80.7	15%	65.2%	23.3%	10.4%	1.1%	819	1.0%	827
	2017	6.47	80.1	15%	59.3%	29.7%	10.1%	0.9%	889	2.4%	911
	2018	6.42	80.1	15%	58.9%	29.7%	10.8%	0.5%	923	1.6%	992
	2019	6.75	81.6	20%	64.8%	26.9%	7.4%	0.9%	1,036	2.6%	1,133
	2020	7.37	84.2	28%	79.7%	15.7%	3.6%	1.0%	1,177	2.0%	1,249
Human & Social Devlmt	2016	4.94	67.6	.	29.4%	58.8%	.	11.8%	17	13.6%	22
	2017	6.44	79.9	11%	55.0%	37.3%	6.5%	1.2%	169	4.5%	177
	2018	5.70	76.3	9.0%	42.3%	40.7%	14.8%	2.1%	189	2.1%	194
	2019	6.56	79.2	16%	60.3%	30.9%	5.2%	3.6%	194	8.3%	216
	2020	6.35	78.2	15%	58.6%	29.0%	8.6%	3.8%	186	5.9%	202
Indigenous Governance Prgrm	2016	6.69	81.7	15%	65.4%	26.9%	7.7%	.	26	3.7%	27
	2017	6.21	76.9	18%	60.5%	26.3%	7.9%	5.3%	38	13.6%	44
Nursing	2016	7.21	83.5	23%	75.2%	21.4%	2.7%	0.7%	2,411	1.8%	3,955
	2017	7.32	84.1	26%	76.6%	20.8%	2.0%	0.6%	2,018	1.2%	3,427
	2018	7.27	83.9	20%	78.8%	19.2%	1.8%	0.3%	1,860	0.4%	3,117
	2019	7.38	84.5	23%	80.0%	17.9%	2.0%	0.1%	1,677	0.6%	3,026
	2020	7.92	87.2	41%	89.7%	8.7%	1.3%	0.3%	1,606	0.0%	2,796
Public Administration	2016	6.15	77.5	4.8%	56.2%	33.7%	7.5%	2.6%	454	9.3%	515
	2017	6.02	76.7	3.1%	53.2%	35.3%	8.5%	3.1%	556	9.4%	614
	2018	6.02	75.7	3.7%	52.4%	36.8%	5.8%	5.0%	519	9.3%	590
	2019	6.30	78.4	4.4%	60.5%	31.4%	5.5%	2.6%	542	8.6%	605
	2020	6.21	78.4	4.1%	52.9%	38.4%	7.5%	1.2%	414	6.5%	443
Public Health & Social Policy	2016	6.47	79.8	19%	62.2%	24.7%	11.0%	2.2%	1,159	4.4%	1,241
	2017	6.36	79.5	17%	59.3%	26.9%	12.2%	1.6%	1,123	4.3%	1,203
	2018	6.64	80.6	20%	64.0%	25.6%	8.7%	1.8%	1,084	3.9%	1,151
	2019	6.62	81.2	24%	63.0%	24.5%	11.4%	1.0%	1,104	4.3%	1,220
	2020	7.10	83.0	27%	74.1%	18.8%	5.9%	1.2%	1,059	2.2%	1,105

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

- * **1st Class:** Includes grades A+, A, and A-
- * **2nd Class:** Includes grades B+, B, and B-
- * **Pass:** Includes grades C+, C, and D
- * **Fail:** Includes grades E, F, and N
- * **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- * **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
	2016	6.67	80.2	5.1%	65.7%	30.5%	2.4%	1.4%	2,277	5.4%	2,741
	2017	6.67	80.4	5.3%	66.2%	30.0%	2.8%	1.0%	2,387	5.1%	2,839
Social Work	2018	6.50	79.6	4.4%	59.1%	36.6%	2.9%	1.4%	2,372	4.0%	2,779
	2019	6.66	80.3	5.8%	65.1%	31.1%	2.5%	1.2%	2,366	5.2%	2,829
	2020	6.67	80.3	5.5%	65.9%	29.9%	2.8%	1.5%	2,030	4.2%	2,481

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

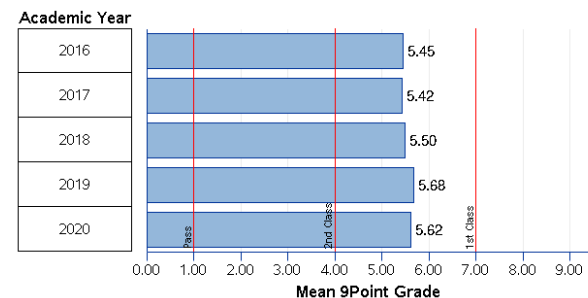
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.45	74.5	7.5%	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,958
2017	5.42	74.3	7.5%	39.9%	38.3%	17.6%	4.1%	22,712	5.5%	24,216
2018	5.50	74.6	8.3%	41.4%	37.7%	16.9%	4.1%	22,921	5.5%	24,353
2019	5.68	75.7	8.6%	43.8%	37.9%	15.1%	3.2%	22,420	6.2%	24,961
2020	5.62	74.1	10%	45.4%	34.1%	14.9%	5.5%	24,143	5.4%	25,694

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.20	73.5	6.1%	35.4%	40.0%	20.4%	4.3%	9,148	5.6%	9,716
	2017	5.25	73.5	6.9%	36.2%	40.1%	19.2%	4.6%	8,303	5.7%	8,870
	2018	5.24	73.5	7.3%	36.9%	38.6%	19.7%	4.8%	8,937	5.8%	9,511
	2019	5.52	75.1	9.1%	39.9%	39.7%	16.7%	3.7%	8,489	6.0%	9,434
	2020	5.41	72.6	10%	41.6%	34.9%	16.5%	7.0%	9,121	5.7%	9,711
200 Level	2016	5.39	74.1	8.2%	40.3%	36.3%	19.0%	4.3%	5,681	5.9%	6,053
	2017	5.28	73.5	8.0%	39.0%	36.1%	20.1%	4.7%	5,728	6.3%	6,160
	2018	5.45	74.3	8.7%	40.4%	38.2%	17.4%	4.1%	5,892	6.5%	6,329
	2019	5.64	75.5	7.7%	44.5%	36.4%	16.1%	3.0%	5,897	6.8%	6,576
	2020	5.64	74.3	10%	46.8%	32.5%	15.7%	5.0%	6,492	5.2%	6,877
300 Level	2016	5.60	75.0	7.4%	42.4%	39.0%	14.9%	3.7%	5,989	5.1%	6,354
	2017	5.58	74.9	7.8%	42.2%	38.3%	15.7%	3.8%	6,119	5.2%	6,493

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

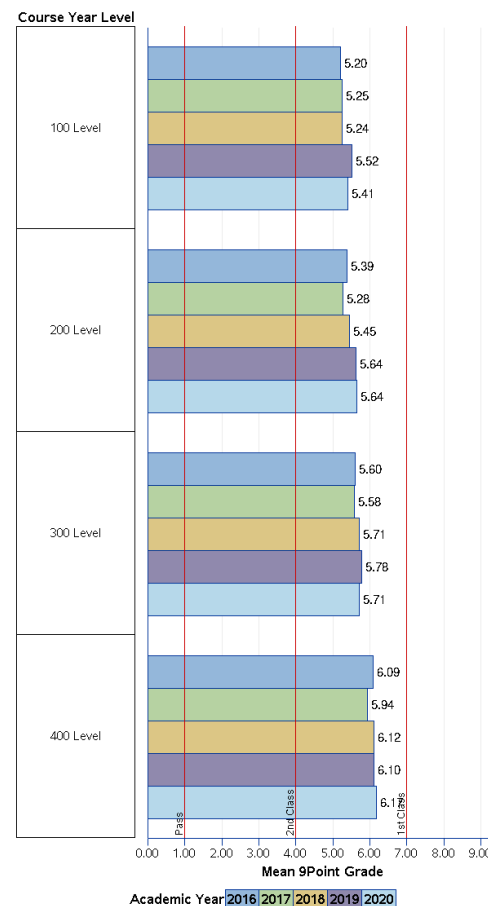
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.71	75.5	8.5%	44.5%	37.6%	14.2%	3.7%	5,815	4.7%	6,128
	2019	5.78	76.0	8.4%	45.6%	38.1%	13.2%	3.1%	5,973	6.4%	6,675
	2020	5.71	74.7	9.1%	46.2%	35.4%	13.6%	4.8%	6,455	5.5%	6,909
400 Level	2016	6.09	77.6	11%	52.3%	33.5%	11.6%	2.5%	2,709	3.5%	2,835
	2017	5.94	76.9	7.8%	48.5%	37.5%	11.5%	2.4%	2,562	3.5%	2,693
	2018	6.12	77.8	11%	53.3%	32.8%	11.3%	2.6%	2,277	3.9%	2,385
	2019	6.10	77.9	9.8%	52.7%	34.4%	10.8%	2.0%	2,061	4.9%	2,276
	2020	6.17	77.7	11%	54.8%	32.1%	9.8%	3.3%	2,075	4.1%	2,197

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

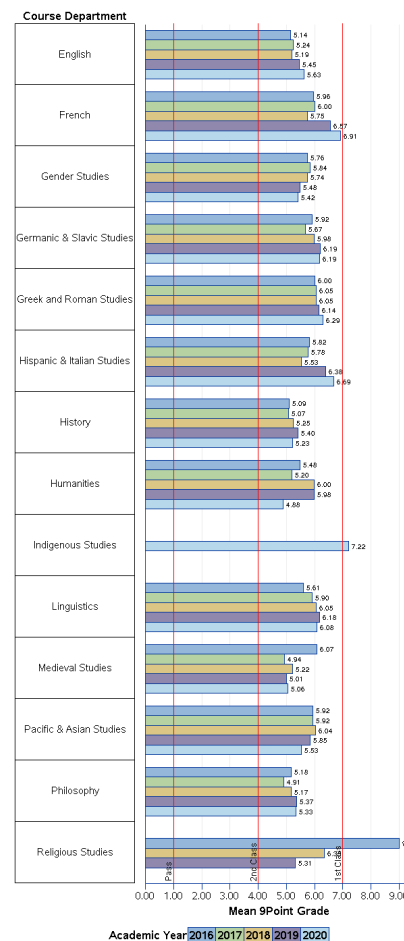
Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
English	2016	5.14	73.2	2.5%	31.1%	46.8%	17.8%	4.3%	6,853	4.2%	7,165
	2017	5.24	73.5	2.5%	32.7%	47.3%	16.1%	4.0%	6,757	4.1%	7,056
	2018	5.19	73.3	2.6%	32.5%	46.6%	16.4%	4.5%	6,798	4.3%	7,112
	2019	5.45	74.7	3.4%	36.7%	45.3%	14.7%	3.4%	6,586	4.6%	7,152
	2020	5.63	74.2	5.8%	42.0%	41.7%	11.3%	5.0%	4,771	4.0%	5,025
French	2016	5.96	77.5	13%	50.8%	31.9%	14.7%	2.6%	880	2.8%	958
	2017	6.00	77.7	13%	52.9%	29.8%	15.2%	2.1%	712	4.9%	811
	2018	5.75	76.2	12%	50.5%	27.3%	18.5%	3.6%	728	7.4%	810
	2019	6.57	80.6	19%	61.9%	27.2%	9.6%	1.2%	646	3.6%	718
2020	6.91	81.3	24%	71.7%	19.1%	6.7%	2.4%	743	5.4%	790	
Gender Studies	2016	5.76	75.8	3.7%	47.0%	36.5%	13.7%	2.8%	1,116	5.0%	1,180
	2017	5.84	75.9	6.3%	47.1%	38.4%	11.0%	3.5%	1,081	4.6%	1,137
	2018	5.74	76.0	6.9%	45.4%	37.9%	14.1%	2.6%	1,103	5.3%	1,167
	2019	5.48	74.8	5.4%	39.9%	40.6%	16.6%	2.9%	1,144	4.1%	1,248
2020	5.42	73.9	6.0%	41.2%	36.4%	18.5%	4.0%	1,489	5.6%	1,584	
Germanic & Slavic Studies	2016	5.92	77.6	14%	49.9%	30.5%	17.8%	1.8%	1,600	4.2%	1,674
	2017	5.67	76.2	13%	45.6%	31.9%	19.5%	3.0%	1,204	5.0%	1,274
	2018	5.98	77.2	13%	53.7%	26.8%	17.1%	2.5%	1,202	6.7%	1,293
	2019	6.19	78.4	15%	57.3%	27.3%	13.2%	2.1%	1,073	5.7%	1,165
2020	6.19	77.0	16%	59.3%	23.7%	12.5%	4.5%	1,137	5.6%	1,207	
Greek and Roman Studies	2016	6.00	77.2	13%	51.2%	33.5%	12.5%	2.8%	1,255	4.7%	1,320
	2017	6.05	77.3	15%	54.4%	27.4%	14.9%	3.3%	1,236	5.1%	1,311
	2018	6.05	77.1	17%	53.8%	29.3%	13.2%	3.8%	1,275	5.7%	1,363
	2019	6.14	77.4	16%	56.6%	27.1%	12.4%	3.9%	1,259	6.5%	1,387
2020	6.29	77.1	20%	61.9%	22.3%	9.9%	5.9%	1,343	3.4%	1,401	
Hispanic & Italian Studies	2016	5.82	76.8	14%	50.4%	28.8%	17.6%	3.2%	1,124	5.6%	1,198
	2017	5.78	76.4	16%	49.8%	28.1%	17.7%	4.4%	1,041	4.5%	1,097
	2018	5.53	75.3	14%	43.5%	31.2%	21.2%	4.0%	1,114	4.8%	1,183
	2019	6.38	79.3	19%	61.1%	24.6%	11.8%	2.4%	861	6.4%	958
2020	6.69	80.3	26%	66.5%	21.5%	8.7%	3.3%	916	5.6%	972	
History	2016	5.09	72.1	3.4%	32.7%	42.4%	20.1%	4.8%	3,388	6.6%	3,631
	2017	5.07	72.0	3.5%	32.2%	42.9%	19.6%	5.3%	3,447	6.4%	3,685
	2018	5.25	72.9	4.5%	34.6%	43.9%	16.7%	4.9%	3,311	5.5%	3,506

Note:

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DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
History	2019	5.40	73.9	5.9%	38.4%	41.2%	16.5%	4.0%	3,423	7.0%	3,843
	2020	5.23	71.7	4.6%	37.7%	38.9%	16.9%	6.5%	3,773	6.9%	4,079
Humanities	2016	5.48	74.2	12%	42.3%	36.1%	17.3%	4.2%	404	5.1%	429
	2017	5.20	72.0	12%	38.1%	33.3%	22.9%	5.8%	415	7.7%	454
	2018	6.00	77.3	16%	53.9%	26.9%	16.1%	3.1%	683	4.3%	722
	2019	5.98	76.7	13%	52.7%	29.7%	14.2%	3.4%	804	6.0%	898
	2020	4.88	69.4	3.6%	33.0%	38.1%	20.2%	8.7%	2,614	5.8%	2,791
Indigenous Studies	2020	7.22	82.7	33%	73.9%	19.2%	4.0%	3.0%	402	2.7%	414
Linguistics	2016	5.61	75.6	13%	48.5%	27.4%	20.1%	4.1%	1,500	4.9%	1,600
	2017	5.90	76.7	14%	54.2%	25.0%	16.7%	4.1%	1,498	5.5%	1,669
	2018	6.05	77.3	17%	54.3%	27.4%	14.9%	3.4%	1,585	4.1%	1,674
	2019	6.18	78.7	16%	54.1%	31.6%	12.3%	2.0%	1,488	5.2%	1,639
	2020	6.08	76.8	19%	56.6%	24.1%	14.0%	5.3%	1,462	4.6%	1,547
Medieval Studies	2016	6.07	76.3	6.5%	55.1%	31.8%	8.6%	4.5%	245	6.5%	262
	2017	4.94	69.7	3.2%	34.0%	38.8%	18.1%	9.0%	188	7.4%	204
	2018	5.22	71.6	4.3%	37.6%	39.3%	16.2%	6.8%	117	7.1%	126
	2019	5.01	72.6	.	29.0%	46.2%	21.5%	3.2%	93	3.9%	103
2020	5.06	71.3	.	5.9%	88.2%	.	5.9%	17	5.6%	18	
Pacific & Asian Studies	2016	5.92	77.2	13%	50.5%	32.1%	14.9%	2.5%	2,171	3.1%	2,242
	2017	5.92	77.3	13%	48.8%	34.5%	14.8%	1.9%	2,240	4.2%	2,337
	2018	6.04	77.5	16%	53.4%	29.1%	14.2%	3.3%	1,851	4.2%	1,935
	2019	5.85	77.5	12%	45.5%	37.4%	15.9%	1.2%	1,938	5.8%	2,152
	2020	5.53	74.1	12%	42.0%	36.3%	16.0%	5.7%	2,069	4.1%	2,163
Philosophy	2016	5.18	72.7	7.7%	38.0%	35.6%	20.6%	5.8%	2,989	9.2%	3,296
	2017	4.91	71.7	7.1%	34.2%	35.8%	24.3%	5.8%	2,893	9.0%	3,181
	2018	5.17	72.6	6.4%	37.2%	36.3%	21.6%	4.8%	3,106	8.8%	3,409
	2019	5.37	73.8	7.1%	40.0%	37.1%	18.6%	4.3%	3,066	10.4%	3,652
	2020	5.33	72.7	8.1%	41.4%	33.6%	19.7%	5.3%	3,407	7.2%	3,703
Religious Studies	2016	9.00	92.0	100%	100%	.	.	.	2	33.3%	3
	2018	6.35	80.1	10%	52.1%	41.7%	6.3%	.	48	9.4%	53
	2019	5.31	72.7	7.7%	48.7%	23.1%	15.4%	12.8%	39	15.2%	46

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

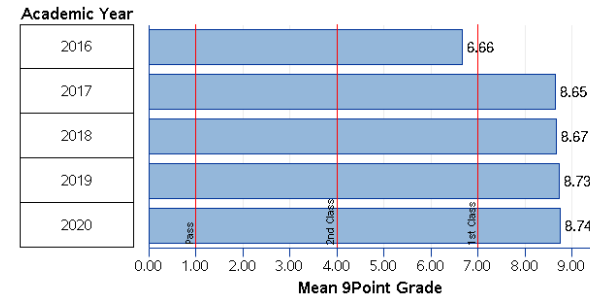
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
2019	8.73	91.1	80%	100%	.	.	.	45	.	46
2020	8.74	92.1	83%	100%	.	.	.	35	.	35

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	6.03	78.8	6.7%	53.3%	30.0%	16.7%	.	30	3.2%	31
	2017	9.00	93.8	100%	100%	.	.	.	8	.	8
400 Level	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46
	2020	8.74	92.1	83%	100%	.	.	.	35	.	35

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

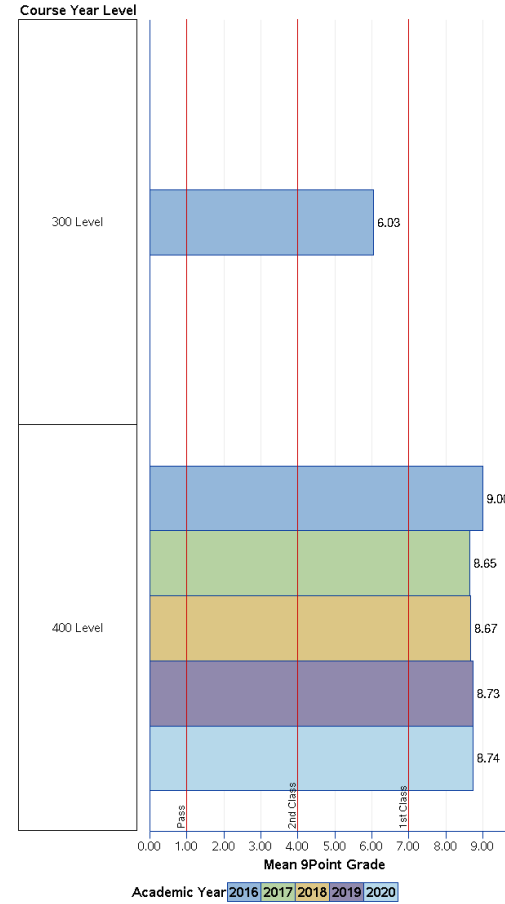
Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

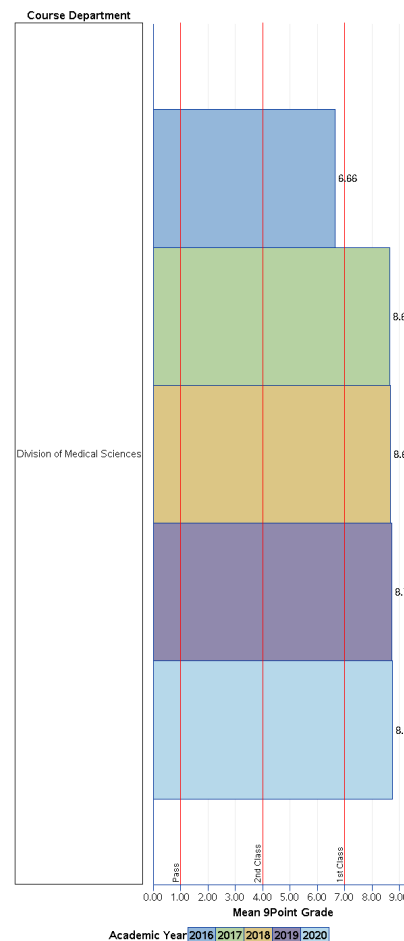
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Division of Medical Sciences	2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33
	2018	8.67	91.6	78%	100%	.	.	.	51	1.9%	52
	2019	8.73	91.1	80%	100%	.	.	.	45	.	46
	2020	8.74	92.1	83%	100%	.	.	.	35	.	35

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

- * **1st Class:** Includes grades A+, A, and A-
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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

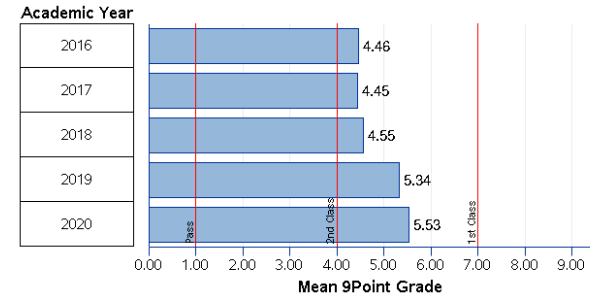
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	4.46	69.9	10%	31.7%	26.2%	32.1%	10.0%	28,369	6.8%	30,566
2017	4.45	69.8	11%	31.8%	25.3%	32.7%	10.2%	28,601	6.7%	30,836
2018	4.55	70.5	11%	33.1%	25.8%	31.9%	9.2%	28,933	6.2%	31,002
2019	5.34	74.5	15%	43.7%	26.9%	23.5%	5.9%	27,419	7.2%	31,476
2020	5.53	75.0	17%	46.7%	26.3%	20.9%	6.2%	30,430	5.2%	32,216

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	3.93	66.8	6.9%	24.4%	26.3%	35.8%	13.5%	12,836	8.1%	13,974
	2017	3.85	66.6	6.8%	23.6%	25.5%	37.2%	13.7%	12,968	7.9%	14,092
	2018	4.05	67.8	7.0%	26.6%	25.4%	36.0%	12.0%	13,383	7.0%	14,390
	2019	4.93	72.3	11%	37.5%	28.0%	26.8%	7.7%	12,386	8.4%	14,408
	2020	5.17	72.7	13%	41.0%	28.2%	22.5%	8.4%	13,429	5.7%	14,252
200 Level	2016	4.37	69.3	11%	31.3%	23.6%	34.6%	10.6%	7,992	6.4%	8,554
	2017	4.43	69.7	12%	32.2%	23.7%	33.8%	10.3%	8,172	6.3%	8,752
	2018	4.56	70.5	12%	32.9%	25.3%	32.5%	9.2%	8,104	6.1%	8,668
	2019	5.18	73.8	14%	41.0%	26.9%	25.9%	6.1%	7,577	7.4%	8,805
300 Level	2019	5.47	74.8	18%	45.7%	25.5%	22.8%	6.1%	8,990	5.6%	9,544
	2020	5.13	74.0	10%	38.6%	30.9%	26.3%	4.1%	4,835	5.3%	5,170
300 Level	2016	5.13	74.0	10%	38.6%	30.9%	26.3%	4.1%	4,835	5.3%	5,170
	2017	5.17	74.0	13%	40.3%	28.2%	26.7%	4.7%	4,769	5.3%	5,099

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.11	73.6	13%	39.8%	28.1%	26.7%	5.4%	4,768	5.2%	5,092
	2019	5.83	77.0	17%	51.5%	26.6%	18.2%	3.7%	4,582	5.3%	5,121
	2020	5.98	77.8	20%	53.5%	25.3%	18.2%	3.0%	5,277	4.2%	5,526
400 Level	2016	6.10	78.4	21%	55.0%	25.3%	17.1%	2.7%	2,706	4.0%	2,868
	2017	6.09	78.4	21%	55.0%	24.6%	18.0%	2.4%	2,692	4.6%	2,893
	2018	6.07	78.3	22%	54.5%	24.9%	18.3%	2.2%	2,678	3.9%	2,852
	2019	6.71	81.7	28%	64.9%	22.4%	11.4%	1.2%	2,874	3.9%	3,142
	2020	6.66	81.3	27%	65.4%	21.2%	11.9%	1.5%	2,734	3.7%	2,894

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

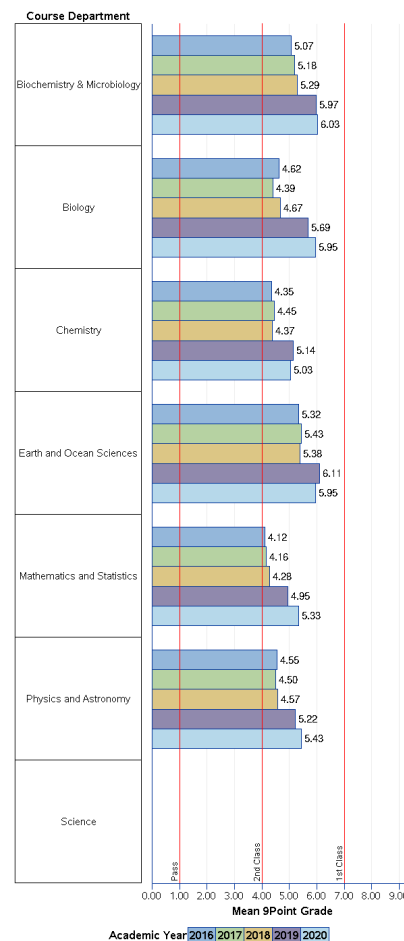
Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Biochemistry & Microbiology	2016	5.07	74.0	8.9%	37.3%	30.5%	29.6%	2.7%	2,348	3.9%	2,481
	2017	5.18	74.6	11%	39.3%	30.2%	27.7%	2.8%	2,186	3.8%	2,308
	2018	5.29	75.0	13%	42.3%	28.1%	26.3%	3.3%	2,167	3.8%	2,305
Biology	2019	5.97	78.4	15%	51.1%	30.2%	18.0%	0.7%	2,194	3.3%	2,428
	2020	6.03	78.5	16%	53.3%	27.1%	18.2%	1.4%	2,363	2.1%	2,419
	2016	4.62	71.7	8.6%	31.3%	29.0%	34.6%	5.1%	6,098	5.0%	6,433
Chemistry	2017	4.39	70.3	8.3%	29.3%	27.0%	37.3%	6.4%	6,174	4.6%	6,495
	2018	4.67	71.8	8.9%	32.6%	28.5%	33.6%	5.4%	6,332	3.7%	6,600
	2019	5.69	76.7	14%	48.4%	27.4%	21.8%	2.4%	6,247	3.8%	6,709
Earth and Ocean Sciences	2020	5.95	78.0	16%	51.7%	28.3%	17.8%	2.2%	7,111	3.2%	7,376
	2016	4.35	70.2	10%	30.1%	25.7%	33.5%	10.7%	4,239	5.8%	4,556
	2017	4.45	70.6	12%	31.9%	24.0%	34.5%	9.6%	4,298	5.5%	4,598
Mathematics and Statistics	2018	4.37	70.3	9.2%	31.1%	24.4%	34.2%	10.4%	4,283	5.3%	4,572
	2019	5.14	73.9	13%	40.6%	27.6%	24.5%	7.2%	3,732	4.8%	4,273
	2020	5.03	72.5	13%	39.3%	26.7%	25.7%	8.3%	4,447	4.8%	4,692
Physics and Astronomy	2016	5.32	74.9	7.1%	40.1%	34.4%	21.8%	3.6%	1,704	4.2%	1,779
	2017	5.43	75.6	9.8%	42.2%	32.6%	21.3%	3.9%	1,671	4.4%	1,750
	2018	5.38	75.3	12%	41.0%	32.7%	22.4%	3.9%	1,698	3.6%	1,762
Science	2019	6.11	78.6	15%	53.2%	30.6%	14.0%	2.1%	1,743	4.1%	1,858
	2020	5.95	77.4	17%	50.8%	29.9%	16.7%	2.7%	1,686	3.3%	1,751
	2016	4.12	66.8	12%	30.5%	21.0%	32.5%	16.0%	10,762	8.5%	11,773
Earth and Ocean Sciences	2017	4.16	67.2	12%	31.0%	21.0%	32.1%	15.9%	10,708	9.0%	11,781
	2018	4.28	68.0	13%	32.2%	21.4%	32.5%	13.9%	10,784	8.2%	11,761
	2019	4.95	71.8	16%	40.1%	23.7%	26.5%	9.7%	10,075	10.4%	12,169
Mathematics and Statistics	2020	5.33	73.4	19%	45.2%	23.4%	22.8%	8.7%	11,275	6.5%	12,074
	2016	4.55	70.6	8.0%	29.7%	31.8%	31.2%	7.3%	3,218	8.7%	3,534
	2017	4.50	70.4	8.7%	29.0%	30.8%	32.7%	7.5%	3,564	7.5%	3,893
Physics and Astronomy	2018	4.57	70.8	8.0%	30.3%	30.9%	32.1%	6.8%	3,669	7.7%	3,995
	2019	5.22	74.1	13%	39.3%	30.5%	25.4%	4.8%	3,428	9.3%	4,010
	2020	5.43	74.0	15%	44.8%	28.4%	18.6%	8.2%	3,548	8.5%	3,902
Science	2016	0	.	10
	2017	0	.	11
	2018	0	.	7

Note:

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DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Science	2019	0	.	29
Science	2020	0	.	2

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

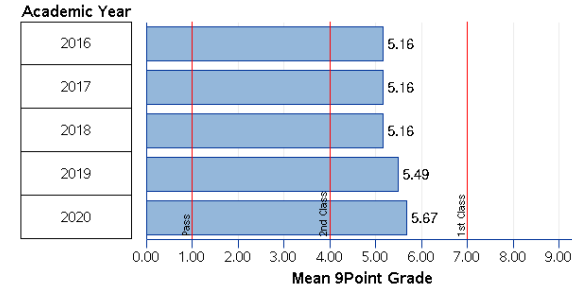
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.16	73.6	9.0%	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,331
2017	5.16	73.6	9.3%	38.5%	32.2%	25.2%	4.2%	32,945	4.3%	34,499
2018	5.16	73.7	9.2%	38.3%	32.7%	25.3%	3.8%	33,553	4.4%	35,143
2019	5.49	75.3	11%	43.4%	32.4%	20.9%	3.3%	33,110	5.2%	36,442
2020	5.67	75.5	13%	47.8%	29.4%	18.5%	4.3%	36,611	4.1%	38,289

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	4.61	71.0	6.9%	29.9%	32.3%	32.1%	5.7%	7,987	3.9%	8,312
	2017	4.69	71.3	8.5%	31.0%	32.3%	30.9%	5.8%	7,793	4.3%	8,147
	2018	4.70	71.6	8.1%	31.3%	31.9%	32.1%	4.7%	7,910	4.1%	8,244
	2019	5.06	73.1	10%	37.0%	31.8%	26.3%	4.9%	7,756	4.6%	8,474
	2020	5.39	73.7	12%	43.3%	30.4%	20.5%	5.8%	8,303	4.2%	8,670
200 Level	2016	5.11	73.3	9.1%	36.8%	33.3%	25.5%	4.4%	8,823	4.7%	9,265
	2017	4.95	72.6	8.4%	35.1%	32.7%	27.7%	4.6%	8,769	4.6%	9,195
	2018	5.03	73.1	8.6%	35.4%	34.0%	26.5%	4.1%	9,180	4.3%	9,596
	2019	5.36	74.8	11%	41.1%	32.4%	23.1%	3.4%	8,906	5.3%	9,803
	2020	5.68	75.6	14%	48.7%	28.2%	18.8%	4.4%	10,137	4.4%	10,629
300 Level	2016	5.28	74.1	9.0%	39.5%	33.8%	22.9%	3.7%	13,290	4.6%	13,957
	2017	5.30	74.4	9.1%	40.4%	33.0%	23.2%	3.4%	13,738	4.5%	14,419
	2018	5.25	74.2	8.9%	39.4%	33.5%	23.5%	3.7%	13,632	4.9%	14,349
	2019	5.62	75.9	10%	44.9%	33.8%	18.6%	2.8%	13,743	5.6%	15,243

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Section Grading Patterns by Faculty

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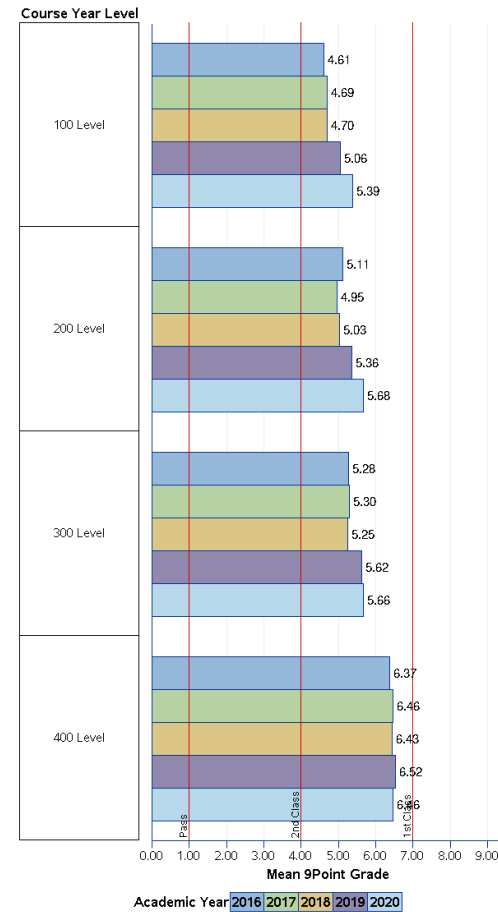
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2020	5.66	75.7	12%	47.0%	30.6%	18.6%	3.8%	15,319	4.0%	16,028
400 Level	2016	6.37	79.3	15%	59.5%	27.6%	10.9%	2.1%	2,671	3.4%	2,797
	2017	6.46	79.7	16%	62.1%	25.6%	10.5%	1.7%	2,645	2.5%	2,738
	2018	6.43	79.7	15%	61.4%	26.5%	10.7%	1.4%	2,831	3.3%	2,954
	2019	6.52	80.2	17%	62.5%	26.5%	9.5%	1.4%	2,705	4.0%	2,922
	2020	6.46	79.5	17%	62.2%	24.9%	10.7%	2.2%	2,852	2.7%	2,962

COURSE YEAR LEVEL

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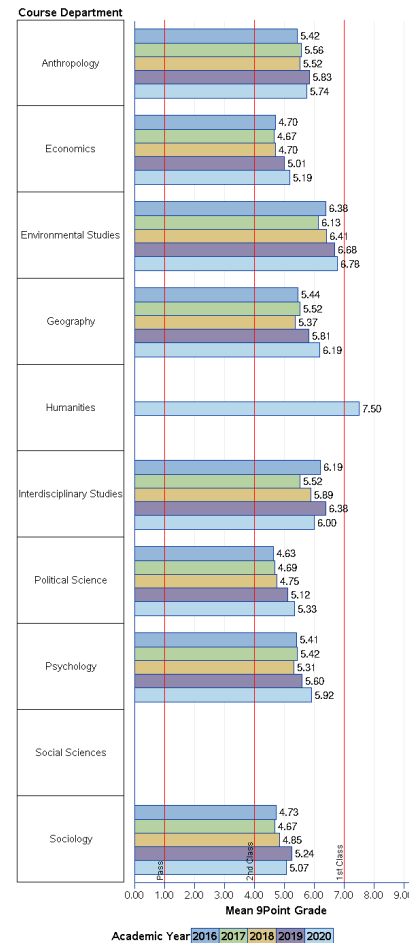
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Anthropology	2016	5.42	74.7	9.4%	42.4%	32.7%	21.0%	3.9%	2,547	4.4%	2,665
	2017	5.56	75.2	10%	46.0%	31.1%	19.3%	3.7%	2,602	4.5%	2,727
	2018	5.52	75.6	7.5%	43.6%	34.3%	19.6%	2.6%	2,694	4.9%	2,836
	2019	5.83	76.9	14%	49.9%	29.8%	17.4%	2.9%	2,717	5.2%	2,964
	2020	5.74	75.4	11%	49.2%	30.0%	15.9%	4.9%	3,048	5.3%	3,238
Economics	2016	4.70	71.7	9.5%	33.6%	28.1%	32.7%	5.6%	8,072	4.5%	8,451
	2017	4.67	71.5	10%	32.3%	28.7%	33.6%	5.3%	8,049	3.9%	8,379
	2018	4.70	71.7	9.9%	32.7%	29.2%	33.0%	5.1%	7,887	4.2%	8,239
	2019	5.01	73.5	10%	36.1%	31.2%	29.0%	3.7%	7,701	4.6%	8,412
Environmental Studies	2016	6.38	79.4	14%	59.3%	29.2%	10.0%	1.5%	1,932	3.1%	2,016
	2017	6.13	77.9	11%	55.9%	31.0%	10.6%	2.4%	1,892	3.6%	1,978
	2018	6.41	79.5	13%	61.1%	28.6%	8.7%	1.6%	1,951	3.6%	2,041
	2019	6.68	81.0	16%	67.5%	23.2%	8.3%	1.0%	1,929	3.6%	2,053
Geography	2016	5.44	75.4	6.8%	41.3%	35.4%	21.2%	2.1%	3,814	3.6%	3,958
	2017	5.52	75.8	7.5%	43.7%	33.7%	20.4%	2.3%	4,127	3.1%	4,263
	2018	5.37	74.6	7.3%	41.8%	33.6%	21.8%	2.8%	4,363	3.1%	4,504
	2019	5.81	76.7	9.6%	47.5%	35.0%	15.1%	2.4%	4,059	4.3%	4,374
Humanities	2016	6.19	77.8	14%	56.3%	29.1%	11.1%	3.5%	3,970	3.7%	4,141
	2020	7.50	84.6	17%	83.3%	16.7%	.	.	12	.	12
	2016	6.19	77.9	12%	54.4%	34.6%	7.8%	3.2%	529	3.5%	549
	2017	5.52	74.2	4.0%	37.2%	45.7%	12.6%	4.5%	199	2.9%	206
Interdisciplinary Studies	2018	5.89	76.6	7.5%	41.7%	49.1%	6.6%	2.6%	228	2.6%	234
	2019	6.38	78.4	11%	58.3%	33.8%	4.0%	4.0%	151	4.8%	167
	2020	6.00	75.8	2.9%	53.1%	35.0%	7.4%	4.5%	243	3.2%	253
	2016	4.63	68.8	1.0%	25.1%	45.1%	21.8%	8.0%	3,187	5.8%	3,395
Political Science	2017	4.69	68.8	1.7%	26.8%	44.0%	20.7%	8.4%	3,092	6.6%	3,324
	2018	4.75	70.1	1.9%	26.8%	43.8%	22.8%	6.6%	2,983	6.2%	3,187
	2019	5.12	71.8	2.8%	33.8%	43.1%	17.0%	6.1%	2,991	6.8%	3,359
	2020	5.33	72.5	3.9%	39.3%	39.1%	15.5%	6.1%	3,193	6.3%	3,443
Psychology	2016	5.41	75.3	13%	43.1%	28.6%	25.2%	3.2%	9,047	4.1%	9,452
	2017	5.42	75.6	14%	43.8%	27.9%	25.5%	2.8%	9,512	4.2%	9,948
	2018	5.31	74.9	13%	41.6%	28.6%	26.4%	3.4%	9,809	4.6%	10,303
	2019	5.60	76.0	15%	46.3%	28.7%	21.7%	3.3%	9,988	5.4%	11,134

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

- * 1st Class: Includes grades A+, A, and A-
- * 2nd Class: Includes grades B+, B, and B-
- * Pass: Includes grades C+, C, and D
- * Fail: Includes grades E, F, and N
- * Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- * Official Reporting: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Psychology	2020	5.92	77.4	17%	51.6%	27.4%	17.7%	3.2%	11,264	4.0%	11,756
Social Sciences	2017	.	.	.	.	.	.	.	0	.	14
	2018	.	.	.	.	.	.	.	0	.	6
	2019	.	.	.	.	.	.	.	0	.	5
	2020	.	.	.	.	.	.	.	0	.	1
Sociology	2016	4.73	71.1	3.3%	26.8%	42.1%	26.4%	4.7%	3,643	5.3%	3,845
	2017	4.67	71.0	2.9%	27.3%	40.3%	27.7%	4.7%	3,472	5.1%	3,660
	2018	4.85	72.3	3.5%	30.1%	40.7%	25.9%	3.3%	3,638	4.1%	3,793
	2019	5.24	74.0	4.4%	36.2%	40.3%	20.6%	2.8%	3,574	6.0%	3,974
	2020	5.07	71.9	6.9%	37.4%	34.2%	22.8%	5.5%	3,879	4.7%	4,079

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

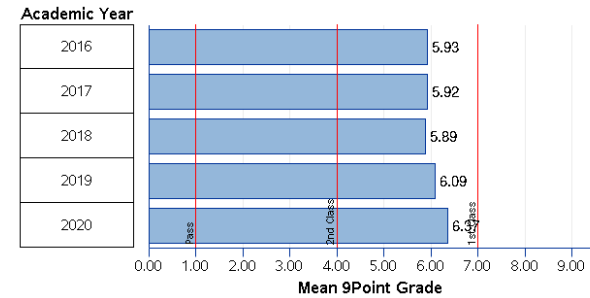
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
2018	5.89	77.1	6.9%	47.7%	37.4%	13.0%	1.8%	8,771	1.0%	10,151
2019	6.09	78.2	7.0%	50.1%	39.2%	9.6%	1.0%	8,075	1.5%	9,724
2020	6.37	79.3	9.6%	57.5%	33.5%	7.6%	1.4%	8,151	1.1%	9,405

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2016	5.40	75.2	3.1%	33.8%	48.6%	16.1%	1.6%	554	1.3%	861
	2017	5.81	76.3	7.3%	48.0%	37.3%	10.9%	3.8%	579	2.2%	916
	2018	5.62	75.2	4.8%	44.2%	38.8%	13.3%	3.8%	693	1.3%	987
	2019	6.02	77.3	4.4%	52.1%	35.0%	10.8%	2.1%	631	1.8%	890
	2020	5.86	75.4	5.3%	50.3%	34.9%	10.7%	4.1%	702	1.9%	804
200 Level	2016	4.96	72.9	5.8%	35.5%	32.2%	28.6%	3.7%	1,552	2.4%	2,149
	2017	4.94	72.6	6.8%	34.4%	32.9%	28.4%	4.2%	1,507	3.5%	2,122
	2018	5.02	72.0	7.8%	35.3%	34.1%	25.3%	5.3%	1,815	2.8%	2,383
	2019	5.68	76.0	10%	45.3%	34.8%	17.1%	2.8%	1,622	3.8%	2,300
	2020	5.94	76.7	12%	49.1%	35.1%	11.8%	4.0%	1,548	3.2%	2,196
300 Level	2016	5.95	78.1	5.9%	45.3%	43.4%	11.1%	0.2%	3,045	0.1%	3,048
	2017	5.86	77.6	6.1%	44.2%	42.5%	12.7%	0.5%	2,964	0.5%	2,979

Note:

* 1st Class: Includes grades A+, A, and A-

* 2nd Class: Includes grades B+, B, and B-

* Pass: Includes grades C+, C, and D

* Fail: Includes grades E, F, and N

* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* Official Reporting: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

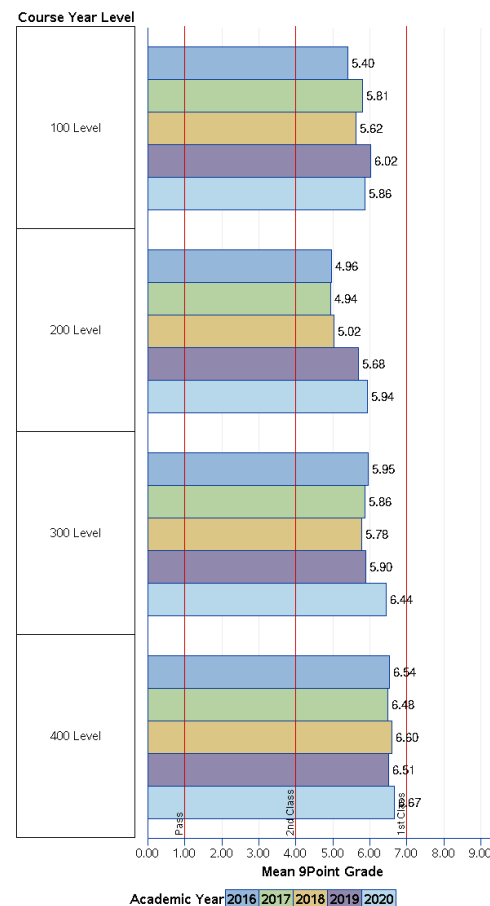
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2018	5.78	77.0	6.4%	42.9%	42.3%	13.8%	0.9%	3,276	0.3%	3,286
	2019	5.90	77.6	5.5%	45.2%	42.8%	11.2%	0.3%	2,862	1.1%	3,051
	2020	6.44	80.0	11%	58.9%	32.8%	7.7%	0.5%	3,310	0.2%	3,318
400 Level	2016	6.54	80.3	8.4%	59.4%	35.4%	4.6%	0.6%	2,871	0.4%	3,636
	2017	6.48	80.0	6.8%	57.8%	36.8%	4.5%	0.9%	3,122	0.8%	3,675
	2018	6.60	80.6	7.3%	61.5%	33.7%	4.5%	0.3%	2,987	0.3%	3,495
	2019	6.51	80.3	7.4%	56.9%	39.1%	3.6%	0.4%	2,960	0.3%	3,483
	2020	6.67	80.9	7.8%	62.6%	33.1%	4.0%	0.3%	2,591	0.3%	3,087

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2020)



Note:

- * **1st Class:** Includes grades A+, A, and A-
- * **2nd Class:** Includes grades B+, B, and B-
- * **Pass:** Includes grades C+, C, and D
- * **Fail:** Includes grades E, F, and N

* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

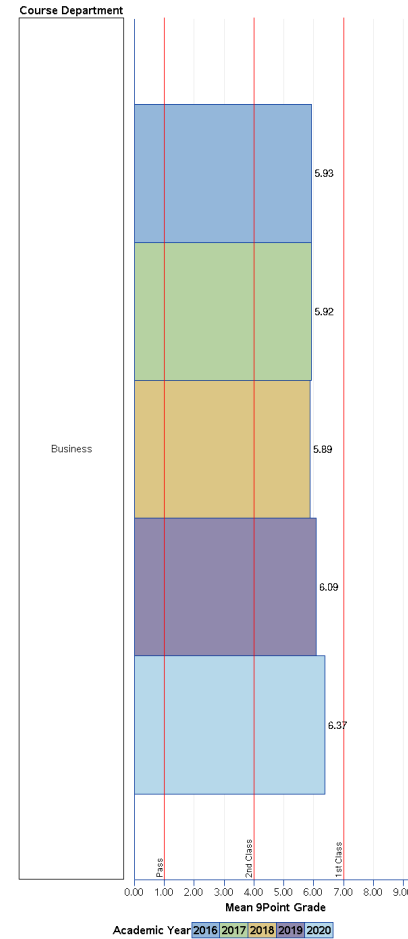
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Business	2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
	2017	5.92	77.5	6.6%	47.9%	38.2%	12.3%	1.6%	8,172	1.4%	9,692
	2018	5.89	77.1	6.9%	47.7%	37.4%	13.0%	1.8%	8,771	1.0%	10,151
	2019	6.09	78.2	7.0%	50.1%	39.2%	9.6%	1.0%	8,075	1.5%	9,724
	2020	6.37	79.3	9.6%	57.5%	33.5%	7.6%	1.4%	8,151	1.1%	9,405

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2020) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



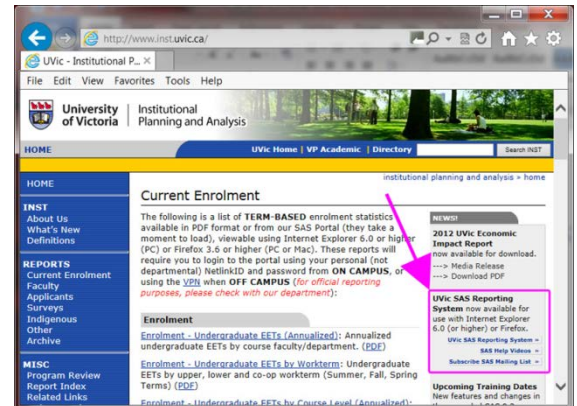
Note:

- * **1st Class:** Includes grades A+, A, and A-
- * **2nd Class:** Includes grades B+, B, and B-
- * **Pass:** Includes grades C+, C, and D
- * **Fail:** Includes grades E, F, and N
- * **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- * **Official Reporting:** Please verify with Institutional Planning & Analysis.

Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:

- Institutional Planning & Analysis homepage
<http://www.inst.uvic.ca>
- <https://sas.uvic.ca/>



1.1 Supported Browsers

Currently, the SAS Portal fully supports:

- Internet Explorer 7.0 (or higher) for the PC
- Firefox 3.6 (or higher) or the PC or for the Mac
- Testing reveals that the portal also works with Safari (although not strictly “supported” by SAS and may not contain all functionality that is present in the other two browsers listed above).

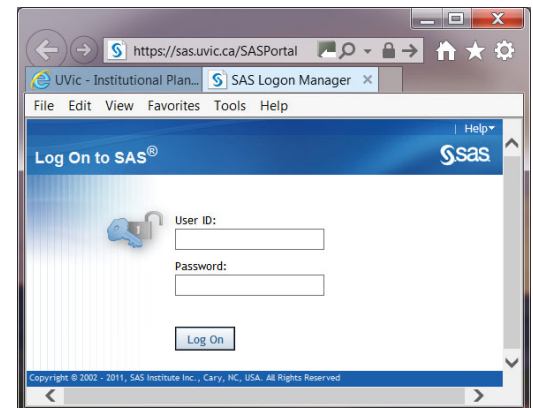
Logging into the Portal

NOTE: If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (<http://www.uvic.ca/systems/services/internettelephone/remotefaccess/>).

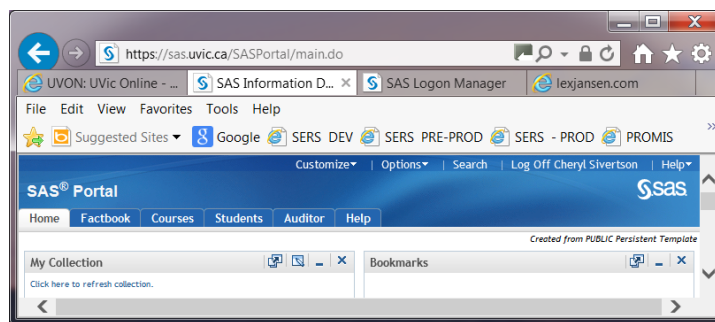
If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):

<https://sas.uvic.ca/>

Once there, you will see the login screen where you will need to enter your NetlinkID and password.

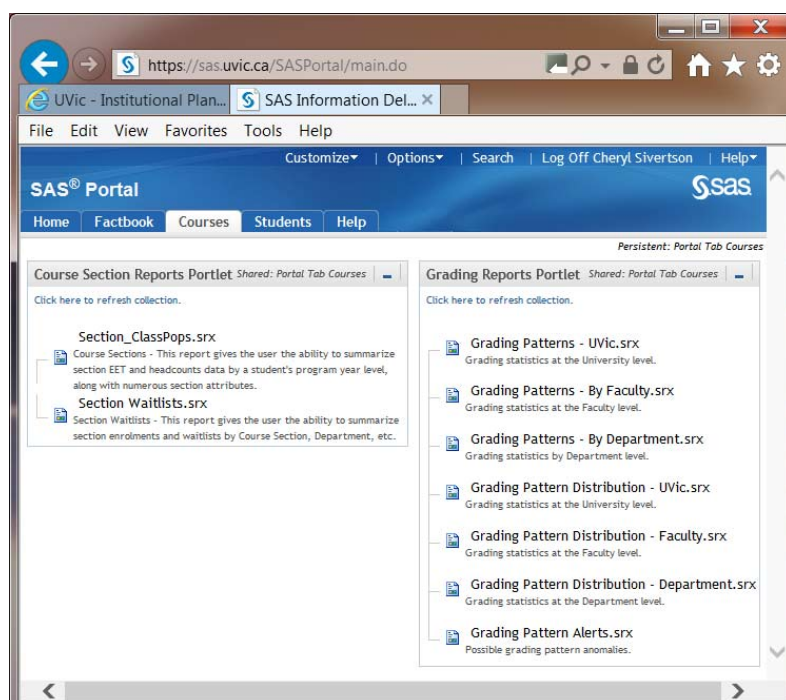


Once you have successfully logged into the Portal you will see something like the following:



Locating the Grading Reports

From your “Home” tab, you will need to click on the “Courses” tab:



Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

The first report “**Grading Patterns – UVic**” consists of two tables (and associated graphs) that present, by default, the last five academic years of summary undergraduate grades for the university as a whole, including 1st class (A+, A, and A-), 2nd class (B+, B, B-), pass (C+, C, and D), fail (E, F, N), and dropped, as well as mean grade point averages and headcounts. Note that the dropped percentages are based on initial course enrolment, while the other categories are based on final course enrolment. The second table expands the information by course year level such as, “100 level” or “200 level”.

Selecting the plus icon on the left of any row will **expand** that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (**drill-down**) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.

There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A⁺'s displayed and add the percentage of fails instead.

The second home-page report, “**Grading patterns – By Faculty**”, is similar to the first except that it allows an examination of grades by faculty. The third report “**Grading patterns – By Department**” does the same for school or department. At the department level, each subject area can be expanded (plus symbol) or drilled-down (down arrow symbol) to the course and course section level of detail.

- Grading Patterns UVic.srx*** → Grading patterns at the University level (tables & charts):
 - All course levels
 - By course level
- Grading Patterns By Faculty.srx*** → Grading patterns at the Faculty level (tables & charts):
 - All courses at the faculty level
 - All courses by course year level
 - All courses by department
- Grading Patterns By Department.srx*** → Grading patterns by Department level:
 - All courses at the department level
 - All courses by course year level
 - All courses by subject (can go all the way down to the individual section level)

The next three reports: “**Grading Pattern Distribution – UVic**”, “**Grading Pattern Distribution – Faculty**”, and “**Grading Pattern Distribution – Department**”, operate in the same way as the first three, the main difference being that actual grades, such as D, C, C⁺, are displayed. Again, the expanding and drill-down buttons can present course and course section levels of detail.

- Grading Pattern Distribution - UVic.srx*** → Grading pattern distributions at the University level:
 - All course levels
 - All courses by PASS, 2nd CLASS, & 1st CLASS grades
 - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)
- Grading Pattern Distribution - Faculty.srx*** → Grading pattern distributions at the Faculty level:
 - All courses at the faculty level
 - All courses by PASS, 2nd CLASS, & 1st CLASS grades
 - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)
 - All courses by department (PASS, 2nd CLASS, & 1st CLASS)
- Grading Pattern Distribution - Department.srx*** → Grading pattern distributions at the Department level:
 - All courses at the department level
 - All courses by PASS, 2nd CLASS, & 1st CLASS grades
 - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)

- All courses by subject (PASS, 2nd CLASS, & 1st CLASS) and can go all the way down to the individual section level

The seventh and final report is “**Grading Pattern Alerts**”, and is designed to show possible grading pattern anomalies for a given school or department over any of the last three academic years. The table allows the user to expand or drill down to the level of a course section for a given term. Grading anomaly criteria were chosen to capture possible grading issues, and include sections with mean GPAs 8.0 or greater, GPAs 2.0 or less, A⁺s accounting for 33% or more of the grades, A’s accounting for 50% or more of the grades, and failure or drop rates at 20% or more. Any section with an enrolment of 20 or less is flagged with an exclamation mark to indicate that an anomaly may say more about the individuals enrolled than about the characteristics or presentation of the section itself. Such sections should be viewed with even greater than usual circumspection.

Grading Pattern Alerts.srx → Possible grading pattern anomalies by department.

This report **only** contains sections that meet at least one of the following criteria:

- Mean GPA: Greater than or equal to 8.0
- Mean GPA: Less than or equal to 2.0
- % Students Receiving an A+: 33% or higher
- % Students Receiving an A: 50% or higher
- % Students Receiving a Fail: 20% or higher
- % Students who Dropped: 20% or higher
- Gradeable Headcount: 20 or less

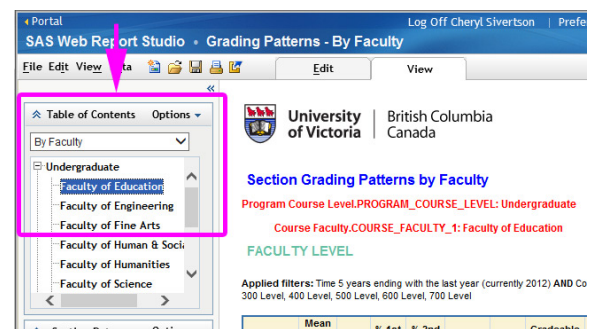
Navigating the Reports

All reports have some common navigation methods:

Table of Contents

Use the **Table of Contents** item to directly select a sub-set of data for the report.

For example, in the report “Grading Patterns – By Faculty” the Table of Contents reveals that the data is first subdivided into “Undergraduate”, “Law,” and “Graduate” courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows “Undergraduate” sections from the “Faculty of Education.” These selections are also reflected in the report’s red sub-titles.



Reveal More Detailed Data

To reveal more detailed data → click the “Expand” button, the plus sign (+). You will note that it changes to a “minus sign” once clicked.

In this example, you can see that we have “expanded” the “Faculty of Engineering” to reveal the next level of detailed information, while still keeping the rest of the information for the other faculties visible.

Course Department	Subject Code	Academic Year	Mean 9Point Grade	% A+
Computer Science		2008	6.45	17%
		2009	6.21	12%
		2010	6.30	12%
		2011	6.42	14%
Electrical & Computer Engg		2008	5.95	14%
		2009	5.78	12%
		2010	6.02	14%
		2011	6.00	14%
Engineering	BME	2012	5.74	18%
		2008	6.75	17%
		2009	5.86	13%
		2010	5.86	10%
Engineering	ENGR	2011	5.98	15%
		2012	6.16	18%
		2008	6.67	22%
		2009	6.60	20%
Engineering	SENG	2010	6.81	16%
		2011	6.59	16%
		2012	6.26	17%
		2011	6.59	16%

View a Subsection of Data (Drill Down)

To view a subsection of data → Use the “Drill Down” button, the down arrow button (▾).

In this example, if you click the drill down arrow for the course subject “A E”, you will change the table to view all “A E” course numbers (to the exclusion of all other data).

When you “drill down” into a subsection of data, a “breadcrumb” trail is formed (see the pink arrow to the right). To return “up” a level, click on the breadcrumb trail text (in this example click on “Subject Org”).

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Code	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pas
AE	2008	6.28	5.9%	48.0%	4	
	2009	6.18	7.4%	46.2%	4	
	2010	6.37	6.9%	54.0%	3	
	2011	5.93	1.9%	38.4%	5	
ED-P	2012	6.25	6.5%	52.1%	3	
	2008	1.33		12.5%		
	2009	0.00				
	2010	6.87	5.1%	66.3%	3	
EDCI	2009	6.82	6.0%	66.0%	3	
	2010	6.93	7.1%	69.2%	2	
	2011	6.96	6.1%	66.5%	3	
	2011	6.96	6.1%	66.5%	3	

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Org > AE

Course Number	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pas
103	2008	6.52		66.7%	23.8%	9.5%
	2009	6.46	4.2%	66.7%	25.0%	
	2010	6.53	5.9%	70.6%	11.8%	17.6%
	2011	6.50		68.2%	27.3%	
103A	2012	6.97	3.3%	83.3%	13.3%	
	2008	5.54		23.9%	71.7%	2.2%
	2009	5.65		28.2%	64.1%	2.6%
	2010	5.75	1.6%	40.6%	50.0%	3.1%
200	2011	5.62		30.4%	58.9%	8.9%
	2012	6.05	2.2%	44.4%	46.7%	6.7%
	2008	5.84	5.3%	47.4%	36.8%	15.8%
	2009	6.21	16%	57.9%	31.6%	
201	2010	7.59	23%	81.8%	18.2%	
	2011	6.27	9.1%	36.4%	54.5%	9.1%
	2008	6.15	5.4%	40.5%	51.4%	8.1%
	2009	6.27	9.1%	36.4%	54.5%	9.1%

Export Data

To export table (or chart) data to MS Excel or MS Word, right-mouse-click over the table data you are interested in and select the “**Export Table...**” item from the resulting pop-up menu (Item **E** shown to the right).

NOTE: *This will *only* export the table (or chart) data. We strongly encourage you to copy/paste the following information to your exported file to ensure that in the future you know where the data came from, along with all filters that were applied:*

- A. Report title
- B. Report section
- C. Report sub-section
- D. All filters applied to the data

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty.COURSE_FACULTY_1: Faculty of Education

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2008	6.65	7.0%	58.8%	35.5%				7%	12,061
2009	6.49	7.4%	57.6%	36.6%				1%	12,855
2010	6.46	6.8%	59.2%	35.6%				9%	13,597
2011	6.49	6.2%	57.1%	38.3%				1%	12,510
2012	6.77	14%	66.9%	27.1%				2%	7,275

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Print Data

To print a report to a PDF, select “**Print...**” from the **File** menu.

To print landscape or portrait, along with adjusting margin widths, select “**Page Setup...**” from the **File** menu.

SAS Training

Institutional Planning & Analysis provides regular training for the UVic SAS Reporting System. For a list of upcoming training dates visit <http://www.inst.uvic.ca>

To arrange for customized group training, contact Institutional Planning & Analysis.



Date: January 19, 2022
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on January 12, 2022 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

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

- Faculty of Fine Arts Student Community Impact Award* (Revised)
- Nash Johnston LLP Scholarship in Evidence (Revised)
- Nash Johnston LLP Scholarship in Torts (Revised)
- Inuit Women Legal Scholar Award (New)
- Environmental Education Impact Award (New)
- George Lee Law Corporation Scholarship (New)
- Mastercard Award in Cyber Security (New)
- Bonnie and Ken Putt Award* (Revised)
- Mohamed & Prabha Ibrahim Undergraduate Scholarship in Chemistry* (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Hilder School of Music Award* (New)
- Chaney Award* (Revised)
- Speakman Award* (New)
- Arthur Whittingham Graduate Travel Scholarship* (New)
- Working for a Better World Award (New)

** Administered by the University Of Victoria Foundation*

Respectfully submitted,

2021/2022 Senate Committee on Awards

Charlotte Schallié (Chair), Graduate Studies/Germanic & Slavic Studies

Daniel Davenport, Student Senator

John Dower, Faculty of Graduate Studies

Nicole Greengoe, Registrar

Lori Nolt, Student Awards and Financial Aid

Yvonne Rondeau, Faculty of Graduate Studies

Nahid Safari, GSS Representative

Brock Smith, Peter B. Gustavson School of Business

Linda Welling, Department of Economics

Alyssa Manankil-Lakusta, Alumni Association Representative

Maureen Ryan, Human and Social Development

Leslee Francis Pelton, Faculty of Graduate Studies

Alexis Ramsdale (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, fellowships, awards, medals and prizes

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

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

Bursaries

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

Athletic Awards

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

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Faculty of Fine Arts Student Community Impact Award*

One or more awards are given to undergraduate students entering, transferring or continuing in the Faculty of Fine Arts who have demonstrated an outstanding effort in a community-engaged creative activity in Greater Victoria.

The recipient is selected based on nominations received from individuals and/or community organizations and must include:

1. a letter from an individual or organization (maximum 300 words) demonstrating how the student was involved in the community-engaged creative activity,
2. two letters of endorsement of the project (maximum two pages and from different people than #1 who are not related to the nominee), and
3. a resume or portfolio of the student's work.

Nomination packages must be submitted to the Office of the Dean, Faculty of Fine Arts by May 31. Graduating students are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Dean of the Faculty of Fine Arts. The Award will be presented annually as part of the ProArts Alliance awards event or another suitable event as determined by the Dean, Faculty of Fine Arts and the Dean's External Advisory Committee.

Nash Johnston LLP Scholarship in Evidence

A scholarship of \$1,000 is awarded to an undergraduate. The purpose of this gift shall be to provide an annual scholarship in the amount of \$500 for a student in the Faculty of Law who has demonstrated academic excellence in the Evidence course. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Nash Johnston LLP Scholarship in Torts

A scholarship of \$1,000 is awarded to an undergraduate. The purpose of this gift shall be to provide an annual scholarship in the amount of \$500 for a student in the Faculty of Law who has demonstrated academic excellence in the Torts course. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Inuit Women Legal Scholar Award

One or more awards of at least \$5,000 each are given to entering or continuing, undergraduate women Inuit students in the Faculty of Law who have demonstrated leadership experience in their school or community. Students will be considered based on their Law admissions application.

The award is eligible to be renewed, at a value of at least \$5,000, for each year of the student's study in the Faculty of Law until completion of the degree or for a maximum of three years, whichever is the shorter period. To be renewed a student must pass the academic year by the faculty standards. The student must also have demonstrated, in the opinion of the Director of the JD/JID Program and/or the Associate Dean of Academic and Student Relations, an ongoing commitment to leadership and achievement, whether this be in their home or school

community, amongst their peers, through their academic, extracurricular or personal pursuits. Students registered in a co-op or work experience work term will be renewed when they next complete 12 or more academic units in two terms, provided they remain in academic good standing. Any student who takes neither a co-op, work experience work-term, nor academic units for more than one term may forfeit their scholarship. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Environmental Education Impact Award

An award is given to an undergraduate student continuing in the Faculty of Education who is actively engaged in educating others in sustainable practices to help create social change to address the environmental issues facing society. Applicants must submit a letter (maximum 500 words) outlining how they are engaged in action projects (interactive, educational, and address sustainability issues) or in educating others in sustainable practices. In addition, applicants must submit two letters of reference (maximum 300 words) demonstrating the impact of this work in either the classroom or the community. Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

George Lee Law Corporation Scholarship

One or more scholarships are awarded to academically outstanding undergraduate students continuing in the Faculty of Law who have demonstrated financial need.

Mastercard Award in Cyber Security

Two awards of \$10,000 each are given to undergraduate students entering third year in the software engineering program in the Faculty of Engineering and Computer Science and who are specializing in cyber security. Preference is given first to women students, then to members of other groups with historical and/or current barriers to equity. The scholarship will be renewed at a value of \$5,000 for students continuing into fourth year in cyber security specialization.

To be automatically renewed a student must have completed a total of 12 or more graded units in any two terms of study between May and April and maintained a grade point average of 6.0/9.0 or higher on the best 12 graded units. The award may only be renewed once. A student whose grade point average falls below 6.0/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more graded units in two terms, provided they have a grade point average of 6.0/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience work-term or academic units for more than one term may forfeit their award.

Selection of the recipients is made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Members of groups with historical and/or current barriers to equity, including, but not limited to,

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

Bonnie and Ken Putt Award*

One or more awards of \$2,000 each are given to transferring undergraduate women students entering second or third year or continuing undergraduate women students in any year in an Engineering degree program in the Faculty of Engineering and Computer Science. Students must have demonstrated leadership in an educational or community setting. Preference will be given to students who are the first-generation in their immediate family to attend post-secondary. Immediate family is defined as parents or grandparents.

Applicants must submit:

- a cover letter (maximum 500 words) describing their leadership skills in an educational or community setting,
- a letter of reference from someone (who is not related to the applicant) who can attest to the leadership activity.

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

Mohamed & Prabha Ibrahim Undergraduate Scholarship in Chemistry*

One or more scholarships of at least \$2,000 ~~\$1,000~~ each are awarded to academically outstanding undergraduate students in the Department of Chemistry. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Chemistry.

Level Up Award presented by Codename Entertainment*

One or more awards are given to an undergraduate students entering fourth year in either the Department of Computer Science or the Department of Software Engineering who has an interest in game development.

Applicants must:

- submit a letter (maximum 500 words) answering the question "What do video games mean to you?",
- have demonstrated a strong aptitude for programming, and
- have demonstrated an interest in game development through:
 - previous experience developing games, internships, coops, or work experience in the video game industry
 - participation in Game Jams
 - developing personal game projects
 - membership or participation in groups such as the International Game Developers Association (IGDA) or UVicGameDev

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

Hilder School of Music Award*

One or more awards are given to undergraduate students entering or continuing in the School of Music who identify as Black, Indigenous or People of Colour and who have demonstrated financial need. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

Chaney Fund Award*

One or more awards are given ~~bursaries are awarded~~ to entering, continuing or transferring undergraduate ~~or graduate~~ students in the Department of Chemistry. Preference is given to

~~students with demonstrated financial need. Preference will be given to undergraduate students entering their fourth year who have completed their third year at the University of Victoria. Further preference will be given to graduate students and, if no eligible students meet the above mentioned criteria, then any student in the Department of Chemistry will be considered.~~

Speakman Award*

One or more awards are given to continuing undergraduate students who participate in the Vikes Men's Rowing program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic (demonstrated by acting as a role model who leads by example), commitment (demonstrated through supporting teammates, both on and off the water) and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

Arthur Whittingham Graduate Travel Scholarship*

One or more scholarships are awarded to academically outstanding graduate students in the Department of Theatre to assist with travel related to the area of study. Applicants must submit a one page document (maximum 300 words) describing why the travel is of benefit to their studies to the Office of the Chair, Department of Theatre, by June 15. Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Theatre.

Working for a Better World Award

An award of up to \$8,000 will be given to an undergraduate student in the Bachelor of Commerce program who has secured an approved Working for a Better World designated co-op term (Fall, Spring or Summer). The Working for a Better World award is intended to create opportunities for students to complete a co-op term with an organization that is contributing to social and/or environmental impact and who would normally be unable to fund the co-op through other means. The position must involve a high degree of social and/or environmental impact and the student must utilize their business knowledge and acumen to add value to the organization. Part-time co-ops are eligible for this opportunity. Recipients travelling to an international location for the co-op opportunity may be eligible for up to \$2,000 in additional funding to assist with travel expenses. Students who apply to a Working for a Better World Co-op opportunity will automatically be considered for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. Successful recipients must be willing to take part in the Working for a Better World Scholars network and be featured in the Peter B. Gustavson School of Business' promotional material (photo and story).



Date: 19 January 2022
To: Senate
From: Senate Committee on Curriculum
Re: **2022/2023 Cycle 1 Curriculum Submissions**

All curriculum submissions are available for viewing by Senate on its Connect site using the following link: <https://connect.uvic.ca/sites/executive/senate/SitePages/Home.aspx>.

On the left hand side, click on the link '2021 - 2022 Senate Meeting Agendas and Materials' then select the folder 'Curriculum Changes effective May 1, 2022'.

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2022-2023 academic calendar, effective May 1, 2022.

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

2021/2022 Senate Committee on Curriculum

Adam Con, Chair, Faculty of Fine Arts
Gary MacGillivray, Vice Chair, Designate for Vice-President Academic & Provost, Faculty of Science
Eva Baboula, Faculty of Fine Arts
Sabrina Jackson, Associate Registrar
Yasmine Kandill, Chair, Senate Committee on Academic Standards
Reuben Rose-Redwood, Faculty of Social Sciences
Steve Evans, Faculty of Graduate Studies
Andrea Giles, Co-operative Education & Career Services
Nicole Kent, Student Senator
Chris Graham, Peter B. Gustavson School of Business
Adam Monahan, Faculty of Science
Rishi Gupta, Faculty of Engineering
Geoffrey Loomer, Faculty of Law
Sara Henderson, UVic Calendar Editor
Michele Martin, Division of Medical Sciences
Ada Saab, Associate University Secretary
Maureen Ryan, Faculty of Human and Social Development
Lisa Surridge, Faculty of Humanities
Nicole Greengoe, Registrar
Paul Whitinui, Faculty of Education
Asia Longphee (Secretary), Office of the Registrar



Date: January 19, 2022

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Proposed revisions to the academic calendars regarding management of personal information and disclosure of student personal information outside of Canada**

At its meetings on January 6, 2022, the Senate Committee on Learning and Teaching reviewed the attached proposed revisions to the regulation on the protection of privacy and access to information concerning the disclosure of student contact information outside of Canada. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the revisions to the academic calendars as described in the memo "Revisions to the calendar regarding management of personal information and disclosure of student personal information outside of Canada", dated December 16, 2021.

/attachment

Respectfully submitted,

2021/2022 Senate Committee on Learning and Teaching

Alexandra D'Arcy (Chair), Faculty of Humanities
Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning
Tim Anderson, Faculty of Education
Tina Bebbington, Library Reference Services
Elizabeth Borycki, Faculty of Human and Social Development
Erin Campbell, Faculty of Fine Arts
Andrea Giles, Executive Director, Cooperative Education & Career Services
Sean Hier, Faculty of Social Sciences
Navinder Hundal, Student Senator
Nicole Kent, GSS representative
Brian Leacock, Peter B. Gustavson School of Business
Alex Li, Student Senator
Wency Lum, Chief Information Officer
Michael McGuire, Faculty of Engineering
Scott McIndoe, Faculty of Science
Mariel Miller, Technology Integrated Learning
Dipayan Ng, UVSS Representative
Tim Richards, Faculty of Law
Laurene Shields, Executive Director, Learning and Teaching Support and Innovation
Laura Vizina, Division of Continuing Studies
Rebecca Warburton, Convocation Senator
Jennifer Whately, Alumni Association Representative
Jennifer White, Associate Dean, Faculty of Graduate Studies
Ada Saab (Secretary), Associate University Secretary

Date: December 16, 2021

To: Senate Committee on Learning and Teaching

From: Bradley Weldon, Chief Privacy Officer and Legal Counsel

Re: Revisions to the calendar regarding management of personal information and disclosure of student personal information outside of Canada

The *Freedom of Information and Protection of Privacy Act* (FIPPA) was amended on November 25, 2021 to remove the long-standing restrictions on disclosing personal information outside of Canada. The amendments repealed provisions in FIPPA relating to storage and disclosure of personal information outside of Canada, and the ability for individuals to consent to such storage or disclosure. As a result, the Calendar now refers to provisions and procedures in FIPPA that no longer exist.

The Calendar should be amended to remove mention of these obsolete FIPPA references, and to align the management of student personal information with the current requirements of FIPPA.

Background

In April 2017 the Senate passed a motion that amended the Calendar to align UVic's policies with the requirements of FIPPA, which restricted the disclosure and storage of personal information outside of Canada.

In November 2021 FIPPA was amended to allow the disclosure of personal information outside of Canada. The amendments:

- require that public bodies conduct a risk assessment in the manner required by the [Personal Information Disclosure for Storage Outside of Canada Regulation](#) (Disclosure Regulation) prior to disclosing personal information outside of Canada;
- require that public bodies conduct a privacy impact assessment (PIA) for every initiative involving the collection, use, or disclosure of personal information;
- remove the ability for individuals to consent to the disclosure of personal information outside of Canada; and
- repeal section 30.1 of FIPPA, which is specifically referred to in the current Calendar.

The risk assessment required by the Disclosure Regulation is already required to be conducted at UVic by the Protection of Privacy Policy (GV0235) and the Information Security Policy (IM7800). Therefore, UVic is already in compliance with the Disclosure Regulation.

UVic is now required by FIPPA to conduct a PIA prior to using any information technology that involves the collection, use, or disclosure of student personal information. The Protection of Privacy Policy is being amended to reflect these changes to FIPPA, and to include a Privacy Impact Assessment Procedure.

While it will be the responsibility of the instructor to request a PIA prior to using such an information technology, the PIA will be conducted by the Privacy Office, in consultation with the instructor, LTSI, and University Systems. The Privacy Office has developed a new PIA template that meets the amended requirements in FIPPA and is also developing a guide for instructors seeking to use information technology that requires a PIA. This requirement and the PIA process will also be a topic in the 2022 Annual Faculty Privacy Training.

While this requirement to conduct a PIA applies to all new initiatives, it does not apply to initiatives that were in place prior to November 25, 2021. This means that faculty and instructors can continue to use their existing learning technologies that were in place prior to the amendments, without conducting a PIA.

Privacy Impact

The amendments to FIPPA significantly revise the process required by UVic in order to use education technology that stores personal information outside of Canada. Consent can no longer be used to authorize disclosure and storage outside of Canada. The Calendar should be amended accordingly, to remove reference to requiring to seek consent for disclosure of student personal information outside of Canada.

Summary

The Protection of Privacy section in the Calendar refers to information and procedures that are obsolete and no longer authorized by FIPPA. The attached recommended changes to the Calendar remove the obsolete references and describes the current process for managing student personal information under FIPPA. All student personal information remains subject to FIPPA and is securely transmitted and stored using security and protection of privacy controls as required by FIPPA and by UVic's Protection of Privacy and Information Security policies.

Proposed revision attached



Revisions with Tracked Changes

Protection of privacy and access to information (undergraduate and graduate academic calendar)

All applicants and students of the university are advised that both the information they provide and any other information placed into the student record **is collected and managed** will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (FIPPA) as described in the **University's Protection of Privacy Policy (GV0235)**.

~~Disclosure of personal information to vendors, systems or services storing or accessing that information outside of Canada without consent is restricted by s. 30.1 of FIPPA. Students are required to consent to the disclosure of student contact information for the purpose of enabling the student to access and be contacted on an electronic system.~~

~~"Student contact information" may include student name, uvic.ca email address, Netlink ID, and device information, if used solely for the purpose of providing access to or use of an electronic system.~~

Instructors may use a variety of educational technology in a course including internet-based technologies, web-based applications, cloud services and social media. The use of technology is intended to enhance and/or deliver students' education and is part of a student's engagement at the University. Some of these **services technologies** may collect, use, disclose, and store student and instructor personal information **outside of Canada**. **UVic will conduct a Privacy Impact Assessment prior to disclosing student personal information outside of Canada. Students can contact the Privacy Officer at privacyinfo@uvic.ca if they have questions about a Privacy Impact Assessment or about how UVic manages their personal information.**

~~In some courses, instructors may require students to use educational technology and social media which stores personal information other than student contact information outside of Canada, in such cases, instructors will try to provide options (such as using an alias or nickname to register).~~


~~If students do not want their personal information, other than student contact information, stored or accessed outside of Canada, in certain rare instances, courses may not be available to them. If the course is required for the completion of a degree, alternatives will be provided.~~

Course outline requirement (undergraduate and graduate academic calendar)

Instructors are responsible for providing the departmental Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

- a probable schedule with the due dates for important assignments and tests
- the techniques to be used to assess students' performance in the course
- how assignments, tests and other course work will be evaluated and the weight assigned to each part of the course
- the relationship between the instructor's grading method (letter, numerical) and the official University grading system

Instructors who use electronic media to publish their course outline should ensure that students who do not have access to the electronic outline are provided with a printed version. They must file printed versions of their outlines with their department or school.



Instructors should attach the university's Policy on Academic Integrity to the course outline. In addition, instructors who plan to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments should include a statement to that effect in the course outline provided to students.

~~Instructors requiring the use of educational technology for delivery of the course and/or course assignments that stores personal information outside of Canada must include a statement in the course outline listing the name of the service, and providing the location of the service's privacy policy and terms of use. Disclosure of personal information to vendors, systems or services storing or accessing that information outside of Canada without consent is restricted by s. 30.1 of FIPPA.~~

~~It is instructors' responsibility to inform students if personal information may be stored outside of Canada and to try to provide options (such as using an alias to register with the educational technology).~~

~~If students do not want their personal information stored or accessed outside of Canada, in certain rare instances, courses may not be available to them. If the course is required for the completion of a degree, alternatives will be provided.~~



Clean version of revisions

Protection of privacy ([undergraduate](#) and [graduate](#) academic calendar)

All applicants and students of the university are advised that both the information they provide and any other information placed into the student record is collected and managed in compliance with the BC Freedom of Information and Protection of Privacy Act (FIPPA) as described in the University's Protection of Privacy Policy (GV0235).

Instructors may use a variety of educational technology in a course including internet-based technologies, web-based applications, cloud services and social media. The use of technology is intended to enhance and/or deliver students' education and is part of a student's engagement at the University. Some of these services may collect, use, disclose, and store student and instructor personal information. UVic will conduct a Privacy Impact Assessment prior to disclosing student personal information outside of Canada. Students can contact the Privacy Officer at privacyinfo@uvic.ca if they have questions about a Privacy Impact Assessment or about how UVic manages their personal information.

Course outline requirement ([undergraduate](#) and [graduate](#) academic calendar)

Instructors are responsible for providing the departmental Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

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- the techniques to be used to assess students' performance in the course
- how assignments, tests and other course work will be evaluated and the weight assigned to each part of the course
- the relationship between the instructor's grading method (letter, numerical) and the official University grading system

Instructors who use electronic media to publish their course outline should ensure that students who do not have access to the electronic outline are provided with a printed version. They must file printed versions of their outlines with their department or school.

Instructors should attach the university's Policy on Academic Integrity to the course outline. In addition, instructors who plan to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments should include a statement to that effect in the course outline provided to students.





Date: January 19, 2022
To: Senate
From: Senate Committee on Learning and Teaching
Re: **Proposed addition of Course Delivery Mode Definitions to the Academic Calendars**

At its meeting on January 6, 2022, the Senate Committee on Learning and Teaching reviewed the attached addition to the academic calendars regarding definitions of course delivery modes. At this same meeting, the committee approved the proposal.

Recommended Motion:

That Senate approve the addition of Course Delivery Mode Definitions in the academic calendars as described in the memo "Course Delivery Modes Framework", dated December 21, 2021.

/attachment

Respectfully submitted,

2021/2022 Senate Committee on Learning and Teaching

Alexandra D'Arcy (Chair), Faculty of Humanities
Elizabeth Adjin-Tettey, Acting Associate Vice-President Academic Planning
Tim Anderson, Faculty of Education
Tina Bebbington, Library Reference Services
Elizabeth Borycki, Faculty of Human and Social Development
Erin Campbell, Faculty of Fine Arts
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Rebecca Warburton, Convocation Senator
Jennifer Whately, Alumni Association Representative
Jennifer White, Associate Dean, Faculty of Graduate Studies
Ada Saab (Secretary), Associate University Secretary

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac


TO: Senate Committee on Learning and Teaching
FROM: Elizabeth Adjin-Tettey, Acting AVP Academic Planning
CC: Valerie S. Kuehne, Vice-President Academic and Provost
Susan Lewis, Acting Vice Provost
DATE: December 21, 2021
RE: **Course Delivery Modes Framework**

Seeking the Senate Committee on Learning and Teaching's review and recommendation for Senate approval of the proposed Course Delivery Modes Framework set out below (pp 6-7) to be implemented in Winter Session 2022/23.

Introduction and background

UVic is committed to providing and maintaining high-quality educational experiences for all our students. The UVic student experience also includes creating and fostering relationships, community and networks among students and with instructors. Pre-pandemic, about 93% of undergraduate courses and 90% of graduate courses at UVic were offered face-to-face (F2F) with instructors using a variety of teaching modalities and learning technologies appropriate to their disciplines and pedagogies. Historically, UVic has had a small but significant number of high-quality, predominantly online programs and courses to best deliver specific academic programs to meet the learning needs of students and the long-term needs of professional programs.

Following a predominantly online academic year, in 2021/22, 78% of undergraduate courses and 74% of graduate courses were offered F2F. We saw an increase in enrolment in 2021/22, with fall 2021 being our biggest entering class to date. Even with the return to mostly in-person education, UVic instructors increasingly relied on technologies to augment and enhance learning and accessibility (e.g. recording classes, online-based assessments, feedback, and interactions with and among students). The number of



unique users and activity on Brightspace, UVic’s primary learning management system, continues to increase and is higher in fall 2021 than in fall 2020.

Consultations and principles

University leaders have been actively exploring the future of course and program delivery at UVic, building on our expertise pre-pandemic and applying learnings from the past year-and-a-half. In fall 2020, the Vice-President Academic and Provost and Acting Vice-Provost met with each Faculty Council to hear their thoughts about the future of teaching and learning at UVic. We also surveyed students about their academic experience during the pandemic, which included feedback on their online courses. Then, in summer 2021, the Vice-President Academic and Provost established the Course Delivery Modes (CDM) Working Group to provide clarity and establish standard definitions of various course delivery modes at UVic.

Role	Name
Acting Associate Vice-President Academic Planning (chair)	Dr. Elizabeth Adjin-Tettey
Acting Vice-Provost	Dr. Susan Lewis
Dean representative	Dr. Allana Lingren (Fine Arts)
Chair representative	Dr. Sudhakar Ganti (Computer Science)
Chair representative	Dr. Michael Nowlin (English)
Executive Director, Learning and Teaching Support and Innovation	Dr. Laurene Sheilds
Executive Director, Academic Resource Planning	Mr. Tony Eder
University Registrar	Ms. Nicole Greengoe
Associate University Secretary	Ms. Ada Saab

Table 1: Members of the Course Delivery Modes Working Group and their roles.

The following principles grounded the work of the working group:

- While UVic will remain primarily face-to-face, there is a recognition of a full spectrum of course delivery modes from face-to-face to fully online, with many pedagogical and human factors to consider.
- UVic is also committed to enhancing student accessibility. We aim to build some flexibility into academic programming whereby instructors can integrate learning technologies into their teaching and course delivery to enhance student learning and increase accessibility, should they wish to do so.
- The UVic student experience includes coming to campus, engaging in student life, and benefiting from hands-on experiences both in and out of the classroom. In most instances, online elements

should augment and enhance but not replace the in-person learning and teaching experience. This will continue to be important even if we decide to increase the number of individual courses offered online or in a blended format.

- The focus at UVic is on ensuring high-quality academic programming with a strong emphasis on student retention and success, across all modes of course delivery.

Well-developed online learning may also further our commitment to decolonization. The importance of ‘place’ in learning has also been one of UVic’s historically distinguishing features evidenced by our deep commitments to truth, respect and reconciliation. We expect that with the development of new UVic strategic and Indigenous plans, there will be even greater importance placed on decolonizing learning and teaching, and new opportunities created to realize this important aspect of an UVic education and experience.

The proposed Framework (set out below, pp 6-7) provides clarity, consistency and transparency for instructors as they plan their courses, and for students as they plan their schedules and register for courses.

Recognizing that the working group could not represent the diversity of campus perspectives on course delivery modes, the group consulted extensively with deans, associate deans, chairs/directors, faculty, instructors, student leaders and students, as per the following table.

Group	Method of consultation (and timing)
Deans’ Council	Meetings (summer and fall 2021)
Associate Deans, Chairs and Directors	Meetings (fall 2021)
Faculty Association	Meetings (fall 2021)
UVSS, GSS and accessibility groups	Meetings (fall 2021)
All faculty, librarians and instructors	Academic forum (December 2021)
Student leaders (e.g. in course unions)	Student forum (December 2021 and January 2022)
All students	Online questionnaire with almost 2,000 students responding (December 2021)

Table 2: Groups consulted by the Course Delivery Modes Working Group.

The majority of faculty, instructors and students consulted indicated a preference for an in-person campus experience, including face-to-face learning and teaching. Many also said that they appreciated aspects of the learning technologies now available. For example, of the students who responded to the questionnaire, 75% indicated that they appreciated being able to watch or listen to recorded lectures multiple times. A small proportion of students expressed that the online learning experience improved their access to post-secondary education, and that online course options help them to balance their

schooling with other priorities. Faculty and instructors have also indicated that they appreciate the flexibility in delivery modes. In the future, it will be important to conduct periodic surveys of students, faculty and instructors to hear about their experiences with different learning and teaching modalities, the impact of those modalities on student success, and whether students and/or instructors require additional supports for particular forms of delivery.

Changing course delivery modes

Instructors and programs have autonomy for their F2F courses. No approval is required as long as the stated threshold of online elements in the Framework is not exceeded. Review and approval will be required to shift delivery mode of courses or programs as approved by Senate (e.g. shifting from F2F to blended, fully online or online with some F2F). After significant consultation, the working group recommends that academic units and programs are best suited to determine their own delivery modalities. As such, and following Senate's approval of the course codes and definitions as articulated in the following Framework, the working group recommends that chairs and directors (or associate deans in non-departmentalized faculties) bring forward requests for changes to course delivery modes (individual courses as identified by CRN) to their dean. Approval by the dean will be based on factors such as individual course requirements and learning outcomes; program requirements and outcomes; accreditation and other regulatory requirements; maintainance of program standards such as academic integrity; student needs; alignment with principles of equity, diversity and inclusion; and creating the best possible academic and graduation outcomes for students. Instructors' personal preferences alone are insufficient to justify changes to delivery modes.

Changes must be in keeping with the overall quality of the academic program and not undermine the academic intent and content of the program, as approved by Senate, and relevant academic policy and regulations. Chairs, directors and deans will ensure the balance of teaching modes is appropriate to the discipline. Where the approving authorities in cross-listing units disagree, the dean(s) of the faculty(ies) shall consult with the AVP Academic Planning, who will be responsible for making a final decision regarding course delivery mode.

Oversight and accountability

All academic leaders, faculty and instructors are accountable to our students, to ensure they receive a high-quality education. As an institution, we are also accountable to the provincial government regarding the delivery modes of our academic programming. As such, the Office of the Vice-President Academic and Provost will annually monitor overall delivery modes for the university to ensure we remain a

predominantly face-to-face institution and uphold our commitments to both government and our students.

The Provost (or designate) will continue to have oversight of all changes to delivery modes through the normal review and approval of the course timetable prior to publication. The working group recommends that the Provost submit to Senate an annual institutional report of course delivery modalities (including changes to course delivery modes) in the faculties, for information. This report will include a summary of the number of courses requested to be delivered in alternate modes in an academic year, patterns of shifts in delivery modes, rationale for the shifts, student impacts, the overall institutional impact, etc.

Academic units/programs that intend to make significant changes to delivery modes must seek Senate Committee on Planning review and approval and, ultimately, Senate approval as well.

Timelines

Following Senate's approval of the proposed Framework for course codes and definitions, academic leaders should submit approved requests for alternate course delivery modes to the Office of the Registrar (OREG) in accordance with established timetabling and publication timelines. Students will be responsible for reviewing the registration guide and timetable to ascertain the mode of delivery of courses prior to course registration. To provide as much clarity as possible to students, relevant course delivery information will be provided to students through the revised timetable format (e.g., asynchronous and synchronous elements for fully online courses, mode of assessments, etc.).

As is currently the case, in exceptional circumstances, changes to a course's Instructional Method Code may be necessary after publication of the timetable, for example due to unanticipated instructor availability for core courses, enrolment challenges, etc. Students already registered in the course will need to be informed of the change in mode of delivery and options for re-registration as necessary and as early as possible. Consistent with current practice, efforts should be made to ensure students already registered in the course are not negatively impacted by the change in delivery mode.

Course Delivery Modes Framework

Below are the proposed course codes and definitions to be included in the Academic Calendar and used for timetabling. These will go to Senate for final approval, to be implemented in Winter Session 2022/23.

Delivery Mode	Definition	Alternate Delivery Modes Threshold	Assessment
Face-to-face (F2F)	Instruction primarily F2F in a physical location	At least 2/3 of instruction in-person synchronous ⁽¹⁾ with up to 1/3 incorporating online elements into instruction ⁽²⁾ The course syllabus must clearly indicate all student expectations re: F2F and online elements	In-person and/or online assessments Instructor must notify students of modes of assessment in the course syllabus by the course start date
<p>(1) Students and instructors are in the same physical location and at times designated in the timetable, e.g. campus classroom, etc.</p> <p>(2) May include use of learning technologies to enhance learning and teaching, e.g. posting course materials, learning activities, discussion groups, online preparation for F2F class using online platforms (e.g. Brightspace, Zoom, Echo 360, Microsoft Teams, Online Academic Community, etc.), virtual guest lectures (i.e. guests joining in-person class remotely), etc.</p>			
Blended	Instruction combines F2F with extensive use of online elements ⁽³⁾	At least 1/2 of instruction in-person synchronous ⁽⁴⁾ with up to 1/2 delivered incorporating online elements into instruction ⁽⁵⁾ The course syllabus must clearly indicate all student expectations re: F2F and online elements	In-person and/or online assessments Instructor must notify students of modes of assessment in the course syllabus by the course start date
<p>(3) Online instructions may include synchronous components (e.g. live online lectures and discussions) and asynchronous components (e.g. recorded lectures, flipped classroom, online discussion boards, online activities, etc.).</p> <p>(4) Synchronous components occur within times designated in the timetable.</p> <p>(5) E.g. up to 1.5 hours of a class timetabled for three hours per week, excluding labs, tutorials, assessment times scheduled outside of scheduled class times, etc.</p>			
Online with some face-to-face	Primarily online with some mandatory in-person components	Over 1/2 of instruction delivered online (synchronous or	In-person and/or online assessments

		asynchronous) with some in-person synchronous components Course syllabus must clearly indicate extent of in-person elements	Instructor must notify students of modes of assessment in the course syllabus by the course start date
Fully online	Instruction and learning entirely online using learning technologies ⁽⁶⁾		Online only; ⁽⁷⁾ may be synchronous or asynchronous Instructor must notify students of modes of assessment in the course syllabus by the course start date ⁽⁸⁾
<p>(6) May include synchronous components (e.g. live online lectures and discussions) and/or asynchronous components (e.g. recorded lectures, discussion boards, online activities, etc.). Synchronous components occur within times designated in the timetable.</p> <p>(7) Assessments will not be in-person for fully online courses.</p> <p>(8) Date and time of synchronous assessments (with the exception of the exam period) must be provided.</p>			

Multi-Access

Definition	Assessment	Comments
Course instruction offered F2F and remotely simultaneously (e.g. live streaming a lecture with discussion enabled for both F2F and online students). Students may access course F2F and/or online throughout duration of the course. Components may be synchronous or asynchronous. ⁽⁹⁾	Assessments may be in-person or online ⁽¹⁰⁾	Requires separate course code for purposes of room booking and for students to understand the multimodal format
<p>(9) Multi-access encompasses all course delivery modalities. Students can access the course in-person or online in real time.</p> <p>(10) Students who are taking the course through a fully online format will be provided the option of fully online assessments unless notified in the course syllabus that there is a requirement to attend in-person.</p>		



Date: January 19, 2022
To: Senate
From: Senate Committee on Planning
Re: **Proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions**

At its meeting on January 5, 2022, the Senate Committee on Planning considered the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions.

The Centre's current Director's term ends on October 31, 2022. The request to extend the term by 12 months would provide a new Director sufficient time to get to know the Centre before undergoing an external review.

The following motion is recommended:

Motion: that Senate approve the proposal to extend the Approved Centre Status for the Pacific Institute for Climate Solutions for a 12-month period from March 31, 2023 to March 31, 2024, as described in the memorandum dated December 8, 2021.

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Matthew Koch
Dr. Evanthia Baboula	Dr. Valerie S. Kuehne
Dr. Rustom Bhiladvala	Dr. Michelle Lawrence
Dr. Jo-Anne Clarke	Dr. Graham McDonough
Dr. Adam Con	Dr. Cynthia Milton
Ms. Andrea Giles	Dr. Abdul Roudsari
Dr. Rishi Gupta	Dr. Nilanjana Roy
Ms. Nicole Greengoe	Ms. Ada Saab
Dr. Robin Hicks	Dr. Ralf St. Clair
Dr. Cindy Holder	Ms. Christine Todd
Dr. Lisa Kalynchuk	Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)	





MEMORANDUM

DATE: December 8, 2021

TO: Dr. Elizabeth Adjin-Tettey, Chair, Senate Committee on Planning

FROM: Dr. Cynthia Milton, Associate Vice-President Research

RE: **Pacific Institute for Climate Solutions (PICS) - Request for Approved Centre Status extension**

I am writing under the delegated authority of the Vice-President Research and Innovation, Dr. Lisa Kalynchuk. Dr. Kalynchuk has reviewed the request of the Pacific Institute for Climate Solutions for a twelve-month extension of their approved centre status. She is in agreement with the below recommendation.

The centre status of the Pacific Institute for Climate Solutions (PICS), under the directorship of Dr. Sybil Seitzinger, is scheduled to expire on March 31, 2023 in adherence with University of Victoria policy number RH8300, *Establishment, Review and Closure of Research Centres*.

Due to the end of Dr. Seitzinger's term as Director on October 31, 2022, we are requesting a twelve-month extension of the Centre's approval status, from March 31, 2023 until March 31, 2024. This extension would allow for the smooth transition of a new Executive Director to get to know PICS sufficiently before launching into an external review.

I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

That the Senate Committee on Planning recommends that Senate extend for 12 months the Approved Centre Status for the Pacific Institute for Climate Solutions from March 31, 2023 until March 31, 2024.



Date: January 19, 2022
To: Senate
From: Senate Committee on Planning
Re: Proposal to change the name of the Department of French

At its meeting on January 5, 2022, the Senate Committee on Planning considered the proposal to change the name of the Department of French.

The proposed name change, Department of French and Francophone Studies, reflects and acknowledges the Department's diversity of teaching and research, and expresses the actual contents of the programs offered.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to change the name of the Department of French, as described in the document "Name Change for the Department of French to the Department of French and Francophone Studies".

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Matthew Koch
Dr. Evanthia Baboula	Dr. Valerie S. Kuehne
Dr. Rustom Bhiladvala	Dr. Michelle Lawrence
Dr. Jo-Anne Clarke	Dr. Graham McDonough
Dr. Adam Con	Dr. Cynthia Milton
Ms. Andrea Giles	Dr. Abdul Roudsari
Dr. Rishi Gupta	Dr. Nilanjana Roy
Ms. Nicole Greengoe	Ms. Ada Saab
Dr. Robin Hicks	Dr. Ralf St. Clair
Dr. Cindy Holder	Ms. Christine Todd
Dr. Lisa Kalynchuk	Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)	



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

NAME CHANGE FOR THE DEPARTMENT OF FRENCH TO FRENCH AND FRANCOPHONE STUDIES

Submitted by:	Name and title	Email
Contact person	Hélène Cazes, Chair of the Department of French	chairfran@uvic.ca
Dean or designate	Annalee Lepp, Dean of the Faculty of Humanities	deanhums@uvic.ca

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Nov 24, 2021
Departmental approval	Sept. 7, 2021
Faculty Curriculum Committee approval	Dec. 1, 2021
Faculty Council* approval <i>*or equivalent Faculty voting body</i>	Dec 7, 2021

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)
Libraries	N/A
Executive Director, Co-operative Education and Career Services	N/A
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	Nov 25, 2021
Indigenous Academic and Community Engagement	Nov 25, 2021

Other relevant information

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



NAME CHANGE FOR THE DEPARTMENT OF FRENCH TO FRENCH AND FRANCOPHONE STUDIES

Please complete all sections or indicate N/A

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Department of French and Francophone Studies, Faculty of Humanities
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Hélène Cazes, Chair, 250 721 7362, chairfran@uvic.ca

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The Department has for a long time included in its course and in its research activities the diversity of the French language and cultures, which constitutes the compounded heritage of colonial empires and of the attachment to French among many communities. We feel very strongly that the current name is misrepresenting our commitment to Decolonialization and to Indigenization. It is also misleading for future students, who can feel excluded from our programs because they are not speaking Metropolitan French.

This name change, Department of French and Francophone Studies, reflects and acknowledges the Department's diversity of teaching and research. The new name expresses the actual contents of the programs offered, in their breadth and diversity: it provides a focus on global French studies, that is on the Francophonie around the world as opposed to a more constrained view of French in Metropolitan France, as well as it puts the emphasis on Decolonization and Indigenization. In fact, courses as well as research areas of the faculty members encompass the diversity and plurality of French (varieties of French) and cultures in different areas of the world.

The current name of the Department, "Department of French," is misleading and not appropriate. Many students think that the programs offered by the Department only concern the learning of the language. However, the Department's scope is much broader: teaching and research pertain to linguistic, cultural, historical, societal issues of the Francophone world as well as theory and literary creation. Moreover, the name gives the impression that the Department's focus is on Metropolitan French, which reinforces the very negative effects of prevalent linguistic ideologies, according to which

“good” French is only spoken in France. As such, the name of the program and credential will also be changed to French and Francophone Studies to reflect the program content.

The course codes would stay the same. The FRAN code, already in use, complements well the name and is in line with the wider focus on Francophonie.

We hope that this name change will help with student recruitment for the undergraduate and graduate programs. The identity of the Department will also be better represented by the proposed name.

It aligns with three of the Strategic Framework Priorities: Cultivating an extraordinary Academic Environment, fostering and Respect and Reconciliation, and engaging locally and globally.

C. Indicators of labour market and student demand.

N/A

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

N/A

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

NO

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

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

There is no required change to the curriculum and its degrees.

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

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

G. Anticipated enrolment and student financial support plan.

N/A

H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)

N/A

I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.

UBC has a "Centre de la Francophonie" and SFU has an "Office of Francophone and Francophile Affairs", these are not departments though. We need to keep the word "French" for the language courses and add the word "Francophone" for the scope of languages and cultures represented in the many places where French is spoken.

Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).



Date: January 19, 2022

To: Senate

From: Senate Committee on Planning

Re: **Proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate**

At its meeting on January 5, 2022, the Senate Committee on Planning considered the proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate.

The Early Childhood Development Virtual University (ECDVU), led by Dr. Alan Pence, was a successful program, delivering certificate and diploma programs in Sub-Saharan Africa and in Middle East North Africa. With Dr. Pence's retirement, there are no faculty interested in continuing this program and no resources available to fund the program.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve, the proposal to discontinue the International Child and Youth Care Program Professional Specialization Certificate, as described in the document "International Child and Youth Care program (Professional Specialization Certificate Program)".

Respectfully submitted,

2021-2022 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Matthew Koch
Dr. Evanthia Baboula	Dr. Valerie S. Kuehne
Dr. Rustom Bhiladvala	Dr. Michelle Lawrence
Dr. Jo-Anne Clarke	Dr. Graham McDonough
Dr. Adam Con	Dr. Cynthia Milton
Ms. Andrea Giles	Dr. Abdul Roudsari
Dr. Rishi Gupta	Dr. Nilanjana Roy
Ms. Nicole Greengoe	Ms. Ada Saab
Dr. Robin Hicks	Dr. Ralf St. Clair
Dr. Cindy Holder	Ms. Christine Todd
Dr. Lisa Kalynchuk	Dr. Jie Zhang
Ms. Sandra Duggan (Secretary)	



UNIVERSITY OF VICTORIA

STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

International Child and Youth Care program (Professional Specialization Certificate Program)

Dean's Name and Date of consultation with AVPAP: Helga Kristín Hallgrímsdóttir, PhD	Dean signature:
Name of contact person: Shanne McCaffrey	
Email & phone of contact person: smccaffr@uvic.ca 250-721-7989	
Date approved by Department: Approved through the SCYC Community Council on Friday, Dec. 4 th 2020.	Chair/Director signature:
Date approved by Faculty: December 14, 2021 by electronic vote	Dean signature:
Date of Consultation with Co-operative Education Program and Career Services (if applicable) N/A	Executive Director signature: N/A
Date of Consultation with Indigenous Academic and Community Engagement	Executive Director signature: Original signed by Robina Thomas
Resource Consultations – Other: (e.g. space, Faculty, staff) N/A	N/A

International Child and Youth Care program (Professional

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of the change

Name, Location, Academic units (Faculties, departments, or schools)	Delete: International Child and Youth Care (Professional Specialization Certificate) School of Child and Youth Care Human and Social Development
Anticipated implementation date of change	September 2022
Name, title, phone number and e-mail address of contact person	Jessica Ball, Undergraduate Program Chair School of Child and Youth Care Jessica Ball jball@uvic.ca , 250-658-3126

B. History and context of the program indicating value and impact of the program change

Include a description of how the proposed change relates to similar programs in your unit and comparable programs outside UVIC. Provide a rationale for the change and describe the impact on students. How does the proposed change align with unit/Faculty/UVIC strategic plans and priorities?

The [International Child and Youth Care \(Professional Specialization Certificate\)](#), led by Dr. Alan Pence was associated with the Early Childhood Development Virtual University ([ECDVU](#)), is no longer active. The last graduate received their certificate in 201005. There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

The ECDVU was a successful program, delivering certificate and diploma programs in Sub-Saharan Africa and in Middle East North Africa. With Dr. Pence's retirement, there are no faculty interested in continuing this program and no resources available to fund the program.

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

Not required

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

We do not have the faculty complement to support this program.

E. Does the proposed change have an impact on current policies (admissions, student evaluation, supervision, oral examinations)? If yes, provide details.

Sunsetting the program does not have an impact on current policies. There are no current students enrolled and seeking this qualification. We do not foresee any change in this situation. As the program has been moribund for many years, there is no current relationship to programs in Human and Social Development.

F. Curriculum design (Include draft curriculum as Appendix) (not required for requests for program discontinuation)

Indicate the requirements and design, including core and elective courses and total program units. Identify which courses already exist at UVic and any new courses required.

Not Required.

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

- Describe use and anticipated outcomes of practica, Co-op, work terms, or other forms of experiential learning and the unit's plans and support to develop placement opportunities. Obtain line authority signature for any resource commitments.
- Opportunities for community engaged and research-enriched learning

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

Identify the program learning outcomes.

Provide anticipated times to completion.

Describe any plans for international or indigenous opportunities or perspectives.

Plans for integration of teaching and research.

G. Anticipated enrolment and student financial support plan (not required for requests for program discontinuation)

Not Required.

H. Resource requirements. Indicate any resources required (faculty & staff appointments, space, library)

Not Required.

I. Indicate related undergraduate programs in other British Columbia post-secondary institutions.

This program was offered internationally and was not available to BC students. We are not aware of any other related program in British Columbia post-secondary institutions.

Provide evidence of consultation with related programs and UVic Departments/Faculties participating or affected by the program change (emails/letters of support in an appendix).



Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | uvic.ca/vpacademic

memo

To: Members of Senate
From: Valerie S. Kuehne, Vice-President Academic and Provost
CC: Lois Harder, Dean, Faculty of Social Sciences
Susan Lewis, Acting Vice-Provost
Date: January 17, 2022
Re: **Renewal of Term Raincoast Chair in Applied Conservation Science**

The University of Victoria is a national and global leader in conservation science teaching and research, with considerable expertise in the Department of Geography, Faculty of Social Sciences.

Following the initial term of the Raincoast Chair in Applied Conservation Science from 2017-21, the anonymous donors have agreed to grant to UVic the second portion of the gift for another five-year term. The donors and the Faculty of Social Sciences agree that the goals of the Raincoast Chair are being met and the research chair continues to be viable. We respectfully request approval to renew the Raincoast Chair in Applied Conservation Science in the Department of Geography for the second five-year term, from 2022-27. This second term will continue to complement and expand the department's capabilities in important ways, as well as advance knowledge in the field of applied conservation science and contribute to academic programs through teaching, research and service.

The Raincoast Chair in Applied Conservation Science and the associated Raincoast Applied Conservation Science Lab will support social-ecological sustainability that considers nature and relationships between people and nature. With a focus on working actively with Indigenous governments, the Raincoast Chair and Lab will contribute high-quality data from applied scientific research to inform decision-making, including to influence environmental policy by governments. Central to these outcomes is training and supporting the next generation of applied conservation scientists.

Background

The Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100) guides the establishment and naming of endowed chairs. Chair holders are established through the generosity of benefactors who work with UVic to establish terms of reference for the chair position. Endowed chairs advance academic programs of the university, enhancing teaching, research and creative activity.

Strategic relevance

The Raincoast Chair contributes to the university's leadership in fostering respect and reconciliation, including by supporting productive and authentic research relationships with Indigenous governments and other decision-makers. With its emphasis on training and connections with Indigenous communities and policymakers, the Raincoast Chair and Lab will further the university's commitment and contribution to Indigenous communities. Its programs will extend and expand over a long period to ensure foundational data integrity, and be applied across a variety of wildlife, fish and forest resources that have high cultural and economic importance. The Raincoast Chair and Lab will continue to address not only conservation problems but also opportunities, so that nature and people can thrive together.

The Raincoast Chair will also enhance the university's teaching and research reputation in environmental and social sustainability, and continue to contribute to the Department of Geography's body of scholarship in applied conservation science.

Focus and duties

The mission of the Raincoast Chair is to develop applied conservation scholars and practitioners whose research informs and empowers environmental managers to make informed decisions based on evidence.

Operating principles:

- Decision-makers, including members of the public, require relevant, reliable, timely and understandable information to address environmental problems and opportunities.
- Strong evidence is derived from scientific research, which must survive the rigours of peer-review.
- Applied scholars can not only produce scholarship but also communicate information to support environmental management decisions.
- Seeking, generating and receiving evidence cannot be separated from the value systems of those involved.

In all work, the Raincoast Chair and Lab strive to:

1. Acknowledge and apply core values as applied to the lab (honesty, team-orientation, equity and diversity, hard work) and beyond (conservation, social justice, Indigenous rights, animal welfare, and informed advocacy).
2. Work with diverse partners & knowledge systems in a decolonizing framework, especially via collaboration with Indigenous Nations and their members.
3. Develop and implement creative, targeted, and collaborative research connections.
4. Maintain and nurture long-term relationships with partners via open dialogue, and mutually-beneficial, productive collaborations.
5. Ensure the rigour of the RC & RACSL research (and the authority of applied information) by exposing the lab's work to peer-review.
6. Communicate new knowledge clearly, compellingly, and broadly, beyond the world of academia.

Funding to support the chair

There are no new budget implications associated with this proposal. The donors, who wish to remain anonymous, agree to grant to UVic the second portion of the gift for the five-year term (2022-27) commencing June 30, 2022, in accordance with the terms of the Gift Agreement signed December 2021.

Planned further action

The reappointment of the Term Raincoast Chair in Applied Conservation Science.

Recommended motion

That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of the Raincoast Chair in Applied Conservation Science in the Department of Geography, Faculty of Social Sciences for a second five-year term commencing June 30, 2022.

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | F 250-721-7216
provasst@uvic.ca | uvic.ca/vpac

DATE: January 19, 2022

TO: Members of Senate

FROM: Valerie S. Kuehne, Vice-President Academic and Provost

CC: Tony Eder, Executive Director, Academic Resource Planning

RE: Enrolment projections for 2022/23

Summary

This memo recommends a level of full-time equivalent (FTE) enrolment for the coming year (2022/23). The levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other factors including the public health outlook and provincial directives related to the COVID-19 pandemic.

For 2021/22, the University of Victoria was funded by the Ministry of Advanced Education and Skills Training (MAEST) to enrol **16,418 FTE** students, which included the expansion of student spaces in engineering and computer science and the JD/JID, as well as the expansion of the nurse practitioner program.

For 2022/23, an additional 75 FTE in engineering and computer science and 5 FTE for nursing are anticipated, bringing **MAEST's total enrolment target for UVic to 16,498 FTE**.

Because international enrolments are not included in the MAEST's target, UVic's total enrolment level will be higher than this target. UVic achieved the planned level of 2,050 international undergraduate FTE in 2021/22, with actual enrolment just over 2,450 FTE. As this level is expected to persist for at least three years, and Faculties and departments have been resourced accordingly, we plan to maintain this international undergraduate enrolment level at 2,050 FTE. Therefore, **the overall enrolment recommendation for 2022/23 will be set at 18,548 FTE**. The recommended enrolment level for international undergraduates does not necessarily represent UVic's long-term desired enrolment and will be aligned with our Strategic Framework and Strategic Enrolment Management (SEM) Plan.

Background

Under the *University Act*, the Board of Governors determines the level of student enrolments upon recommendation from Senate.

The university's operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in

terms of annualized FTE students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to EETs (equivalent enrolments taught), which are calculated by dividing the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Impact of COVID-19 on enrolment

Despite the challenges of the current pandemic, we expect to achieve both our internal enrolment targets and the targets set by the MAEST for the 2021/22 academic year.

The COVID-19 pandemic has impacted the provincial and national post-secondary landscape, especially in terms of international enrolment. There were increased challenges for international students living outside of Canada that continued throughout 2021, including delays in obtaining study permits, travel restrictions and federal quarantine rules.

In BC, 16 out of 25 post-secondary institutions are under their funded enrolment target this year, and in particular colleges and teaching universities. UVic is well above its target and is experiencing our highest enrolment to date—up almost 2.5% for headcounts this fall compared to last, which was already our highest enrolment to date.

As per the SEM Plan, we continue to increase the percentage of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%. Applications and registrations for first-year entry into UVic increased significantly this year, including among high school students with entering averages of over 90%. Although some academic programs at UVic have a limited number of seats and use additional selection criteria, most programs at the university accept every student who has reached pre-determined admission cut-offs. As such, this was the largest first-year class we have experienced at UVic to date—up 13% from last year. We also awarded a record number of entrance scholarships, which reflects the increased number of applications and acceptances from students with high entering averages.

Offering more than 100 additional online courses than in pre-pandemic years helped to mitigate the loss of international students in fall term 2021, though international undergraduate enrolment is down about 40 FTE from last year, which was down 80 FTE from the previous year. Courses with large international enrolments were prioritized for online delivery, and included popular first- and second-year courses as well as courses that satisfied the academic and technical writing requirement. While our enrolments are above our notional target, the reduction of 120 FTE over two years presents a loss of tuition revenue and our ability to make budget allocations.

The university continues to invest in resources and supports for students to ensure robust recruitment and retention rates, including as we navigate the pandemic and apply learnings going forward. For example, ahead of Winter Session 2021/22, we invested in additional teaching assistants and sessional instructors for online courses, increased resources to support students with disabilities, added new teaching and learning technologies, enhanced classroom infrastructure to enable lecture recording and hybrid course delivery, and increased scholarship and bursary funding for students. We also revised the successful New Student Connect program,

which is a peer-to-peer student mentorship program that originally launched in 2020. All students continue to have access to remote, 24/7 counselling and wellness services.

Last year, we reported a higher incidence of part-time enrolment among undergraduate students—an outcome of students’ management of their course load in a largely online environment and resulting from the extension of the 100% drop date deadline in fall term 2020. The full-time and part-time distribution in 2021/22 has returned to pre-pandemic levels, although we expect the extension to the drop-date for spring term 2022, along with the uncertainties associated with the Omicron variant, could shift these levels once again. We will continue to monitor enrolment throughout the term, as well as the impact on budget.

Report on 2021/22 targets

Our fall interim enrolment report to MAEST shows that we will meet the 2021/22 funded enrolment accountabilities (which do not include international students). UVic’s projected enrolment is expected to be 105% of the overall target—17,189 FTE on a target of 16,418 FTE. UVic has exceeded the undergraduate (102%) and the graduate (118%) enrolment targets set by MAEST.

Tactics aligned with our SEM Plan have been successful in diversifying the range of students’ countries of origin as well as programs of study, and we will continue to look for further diversification going forward. Overall, international students comprise about 17% of the UVic student population.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed with the Provost annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.

MAEST FTE target comparison

	2021/22 projection	2021/22 target	FTE difference	Utilization
Domestic undergraduates	14,427	14,083	344	102%
Total graduates	2,762	2,335	427	118%
Total students	17,189	16,418	292	105%

Annualized student FTEs

	2012 /13	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021/22 forecast	10-yr % chg
Undergrad domestic	13,677	13,697	13,608	13,689	14,011	13,902	14,064	13,972	14,239	14,427	2.5%
Undergrad international	1,049	1,368	1,773	2,083	2,179	2,270	2,333	2,573	2,492	2,451	226.4%
All undergrads	14,726	15,065	15,381	15,772	16,190	16,172	16,397	16,545	16,731	16,878	13.8%
All grads	2,847	2,952	2,986	3,002	2,911	2,865	2,732	2,688	2,630	2,762	3.1%
All students	17,573	18,017	18,367	18,774	19,101	19,037	19,129	19,233	19,361	19,640	12.2%

Annualized FTE target comparison

	2021/22 projection	2021/22 target	FTE difference	% difference
Domestic undergraduates	14,427	14,083	344	2.4
International undergraduates	2,451	2,050*	401	16.4
Total undergraduates	16,878	16,133	745	4.4
Total graduates	2,762	2,335	427	15.5
Total students	19,640	18,468	1,172	6.0

*University of Victoria internal enrolment level

Strategic enrolment management

The SEM Plan continued to be implemented under the leadership of the Provost to help ensure UVic’s enrolment goals—including size, composition and quality—are refined and subject to continual assessment and improvement. While our direction thus far has been to remain approximately the same size, strategic growth and a changing enrolment profile will occur over the next few years as per the SEM Plan. Enhancing retention and student success will continue to be a key enrolment management strategy, as will increasing access for under-represented populations.

From an enrolment perspective, enhancing quality will be achieved by offering competitive entrance scholarships, increasing applications and admissions of high-achieving undergraduates, and enhancing retention rates and timely graduation for all students. This will also facilitate meeting MAEST’s domestic undergraduate target. Internationalization will be achieved by diversifying enrolments and increasing retention rates of international students, and also by providing ongoing pathways between the Division of Continuing Studies and our academic programs as well as by increasing opportunities for international student exchange experiences.

With a substantial growth in post-secondary capacity across the province over the past decade and a declining domestic youth population, the student recruitment environment continues to be competitive. The recruitment of outstanding students from diverse backgrounds and areas continues to be a high priority, including our ongoing commitment to increase Indigenous enrolment at both the undergraduate and graduate levels.

Recommended enrolment levels for 2022/23

The list below shows expected enrolment levels for both MAEST-funded enrolment accountabilities and UVic’s internal enrolment expectations for 2022/23. It is proposed that a recommended enrolment level of **18,548 FTE** be approved, which includes an expansion of 75 undergraduate FTE for computer science and engineering and 5 for nurse practitioner student spaces. Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending on levels of student interest and demand but, as in past years, will be well above the Senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

MAEST-funded undergraduate FTE	14,158
MAEST-funded graduate FTE	2,340
Total MAEST-funded FTE for 2021/22	16,498
Planned international enrolments	2,050
Recommended enrolment level for 2021/22	18,548

Recommendation to Senate

*THAT Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of **18,548 FTE** for the 2022/23 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*



Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | uvic.ca/vpacademic

memo

To: Members of Senate
From: Susan Lewis, Acting Vice-Provost
Date: January 19, 2022
Re: **Policy Renewal Academic Accommodation and Access for Students with Disabilities (AC1205) – for feedback**

UVic's Policy on Academic Accommodation and Access for Students with Disabilities (AC1205) is currently under review. The policy came into effect in January 2006 and the last editorial change was in December 2017. A policy refresh is being undertaken to reflect on what parts of the policy are most effective and what might need to change to align with current standards and best practices.

On behalf of the Provost, the university has engaged an external contractor to support policy renewal, consultations, and to gather input from the campus community. Proposed revisions will go to UVic Senate for final approval, hopefully this spring.

Background

All members of the UVic community share in the responsibility to foster an inclusive, accessible, and welcoming academic environment for students with disabilities. Through its Academic Accommodation and Access for Students with Disabilities (AC1205) Policy, the university provides reasonable academic accommodation to students with disabilities in a manner that is consistent with its educational mandate, academic principles, and legal obligations.

Every year, roughly 10% of the UVic student population registers with the Centre for Accessible Learning (CAL). Through AC1205, the university ensures these students receive reasonable academic accommodations to address their specific barriers to learning.

The policy articulates the expectations and responsibilities of the institution, instructors and students in ensuring a successful and accessible learning environment.

Strategic relevance

The policy aligns with the Strategic Framework strategy to embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.

Summary

We are seeking Senate feedback on the revisions reflected in the attached draft, which proposes updated definitions, the addition of a scope statement, and clearer articulation of roles and responsibilities.

The current proposed revisions were informed by initial input from the Advisory Committee on Academic Accommodation and Access for Students with Disabilities, which includes representation from the Senate Committee on Learning and Teaching (SCLT); the Senate Committee on Academic Standards (SCAS); the University of Victoria Students' Society (UVSS); the UVic Graduate Students' Society (GSS); the Society for Students with Disabilities (SSD); the Associate Deans' Academic Council; the Academic Advisory Committee on Equity and Diversity; University Systems; the Office of the Registrar; the Equity and Human Rights office (EQHR); the Division of Learning and Teaching Support and Innovation (LTSI); the Ombudsperson; and the Centre for Accessible Learning (CAL). Initial feedback on a prior version of this discussion draft was received from SCAS, the co-chairs of the Senate Committee on Appeals, the Ombudsperson, LTSI, and the Faculty Association.

Planned further action

UVic Senators are invited to provide input on this policy renewal by Feb 9, 2022 to stuaproj@uvic.ca.

Also in the weeks ahead, conversations about the renewal will be held with the UVSS, GSS, SDD, SCLT, EQHR, and academic leaders including Deans' Council. There will also be a community survey.

The goal is to bring the revised policy to Senate for approval in May.

Attached: Proposed revisions to A1205



Academic Accommodation and Access for Students with Disabilities

University Policy No.: AC1205
Classification: Academic and Students
Approving Authority: Senate
Effective Date: January 2006
Supersedes: June 1997
Last Editorial Change: December 2017
Mandated Review:

Discussion Draft – Jan 19, 2022

Associated Procedures:

Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities
Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

DEFINITIONS

For the purposes of this policy, the following definitions apply.

“Academic Accommodation” means an individualized adaptation or alteration of instructional environments, materials, or methods of assessment to provide a Student with a Disability an alternative means of meeting the Essential Requirements of a course or program. Providing Academic Accommodation mitigates barriers to the Student’s participation in the university’s academic programming but does not modify or lower the academic standards of the university or eliminate academic evaluation. A Student with a Disability who receives Academic Accommodation is responsible for meeting the Essential Requirements of a course or program. Academic Accommodation is individualized for a particular Student and may include but are not limited to:

- (a) the provision of alternative formats and methods of communication;
- (b) the use of adaptive technology;
- (c) an adaptation of the course assessment and/or the mode of delivery of a course assessment.

Academic accommodation may be provided on an interim basis for a Student who is in the process of being assessed for a disability.

“Academic Concession” See [Request for academic concession - University of Victoria \(uvic.ca\)](#) [Please note: the wording of this section and section 3.3 will be revised in consultation with the Senate Committee on Academic Standards to distinguish between academic accommodation under Policy AC1205 and academic concessions.]

“Accessible” means the degree to which university environments, facilities, procedures, and teaching and learning materials are usable by people, with or without adaptation or special design. Many

barriers to full participation reside in the environment (e.g., physical, curricular, attitudinal, informational).

“Administrative Head” means any one of the following, as the context requires: Chair of an academic department, the Director of a School, or Associate Dean of a Faculty.

“Director” means the Director of the Centre for Accessible Learning.

“Essential Requirement” means the core and indispensable knowledge, skills, and abilities of a course or program that every Student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements are established by applying the factors in section 7.3.

“Instructor” means the faculty member or sessional instructor who is responsible for a course and includes a Graduate Supervisor (or Co-Supervisor).

“Student” means a person who is currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, graduate degree, or diploma or certificate.

“Student with a Disability” (collectively, Students with Disabilities) means a Student with a long-term or recurring physical, mental, sensory, psychiatric, or learning impairment that causes or results in functional restrictions or limitations on their ability to perform the range of life’s activities, including the daily activities necessary to participate in studies at a post-secondary level.

“Undue Hardship” is a legal test related to reasonable Academic Accommodation. The University of Victoria is limited to providing reasonable Academic Accommodation without the university incurring undue hardship, as that term has been interpreted under BC law. What constitutes undue hardship varies based on, and must be considered in the context of, the circumstances of each individual case. The onus is on the university to show evidence of undue hardship.

“Unit” means academic or administrative areas at the university, including but not limited to faculties, divisions, departments, schools, offices, and centres.

FOUNDATIONAL STATEMENTS

1. Principles

- 1.1 All members of the university community share the responsibility to foster an inclusive, accessible, and welcoming academic environment by reducing or eliminating barriers for Students with Disabilities.
- 1.2 The university recognizes and affirms its duty to accommodate Students with Disabilities and to provide reasonable Academic Accommodation to them in a manner that is consistent with its educational mandate, academic principles, and legal obligations.

2. Purpose

- 2.1 This policy sets out the university's framework for addressing Academic Accommodation for undergraduate and graduate Students with Disabilities.

SCOPE

3. Jurisdiction of the Policy

- 3.1 This policy applies to Academic Accommodation for undergraduate and graduate Students with Disabilities.
- 3.2 This policy does not apply to a Student's employment relationship with a co-op work term employer or with the university. Where a person is both a Student and an employee of the university, this policy only applies to those activities that are associated with the person's status as a Student.
- 3.3 This policy does not apply to Academic Concessions [See - [Request for academic concession - University of Victoria \(uvic.ca\)](#)]

RESPONSIBILITIES

4. The University's Responsibility

- 4.1 The university will provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner. Specifically, the university will:
- a. Support the operations of the Centre for Accessible Learning ("CAL") to fulfill its mandate to:
 - i. offer advice, guidance, and support for Students seeking Academic Accommodation;
 - ii. guide members of the university community in providing reasonable Academic Accommodation and help to advance their understanding of disability issues;
 - iii. based on appropriate supporting documentation, make decisions about Academic Accommodation in a timely manner.
 - b. Take steps towards making its programs and courses more accessible to qualified Students with Disabilities by mitigating barriers.
 - c. Inform and educate all members of the university community about the obligations, duties, responsibilities, and expectations under this policy and the means for appropriately implementing it.
 - d. Through the Office of the Vice-President Academic and Provost, appoint and maintain an Advisory Committee on Academic Accommodation and Access for Students with Disabilities that

will address issues relevant to the implementation and improvement of this policy. This committee will provide a report of its activities to Senate on an annual basis. [*Please note: section 4.1.d is under discussion.*]

5. Shared Responsibility for Developing and Implementing Academic Accommodation

- 5.1 Developing and implementing a plan for reasonable Academic Accommodation is a shared responsibility that requires participation, co-operation, and communication among university employees, the Centre for Accessible Learning, the Instructor, the Administrative Head of the academic unit, and the Student with a Disability. A collaborative working relationship between all parties involved in the accommodation process is essential to meet the Student's need for Academic Accommodation.

6. Responsibilities of Students

- 6.1 All Students are responsible for:
- (a) meeting the degree, diploma, or certificate requirements of their program; and
 - (b) acquiring the knowledge and skills necessary to meet the Essential Requirements of the course or program.
- 6.2 A Student with a Disability who is seeking Academic Accommodation is expected to and is responsible for contacting the Centre for Accessible Learning ("CAL") to register and to initiate the process.
- 6.3 A Student with a Disability who is seeking Academic Accommodation is expected and required to participate fully in the process of developing a plan for reasonable Academic Accommodation, which includes:
- (a) seeking the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;
 - (b) identifying their individual needs and providing adequate documentation of their disabilities to CAL with sufficient notice to enable CAL to assess the information provided, to develop a plan for reasonable Academic Accommodation, and to communicate the plan;
 - (c) actively engaging with CAL, Instructors, and others as necessary to explore options and to develop a plan for reasonable Academic Accommodation;
 - (d) where appropriate, taking reasonable measures to address their own particular and individual needs and personal requirements relating to the need for Academic Accommodation; and
 - (e) fulfilling their part in implementing the plan for Academic Accommodation.

- 6.4 A Student with a Disability whose program includes a practicum will notify their Faculty's Practicum Co-ordinator in advance of their practicum if a specific accommodation is required. The Practicum Co-ordinator will determine reasonable accommodation in the practicum (see section 10.1 below), in consultation with the Student, the placement agency, and the faculty (where appropriate).

7. Responsibilities of Instructors

7.1 Instructors:

- (a) identify the Essential Requirements of the course (working collaboratively and as needed with their unit's curriculum committee and/or with their Administrative Head);
- (b) upon request, communicate the Essential Requirements of the course to their Administrative Head, or to CAL, in writing;
- (c) work in co-operation with CAL and the Student to implement the plan for Academic Accommodation.

7.2 Instructors are encouraged to:

- (a) consider accessibility and the principles of universal design when designing their course(s) and in their approach to classroom interaction and evaluation methods;
- (b) include a statement on their course outline or syllabus about the Centre for Accessible Learning;
- (c) communicate the Essential Requirements of the course in their course outline or syllabus.

7.3 Identifying the Essential Requirements of a course or program is a critical step in determining Academic Accommodation. To be an Essential Requirement, the knowledge, skill, or ability must be:

- (a) logically connected to the Student's ability to successfully complete the course or program;
- (b) reasonably necessary for the Student to successfully complete the course or program; and
- (c) included in good faith, in the belief that it was necessary (not just desirable) for the fulfilment of the objectives of that course or program.

8. Responsibilities of Administrative Heads

8.1 The Administrative Head:

- (a) works collaboratively and as needed with their unit's Instructors and curriculum committee to identify the Essential Requirements of a course or program;

- (b) communicates the Essential Requirements to the Student and to CAL in a timely way, when requested;
- (c) supports the Student and the Instructor to implement the plan for Academic Accommodation; and
- (d) makes reasonable efforts to educate themselves and the Instructors and other relevant employees within their unit about the obligations, duties, responsibilities, and expectations under this policy.

9. Responsibilities of the Centre for Accessible Learning (“CAL”)

9.1 The CAL is responsible for fulfilling its mandate, as set out in section 4.1.a and specifically for:

- (a) offering advice, guidance, and support for Students seeking Academic Accommodation;
- (b) coordinating the process for reviewing requests for Academic Accommodation;
- (c) working with each Student with a Disability to develop a plan for reasonable Academic Accommodation;
- (d) making decisions about reasonable Academic Accommodation based on assessment of appropriate supporting documentation;
- (e) communicating the Academic Accommodation plan to the Student and to the Instructor to implement;
- (f) communicating relevant information to the Student and, as appropriate, to Instructors, Administrative Heads, and to other employees of the university.

10. Responsibilities of Practicum Coordinators

10.1 Practicum coordinators are responsible for determining reasonable accommodation for a Student with a Disability who is required to participate in a practicum placement. The practicum co-ordinator will normally only make this determination after consulting with the Student and the placement agency (and the faculty, where appropriate).

11. Processes for Resolving Disagreements about Academic Accommodation

Instructor and/or Administrative Head

11.1 An Instructor who believes that the plan for Academic Accommodation either compromises an Essential Requirement of a course or program, or constitutes Undue Hardship to the university, will discuss their concerns with the Administrative Head of their unit. The Administrative Head,

alone or together with the Instructor, will discuss the matter with the Director to attempt to resolve the concern informally.

- 11.2 If no resolution is reached under section 11.1, the Administrative Head, alone or together with the Instructor, may consult with the Dean of the Faculty who may in turn discuss the matter with the Director to attempt to resolve the concern informally.
- 11.3 Failing informal resolution, the Dean (after consulting with the Instructor and the Administrative Head) may request the Vice-Provost to review the matter. The Vice-Provost will decide whether the plan for Academic Accommodation:
 - a. compromises an Essential Requirement of a course or program;
 - b. constitutes Undue Hardship.
- 11.4 Prior to making a decision, the Vice-Provost may consult with the University's General Counsel (or delegate).
- 11.5 The Vice-Provost's decision will be communicated to the Dean, the Administrative Head, the Instructor, and the Director. The Vice-Provost's decision normally will be communicated to the Student only when that decision changes the plan for Academic Accommodation.

Students

- 11.6 A Student who disagrees with the plan for Academic Accommodation may, in accordance with the procedures, request the Director (or delegate) to reconsider it.
- 11.7 A Student may appeal to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

12. Confidentiality and Privacy

- 12.1 The university must and will act in compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* ("FIPPA") which regulates the collection, use, disclosure, storage, and retention of personal information.
- 12.2 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the university's Protection of Privacy Policy (GV0235) and Records Management Policy (IM7700). The information and records will be treated as highly confidential, in compliance with FIPPA, and with applicable university policies.

GENERAL

13. Review of Policy

- 13.1 The university will continue to monitor best practices and research and will review and update this policy and its associated procedures whenever it is reasonable to do so.
- 13.2 In any event, the university will review this policy at least once every three years.

14. Retention and Disposal of Records

- 14.1 Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

15. Authorities and Officers

- 15.1 The following is a list of authorities and officers for this policy:
- (a) Approving Authority: Senate
 - (b) Designated Executive Officer: Vice-President Academic and Provost
 - (c) Procedural Authority: Senate
 - (d) Procedural Officer: Associate Vice-President Student Affairs

RELEVANT LEGISLATION

[Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)

[Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

[Discrimination and Harassment Policy \(GV0205\)](#)

[Policy on Human Rights, Equity and Fairness \(GV0200\)](#)

[Protection of Privacy Policy \(GV0235\)](#)

[Records Management Policy \(IM7700\)](#)

[Academic Concessions \[Request for academic concession - University of Victoria \(uvic.ca\)\]](#)



Office of the Vice-President Academic and Provost
Michael Williams Building PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7013 | F 250-721-7216 | provasst@uvic.ca | uvic.ca/vpacademic

memo

To: Members of Senate
From: Valerie S. Kuehne, Vice-President Academic and Provost
Susan Lewis, Acting Vice-Provost
Date: January 27, 2022
Re: **Update on the Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session**

At the January 7, 2022 meeting of Senate, a motion to extend the 100% drop deadline for the second term of the Winter Session was debated and carried. Inclusion of graduate student personal leaves was added as a friendly amendment.

Given the significant discussion and numerous questions arising, Senate requested that the Office of the Vice-President Academic and Provost provide a summary of the many considerations necessary to put forward recommendations for changes to the various withdrawal deadlines occurring within the academic calendar. This memo also provides rationale as to why a further extension of the drop deadline was not put forward.

Background and context

As outlined in the “Recommendation to change the drop deadline for the second term of the 2021/2022 Winter Session Senate” memo dated January 7, 2022, a task group was asked to identify student, operational and other considerations related to add and drop dates for courses and tuition fee deadlines. This task group included leaders responsible for implementing any changes to important academic dates in their units, and so are well positioned to determine impacts. Members were also involved in the approved recommendation to extend the drop deadline in fall term 2020.

First and foremost, the task group was asked to address the urgent needs of students in response to the emerging changes related to the COVID-19 pandemic—specifically, the university’s delay of in-person learning until Jan. 24, which was communicated on Dec. 23, 2021. At the time, the last day for 100% reduction of second term fees for standard courses was Jan. 23—one day prior to the planned resumption of in-person teaching and learning. The task group was asked to consider any implications that changing academic deadlines could have on students and the overall operation of the university, and find an appropriate balance between flexibility and support for students and disruption of services.

Public health guidance, emerging trends, decisions at partner and colleague institutions, internal and external concerns, challenges and opportunities arising (including impacts on all who are part of our

university community) figured prominently in decision making. Close attention was also paid to the overall academic schedule and key decision making points for faculty, staff and students, as well as guidance and support required by students when deadlines approach and critical decisions are required. Additionally, consideration was given to the opportunity for exceptions and appeal routes that are normally available to students, and the extent to which these can be accessed within the current context.

Both the 50% and 100% academic drop deadlines provide students with the ability to make changes to their course registration during the term. The request to extend one or both dates would provide students with additional time to make important decisions from an academic and/or financial perspective. Requests to extend one or both drop deadlines also impacts other key activities integral to student support and success, including but not limited to student awards and financial aid, external funding, key documentation, and registration in subsequent terms.

Student financial aid implications

Any delays to confirmation of enrolment and final payment of fees may impact students receiving bursaries and scholarships, as excess funds available to students beyond payment for tuition owing will not be available for students. Further, any delay in the 50% or other academic withdrawal dates impacts the timing of the communication students receive regarding the financial ramifications of dropping below the minimum course load required to retain government student aid, scholarship and bursary funding.

If a student has a basis of appeal regarding any resulting financial impact, they will have a shorter window in which to appeal to either the Senate Committee on Awards or Student Aid BC (depending on the circumstances). Additionally, delaying the ability to communicate with students regarding any financial impact gives students who rely on government student aid less time to plan their resources for future terms of study.

Many students also rely on external funding bodies to financially support or approve their educational plans or objectives. External funders or approvers often have their own deadlines and requirements for students and universities to report the student's confirmed enrolment.

Academic planning implications

Extension of deadlines could result in changes to information on, or delays in, the ability to produce verification of enrolment (VOE), Study Permit, or Degree Completion letters. These documents cannot be produced until the student's transcript is finalized and no other registration changes can be made. As a result, these documents cannot be produced until final registration is complete. Extension of deadlines could mean that these documents may not be available for students for up to two additional weeks, and thus delay study permits and applications to graduate school, among other implications.

Timelines associated with student registration for subsequent sessions/terms must also be taken into consideration. Summer Session registration takes place in mid March and relies on finalized student registration information for the spring term. To ensure all eligible students may register for the upcoming Summer Session, two key processes occur in early March: 1) the Winter Session sessional grade point average (GPA) calculation is scheduled to commence March 1, which then provides key information for 2) the creation of time tickets for Summer Session registration. The time ticket process

takes into account each student's year standing and GPA when assigning a time ticket for the upcoming Summer Session gated registration. Standing cannot be calculated until registration is final.

As well, students that have applied for selective programs in subsequent terms may be impacted as evaluation for selective programs is delayed until in-progress course registration is finalized.

Academic advising implications

Many students need to consult with not only their instructor, but also experts both on and off campus before arriving at the decision to drop a course. As noted above, dropping a course can impact a student in many different ways. Many units on campus provide support and guidance to students, to help them make informed decisions.

That said, some students are unable to make their decisions prior to key drop deadlines while other students have extenuating circumstances arise after deadlines have passed. Students with extenuating circumstances after the academic drop deadline submit a Request for Academic Concession (RAC). By extending the academic drop deadline, we also compress the timeframe for submitting and decision making on RACs and any subsequent appeals. Compressing timelines in an environment when we are already experiencing greater uptake of RACs and appeals means we may not be able to process requests in a timely way, and thus cannot provide students with the information they need to make subsequent decisions about their courses and programming.

Financial implications

Finally, extending drop dates presents a direct financial risk to the university's operating budget, which can then impact our ability to sustain operations and make both necessary short-term and strategic investments. Operating revenues are based on an expected enrolment level and the related tuition revenue from those enrolments. The university, in its enrolment and financial modeling, assumes a certain level of course drop activity that takes place between the start of term and the final drop dates.

In pre-pandemic years, this drop activity was modest, generally in the 1-2% range. That enrolment drop occurs at an average rate of about 70 EETs (equivalent enrolments taught, or, course FTEs) per week. Given our ratio of domestic to international enrolments, those 70 EETs translate to about \$630,000 per week of reduced tuition revenue. In fall term 2020, when the drop deadline was extended by one week, the final week prior to the revised drop saw an additional loss of 150 EETs. That loss of EETs translated to the loss of \$1.36 million.

Further, universities generate revenue from interest earned on tuition payments and that investment income supports operations as well. The daily interest earned on expected spring term tuition revenue this year is approximately \$10,000 per day. It's worth noting that UVic has one of the latest fee deadlines among Canadian universities. To support students and provide a grace period for overdue tuition this term, the service fee is being delayed until Feb. 15.

The operating budget is the source of funds for student support services, the majority of the undergraduate scholarship and bursary programs, faculty and staff salaries, and other operational requirements of the university. As per the University Act, administrative leaders at UVic are accountable to the Board of Governors for the management, administration and control of revenue and business of the university.

Summary

It is within the context of these significant and important considerations that critical decisions and motions related to changes to key deadlines are thoroughly reviewed internally before being put forward to Senate for deliberation and approval.

Although delaying the drop date by one week will have financial implications on the university's operating budget—as demonstrated in fall term 2020—the task group determined that extending the drop deadline by one week provided students with sufficient time and flexibility to decide about their individual courses, while also minimizing the risks to student financial aid, academic planning, advising, and others.

Submission from Samuel Holland, Senator

Background:

The University has been unable to provide certainty and clear communication to students, and is unable to guarantee that the university will continue in-person for the duration of the Spring term. The short notice of the transition to online exams in December underscores the importance of preparation for uncomfortable possibilities.

Given the present state of the pandemic, it is the duty of Senate to step in and give students a guarantee that should the term contain one or more transitions between in-person and online learning, students will be provided the opportunity to take a step back from courses. Effectively, if there is a sudden transition after the last drop date, students should be able to drop their classes without academic penalty.

Not only is this motion intended to provide certainty to students, it is a reminder to Senate that we can govern proactively, rather than purely rely on emergency powers.

Motion:

That the Senate approve the following:

In the case of UVic changing classroom or exam formats during the 2022 Spring term after February 28th 2022, the date as noted in the Academic Important Dates as “Last day for withdrawing from full year and second term courses without penalty of failure” shall be changed to a Monday at least seven (7) days after the format change.



University
of Victoria

University
Secretary

MEMO

Date: January 19, 2022
To: Members of Senate
From: Carrie Andersen
University Secretary

Re: Academic Important Dates

Attached for Senate's approval is a revised Academic Important Dates for the period May 2023 through December 2023. As you may recall at the October 1, 2021 Senate meeting, the dates to April 2023 were approved. The key dates in the attached calendar are drawn from the 10-Year Sessional Calendar previously approved by Senate.

Recommended motion:

That Senate approve the Academic Important Dates for the period May 2023 through December 2023 for submission to the May 2022 undergraduate and graduate academic calendar publications.

/Attachment



Academic important dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of [high holy days](#). Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

Classes are cancelled on all statutory holidays and during reading breaks. Administrative offices and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally on a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

2022/2023 Official academic year begins

Summer session

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

May 2022

May - August courses begin for all faculties

Wednesday, May 4th

Senate meets

Friday, May 6th

May and May-June courses begin

Monday, May 9th

Last day for Faculty of Law course changes

Monday, May 16th

For more details regarding Summer 2022 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

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

Tuesday, May 17th

Victoria Day

Monday, May 23rd

Senate Committee on Academic Standards meets to approve Convocation lists

Thursday, May 26th

Fees deadlines for summer

Tuesday, May 31st

See [undergraduate](#) and [graduate](#) [Add and Drop Dates for Standard Summer Courses](#)

June 2022

May Courses End

Wednesday, June 1st

June Courses Begin

Thursday, June 2nd

Spring Convocation

Monday, June 13th – Friday, June 17th

May-June and June Courses End

Friday, June 24th

Reading Break May-August sections only

Thursday, June 30th

July 2022

Canada Day

Friday, July 1st

Reading Break May-August sections only

Friday, July 1st

July and July-August courses begin

Monday, July 4th

Deadline to apply to graduate for Fall Convocation (all faculties)

Friday, July 15th

July courses end

Tuesday, July 26th

August courses begin

Wednesday, July 27th

Supplemental and deferred examinations for Winter Session 2021-2022 (except for Business and Law courses)

Wednesday, July 27th – Friday, July 29th

May-August classes end for all faculties

Friday, July 29th

August 2022

British Columbia Day

Monday, August 1st

May-August examinations begin for all faculties

Tuesday, August 2nd

May-August examinations end for all faculties

Wednesday, August 17th

July-August and August courses end

Friday, August 19th

Winter session - first term

September 2022

Labour Day

Monday, September 5th

First year registration and opening assembly for Faculty of Law

Tuesday, September 6th

To be Approved by Senate February 4, 2022

First term classes begin for all faculties
Wednesday, September 7th

Last day for course changes in Faculty of Law
Thursday, September 15th

Last day for 100% reduction of tuition fees for standard first term and full year courses
Tuesday, September 20th
50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate and graduate Course add and drop dates](#).

Last day for graduate students to register in a personal leave in first term
Tuesday, September 20th

Last day for adding courses that begin in the first term
Friday, September 23rd

Last day for paying first term fees without penalty
Friday, September 30th

October 2022

Senate meets
Friday, October 7th

Thanksgiving Day
Monday, October 10th

Last day for 50% reduction of tuition fees for standard courses
Tuesday, October 11th
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate and graduate Course add and drop dates](#).

Senate Committee on Academic Standards meets to approve Convocation lists
Wednesday, October 19th

Last day for withdrawing from first term courses without penalty of failure
Monday, October 31st

November 2022

Senate meets
Friday, November 4th

Fall Convocation
Wednesday, November 9th and Thursday November 10th

Reading Break for all faculties
Wednesday, November 9th – Friday, November 11th

Remembrance Day
Friday, November 11th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation
Tuesday, November 15th
Students completing in the Fall term only

December 2022

National Day of Remembrance and Action on Violence Against Women

Friday, December 2nd

Classes and exams cancelled from 11:30 am - 12:30 pm

Senate meets

Friday, December 2nd

Last day of classes in first term for all faculties

Friday, December 2nd

First-term examinations begin for all faculties

Monday, December 5th

Undergraduate deadline to apply to graduate for Spring Convocation

Thursday, December 15th

First term examinations end for all faculties

Monday, December 19th

Christmas Day

Sunday, December 25th

Boxing Day

Monday, December 26th

University closed

Sunday, December 25th – Saturday, December 31st

Winter session - second term

January 2023

New Year's Day

Sunday, January 1st

University closed

Sunday, January 1st and Monday, January 2nd

Senate meets

Friday, January 6th

Second term classes begin for all faculties

Monday, January 9th

Last day for course changes in Faculty of Law

Thursday, January 19th

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

Sunday, January 22nd

50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate Course add and drop dates](#).

Last day for graduate students to register in a personal leave in second term

Sunday, January 22nd

Last day for adding courses that begin in the second term (except Faculty of Law)
Wednesday, January 25th

Last day for paying second term fees without penalty
Tuesday, January 31st

February 2023

Senate meets
Friday, February 3rd

Last day for 50% reduction of tuition fees for standard courses
Sunday, February 12th
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate Course add and drop dates](#).

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation
Wednesday, February 15th
Students completing in the Spring term only

Family Day
Monday, February 20th

Reading Break for all faculties
Monday, February 20th until Friday, February 24th

Last day for withdrawing from full year and second term courses without penalty of failure
Tuesday, February 28th

March 2023

Senate meets
Friday, March 3rd

April 2023

Last day of classes for all faculties
Thursday, April 6th

Good Friday
Friday, April 7th

Easter Monday
Monday, April 10th

Examinations begin for all faculties
Tuesday, April 11th

Senate meets
Friday, April 14th

Examinations end for all faculties
Wednesday, April 26th
End of Winter Session

2023/2024 Official academic year begins

Summer session

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

May 2023

May - August courses begin for all faculties

Wednesday, May 3rd

Senate meets

Friday, May 5th

Last day for Faculty of Law course changes

Wednesday, May 10th

For more details regarding Summer 2023 Important Dates, see www.uvic.ca/law/jd/courseregistration/index.php

May and May-June courses begin

Monday, May 15th

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

Tuesday, May 16th

Victoria Day

Monday, May 22nd

Senate Committee on Academic Standards meets to approve Convocation lists

Thursday, May 25th

Fees deadlines for summer

Wednesday, May 31st

See [undergraduate](#) and [graduate](#) [Add and Drop Dates for Standard Summer Courses](#)

June 2023

May Courses End

Wednesday, June 7th

June Courses Begin

Thursday, June 8th

Spring Convocation

Monday, June 12th – Friday, June 16th

May-June and June Courses End

Friday, June 30th

July 2023

Canada Day

Saturday, July 1st

Reading Break May-August sections only

Monday, July 3rd and Tuesday, July 4th

July and July-August courses begin

Wednesday, July 5th

Deadline to apply to graduate for Fall Convocation (all faculties)
Saturday, July 15th

July courses end
Thursday, July 27th

Supplemental and deferred examinations for Winter Session 2022-2023 (except for Business and Law courses)
Thursday, July 27th – Monday, July 31st

August courses begin
Friday, July 28th

May-August classes end for all faculties
Friday, July 28th

August 2023

British Columbia Day
Monday, August 7th

May-August examinations begin for all faculties
Tuesday, August 8th

May-August examinations end for all faculties
Friday, August 18th

July-August and August courses end
Monday, August 21st

Winter session - first term

September 2023

Labour Day
Monday, September 4th

First year registration and opening assembly for Faculty of Law
Tuesday, September 5th

First term classes begin for all faculties
Wednesday, September 6th

Last day for course changes in Faculty of Law
Thursday, September 14th

Last day for 100% reduction of tuition fees for standard first term and full year courses
Tuesday, September 19th
50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate and graduate Course add and drop dates](#).

Last day for graduate students to register in a personal leave in first term
Friday, September 22nd

Last day for adding courses that begin in the first term
Friday, September 22nd

Last day for paying first term fees without penalty
Saturday, September 30th

October 2023

Senate meets
Friday, October 6th

Thanksgiving Day
Monday, October 9th

Last day for 50% reduction of tuition fees for standard courses
Tuesday, October 10th
100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see [undergraduate](#) and [graduate Course add and drop dates](#).

Senate Committee on Academic Standards meets to approve Convocation lists
Wednesday, October 18th

Last day for withdrawing from first term courses without penalty of failure
Tuesday, October 31st

November 2023

Senate meets
Friday, November 3rd

Remembrance Day
Saturday, November 11th

Reading Break for all faculties
Monday, November 13th – Wednesday, November 15th

Fall Convocation
Tuesday, November 14th and Wednesday, November 15th

Faculty of Graduate Studies deadline to apply to graduate for Spring Convocation
Wednesday, November 15th
Students completing in the Fall term only

December 2023

National Day of Remembrance and Action on Violence Against Women
Friday, December 1st
Classes and exams cancelled from 11:30 am - 12:30 pm

Senate meets
Friday, December 1st

Last day of classes in first term for all faculties
Friday, December 1st

First-term examinations begin for all faculties
Monday, December 4th

Undergraduate deadline to apply to graduate for Spring Convocation
Friday, December 15th

First term examinations end for all faculties

Monday, December 18th

Christmas Day

Monday, December 25th

Boxing Day


Tuesday, December 26th

University closed

Monday, December 25th – Sunday, December 31st

UVic undergraduate program changes: May 2022


Peter B. Gustavson School of Business

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	MNR- BUSX	Business	Change in the description of a program or credential not involving any change in program or credential requirements	
Peter B. Gustavson School of Business	BCOM	Commerce	Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)
Peter B. Gustavson School of Business	BCOM- ENTP	Entrepreneurship	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
<p> Add new item</p>				

UVic undergraduate program changes: May 2022

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Curriculum and Instruction	BED-ELEM	Elementary Curriculum	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of Indigenous Education
School of Exercise Science, Physical and Health Education	BSC-KNSH	Kinesiology	Other	Associate Vice-President Academic Planning (AVPAP)
School of Exercise Science, Physical and Health Education	BA-RHAM	Recreation and Health Education	Other	Associate Vice-President Academic Planning (AVPAP)
School of Exercise Science, Physical and Health Education	BA-RHAH	Recreation and Health Education	Other	

 Add new item

UVic undergraduate program changes: May 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Electrical and Computer Engineering	BENG- CENG- BIEN	Biomedical Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Biomedical Engineering
Department of Electrical and Computer Engineering	BENG- ELEC- BIEN	Biomedical Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Biomedical Engineering
Department of Computer Science	BSC- CMSM- CGG	Computer Graphics and Gaming Option	Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic undergraduate program changes: May 2022

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies	PSC-COMG	Collections Management	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Music	BMUS-COMP	Composition and Theory	Other, Change of the required courses for a program	
Department of Art History and Visual Studies	DIPL-CCON	Cultural Resource Management	Change in the description of a program or credential not involving any change in program or credential requirements, Other	
Department of Writing	MNR-PRJP	Professional Writing in Journalism and Publishing	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Theatre	UG-THEA-REQ	Theatre: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	PSC-VICE	Visitor and Community Engagement	Change of the required courses for a program, Other	

 Add new item

UVic undergraduate program changes: May 2022

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Child and Youth Care	BCYC-CYC	Child and Youth Care	Change of the required courses for a program	
School of Child and Youth Care	DIPL-CYCB	Child and Youth Care in Indigenous Communities	Discontinuance	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	BCYC-CYC-CHPR	Child Protection Stream	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program	
School of Social Work	BSW-SOCW-CHWE	Child Welfare Specialization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science	BSC-HINF	Health Information Science	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Co-operative Education Program and Career Services, School of Public Administration, Department of Curriculum and Instruction, Department of Biology, Department of Psychology, Department of Geography, Department of Sociology
School of Social Work	BSW-SOCW-INCW	Indigenous Child Welfare Specialization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	DIPL-ICDG	Indigenous Community Development and Governance	Other	
School of Public Administration	PSC-ICDG*	Indigenous Community Development and Governance	Creation	Associate Vice-President Academic Planning (AVPAP), Indigenous Governance Program, Indigenous Studies Program

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Administration	MNR-ICDG*	Indigenous Community Development and Governance	Creation	Associate Vice-President Academic Planning (AVPAP), Indigenous Governance Program, Indigenous Studies Program
Indigenous Governance Program	UG-IGOV-REQ	Indigenous Governance: Requirements	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
School of Social Work	BSW-SOCW-INSO	Indigenous Social Work Specialization	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	DIPL-LGM	Local Government Management	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	MNR-ADMN	Public Administration	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Public Administration	UG-ADMN-REQ	Public Administration: Requirements	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Public Administration	DIPL-PSM	Public Sector Management	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Social Work	BSW-SOCW	Social Work	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Social Work	UG-SOCW-REQ	Social Work: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

+ Add new item

UVic undergraduate program changes: May 2022

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Faculty of Humanities	UG-HU-REQ	Faculty of Humanities: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Faculty of Science, Faculty of Social Sciences
Department of Hispanic and Italian Studies	BA-HIAC	Hispanic and Italian Studies	Discontinuance	Associate Vice-President Academic Planning (AVPAP)
Department of History	BA-HSAH	History	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of History	BA-HSAM	History	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of History	MNR-HIST	History	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of History	UG-HSTR-REQ	History: Requirements	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Indigenous Studies Program	BA-ISAM	Indigenous Studies	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP), Department of English
Indigenous Studies Program	UG-IS-REQ	Indigenous Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Anthropology, Department of Gender Studies, Department of History, School of Environmental Studies, Arts of Canada
Department of Germanic and Slavic Studies	CERT-GLCP	Language and Cultural Proficiency: German	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Linguistics, Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LNAH	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Latin American Studies Program	BA-LNAM	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	MNR-LAIN	Latin American Interdisciplinary Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LCAH	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	BA-LCAM	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	MNR-LALC	Latin American Literary and Cultural Studies	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Latin American Studies Program	UG-LAS-REQ	Latin American Studies: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	
Department of Linguistics	UG-LING-REQ	Linguistics: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Political Science	UG-POLI-REQ	Political Science: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of History
Religion, Culture and Society Program	BA-RCAM	Religion, Culture and Society	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Religion, Culture and Society Program	UG-RS-REQ	Religion, Culture and Society: Requirements	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	

 Add new item

UVic undergraduate program changes: May 2022

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Anthropology	BSC-ANSM	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAM	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSH	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-BCSD*	Biochemistry and Chemistry	Creation	Department of Biochemistry and Microbiology, Associate Vice-President Academic Planning (AVPAP)
Department of Electrical and Computer Engineering	BENG-CENG-BIEN	Biomedical Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Biomedical Engineering
Department of Electrical and Computer Engineering	BENG-ELEC-BIEN	Biomedical Option	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Biomedical Engineering
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS*	Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH*	Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Computer Science	BSC-CMSM-CGG	Computer Graphics and Gaming Option	Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Biology	BSC-BISH-MABI	Concentration in Marine Biology	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Biology	BSC-BISM-MABI	Concentration in Marine Biology	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Mathematics and Statistics	MNR-DSCX	Data Science	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	
Department of Geography	BSC-GESH	Geography	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESM	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH-IAM*	Impacts, Adaptations and Mitigation	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS-IAM*	Impacts, Adaptations and Mitigation	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Biochemistry and Microbiology, Department of Chemistry	BSC-MCSD*	Microbiology and Chemistry	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Department of Biochemistry and Microbiology, Associate Vice-President Academic Planning (AVPAP)
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS-PCS*	Physical Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH-PCS*	Physical Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science

 Add new item

UVic undergraduate program changes: May 2022

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Anthropology	BSC-ANSM	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAM	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BSC-ANSH	Anthropology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Anthropology	BA-ANAH	Anthropology	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS*	Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH*	Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography	BSC-GESH	Geography	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Geography	BSC-GESM	Geography	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH-IAM*	Impacts, Adaptations and Mitigation	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS-IAM*	Impacts, Adaptations and Mitigation	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECS-PCS*	Physical Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science
Department of Geography, School of Earth and Ocean Sciences	BSC-GECH-PCS*	Physical Climate Science	Creation	Associate Vice-President Academic Planning (AVPAP), Department of Biology, Department of Chemistry, Department of Mathematics and Statistics, Department of Physics and Astronomy, Department of Anthropology, Department of Economics, Department of Philosophy, Department of Political Science

 Add new item

UVic undergraduate course changes: May 2022

Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	COM100	Understanding World-Class Organizations	Description, Title	
Peter B. Gustavson School of Business	COM200	Strategy and Business Fundamentals	New	
Peter B. Gustavson School of Business	COM447	Applied Portfolio Management Course	New	
Peter B. Gustavson School of Business	COM470	Business Research	Units	
Peter B. Gustavson School of Business	COM490	Directed Studies in Management	Repeatable for credit (MTO), Units	
Peter B. Gustavson School of Business	ENT400	Strategic Management for the Entrepreneurship Specialist	New	

[+ Add new item](#)

UVic undergraduate course changes: May 2022

Division of Medical Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Division of Medical Sciences	MEDS470	Fundamentals of Cognitive Neuroscience	New	


[+ Add new item](#)

UVic undergraduate course changes: May 2022

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Curriculum and Instruction	AE310	Introduction to Applied Design	Description	
Department of Curriculum and Instruction	AE402H	Ceramics	Delete	
Department of Curriculum and Instruction	EDCI313	Pedagogy for Drama Education	Mutually exclusive note (MX)	
Department of Curriculum and Instruction	EDCI315	Art Pedagogy for the Elementary or Middle Classroom I	Mutually exclusive note (MX)	
Department of Curriculum and Instruction	EDCI316	Pedagogy for Music Education I	Mutually exclusive note (MX)	
Department of Curriculum and Instruction	EDCI340	Special Topics in Education	Retain	
Department of Curriculum and Instruction	EDCI442	Supporting Learners Experiencing Difficulties with Literacy II	Sunset	
Department of Curriculum and Instruction	EDCI466	Scientific and Technological Literacy	Sunset	
Department of Curriculum and Instruction	EDCI487	Media Activism, Social Justice, and Educational Change	Grading	
Department of Educational Psychology and Leadership Studies	ED-D300	Introduction to Educational Psychology	Retain	
Department of Educational Psychology and Leadership Studies	ED-D337A	Evaluation of Student Achievement in the Arts	Sunset	
Department of Educational Psychology and Leadership Studies	ED-D337B	Evaluation of Student Achievement in the Humanities and Modern Languages	Sunset	
Department of Educational Psychology and Leadership Studies	ED-D337C	Evaluation of Student Achievement in Physical Education	Sunset	
Department of Educational Psychology and Leadership Studies	ED-D337E	Evaluation of Student Achievement Sciences and Social Sciences	Sunset	
Department of Curriculum and Instruction	ED-P451	Final Practicum (Elementary Education)	Description, Title	
Department of Curriculum and Instruction	ED-P461	Final Practicum (Elementary Post-Degree)	Description, Title	
Department of Curriculum and Instruction	ED-P782	Final Practicum (Secondary Post-Degree)	Description, Title	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Exercise Science, Physical and Health Education	EPHE126	Orienteering	Retain	
School of Exercise Science, Physical and Health Education	EPHE134	Iyengar Yoga	Description, Title	
School of Exercise Science, Physical and Health Education	EPHE340	Pathology of Chronic Disease	Prerequisite	
School of Exercise Science, Physical and Health Education	EPHE456	Occupational Ergonomics	Prerequisite	
Department of Indigenous Education	IED461	Final Elementary Practicum	Description, Title	Department of Curriculum and Instruction

 Add new item


UVic undergraduate course changes: May 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Course	Title	Type of change	Consultation
Biomedical Engineering	BME402	Biomedical Imaging Modalities	Prerequisite	Biomedical Engineering, Department of Mechanical Engineering
Department of Civil Engineering	CIVE310	Introduction to Environmental Engineering	Title	
Department of Civil Engineering	CIVE465	Energy Systems Decarbonization	Prerequisite	
Department of Computer Science	CSC167	Game Strategy, Interaction and Design	Retain	
Department of Computer Science	CSC449	Numerical Linear Algebra	Retain	
Department of Electrical and Computer Engineering	ECE402	Biomedical Imaging Modalities	Prerequisite	Department of Mechanical Engineering, Biomedical Engineering
Department of Electrical and Computer Engineering	ECE403	Optimization for Machine Learning	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE405	Error Control Coding	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE412	Electronic Devices II	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE417	Software Defined Radio	Mutually exclusive note (MX), Supplemental note	Department of Electrical and Computer Engineering
Department of Electrical and Computer Engineering	ECE420	Nanotechnology	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE427	Photovoltaics	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE441	Design of Digital and VLSI Systems	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE448	Cyber-System Security	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE450	Communications Theory and Systems II	Mutually exclusive note (MX), Supplemental note	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Electrical and Computer Engineering	ECE453	Antennas and Propagation	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE457	Parallel and Cluster Computing	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE459	Applications of Digital Signal Processing Techniques	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE461	Dynamics and Control of Switched Mode Power Supplies	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE462	Motor Drive Dynamics	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE463	Design and Analysis of Computer Networks	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE466	System-on-Chip Engineering for Signal Processing	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE471	Computer Vision	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE483	Digital Video Processing	Mutually exclusive note (MX), Supplemental note	
Department of Electrical and Computer Engineering	ECE485	Data Analysis and Pattern Recognition	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE486	Multiresolution Signal and Geometry Processing With C++	Mutually exclusive note (MX), Supplemental note	
Department of Mechanical Engineering	MECH150	3D Printing, Rapid Prototyping and Design	Pre or corequisite	
Department of Mechanical Engineering	MECH242	Dynamics	Description	
Department of Mechanical Engineering	MECH443	Advanced Thermodynamics	Hours	
Department of Mechanical Engineering	MECH460	Computer-Aided Manufacturing	Description, Prerequisite	
Department of Mechanical Engineering	MECH466	Microelectromechanical Systems	Delete	
Department of Mechanical Engineering	MECH485	Mechanism and Manipulator Synthesis	Sunset	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Mechanical Engineering	MECH486	Sensors and Actuators	Reinstate, Description, Hours, Title, Prerequisite	
Department of Mechanical Engineering	MECH492	Transport Phenomena	Retain, Supplemental note	
Department of Mechanical Engineering	MECH494	Thermofluids and Introduction to Mass Transfer	Delete	

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Art History and Visual Studies	AHVS381C	Contemporary Global Art	Description	
Department of Art History and Visual Studies	AHVS387B	Modern and Contemporary Architecture	Description, Title	
Department of Art History and Visual Studies	AHVS451	Seminar in the Arts of Mughal India	Prerequisite	
Department of Art History and Visual Studies	AHVS488C	Communicating Through Exhibitions	Description	
Department of Art History and Visual Studies	AHVS488J	Curatorship: Contemporary Perspectives	Description, Repeatable for credit (MTO), Title	
Department of Art History and Visual Studies	AHVS488K	Exhibition Planning and Design	Description	
Faculty of Fine Arts	FA100	Special Topics in Fine Arts	Retain	
Faculty of Fine Arts	FA305	Theory and Practice of Film and Video Direction	Retain	
Faculty of Fine Arts	FA356	Professional Skills for the Arts	Retain	
Faculty of Fine Arts	FA360	Theoretical and Critical Issues in the Arts	Retain	
School of Music	MUS305	Music Composition II	Repeatable for credit (MTO), Units	
School of Music	MUS345	Seminar in Performance	Description	
School of Music	MUS351	Jazz Composition and Arranging	Retain	
School of Music	MUS356A	Basic Conducting I	Sunset	
School of Music	MUS356B	Basic Conducting II	Delete	
School of Music	MUS401A	Topics in Music Theory and Analysis	Description, Title	
School of Music	MUS432A	Kodály Level 1 Pedagogy and Music Literature	Sunset	
School of Music	MUS432B	Kodály Level 2: Pedagogy and Music Literature	Delete	
School of Music	MUS432C	Kodály Level 3: Pedagogy and Music Literature	Delete	

Academic unit(s)	Course	Title	Type of change
School of Music	MUS433A	Kodály Level 1 Musicianship, Conducting and Ensemble	Sunset
School of Music	MUS433B	Kodály Level 2: Musicianship, Conducting and Ensemble	Delete
School of Music	MUS433C	Kodály Level 3: Musicianship, Conducting & Ensemble	Delete
School of Music	MUS445	Seminar in Performance	Description
Department of Theatre	THEA309A	History of Opera to the Late 19th Century	Sunset
Department of Theatre	THEA309B	Modern Opera	Sunset
Department of Theatre	THEA315	Studies in Medieval Theatre	Delete
Department of Theatre	THEA316	Studies in Theatre of the Enlightenment	Delete
Department of Theatre	THEA319	Studies in Renaissance Theatre	Delete
Department of Writing	WRIT140	Elements of Style in Creative Writing	Sunset
Department of Writing	WRIT400	Special Genres Workshop	Retain
Department of Writing	WRIT440	The Writing Business	Prerequisite

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Human and Social Development


Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN330	Indigenous Governance in Canada	Cross-listing, Mutually exclusive note (MX)	
School of Child and Youth Care	CYC120	Lifespan Development	Mutually exclusive note (MX)	
School of Child and Youth Care	CYCB110	Practicum I Community Care Settings For Children and Youth	Sunset	
School of Child and Youth Care	CYCB111	Practicum II The Whole Child	Sunset	
School of Child and Youth Care	CYCB112	Practicum III The Child in the Curriculum	Sunset	
School of Child and Youth Care	CYCB120	Introduction to Play (ECCE)	Sunset	
School of Child and Youth Care	CYCB121	Foundations of Curriculum Planning (ECCE)	Sunset	
School of Child and Youth Care	CYCB122	Curriculum Design and Implementation (ECCE)	Sunset	
School of Child and Youth Care	CYCB123	The Caring and Learning Environment (ECCE)	Sunset	
School of Child and Youth Care	CYCB140	Introduction to Human Behaviour	Sunset	
School of Child and Youth Care	CYCB141	Child Development I	Sunset	
School of Child and Youth Care	CYCB142	Child Development II	Sunset	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Child and Youth Care	CYCB150	Interpersonal Communications	Sunset	
School of Child and Youth Care	CYCB151	Communicating with Children and Guiding Children's Behaviour	Sunset	
School of Child and Youth Care	CYCB210	Practicum with Developmental Specialization	Sunset	
School of Child and Youth Care	CYCB211	Practicum in Supported Child Care for Children with Special Needs	Sunset	
School of Child and Youth Care	CYCB220	Introduction to School-Age Care (CYC)	Sunset	
School of Child and Youth Care	CYCB221	Introduction to Programs For Adolescents (CYC)	Sunset	
School of Child and Youth Care	CYCB222	Program Development for Infants and Toddlers	Sunset	
School of Child and Youth Care	CYCB230	The Ecology of Health, Safety and Nutrition for Children	Sunset	
School of Child and Youth Care	CYCB231	Administration of Child Care Facilities	Sunset	
School of Child and Youth Care	CYCB240	Introduction to Supported Care for Children with Special Needs	Sunset	
School of Child and Youth Care	CYCB250	Introduction to Planned Change	Sunset	
School of Child and Youth Care	CYCB251	Communication Skills for Professional Helpers	Sunset	
School of Child and Youth Care	CYCB260	Special Topics in Child and Youth Care	Delete	
School of Health Information Science	HINF200	Principles of Health Database Design	Pre or corequisite	Department of Mathematics and Statistics

Academic unit(s)	Course	Title	Type of change	Consultation
School of Health Information Science	HINF410	Information Management and Technology	Prerequisite	Department of Computer Science
School of Health Information Science	HINF420	Societal Implications of Information Technology	Prerequisite	
School of Health Information Science	HINF450	Health Information System Design	Prerequisite	Department of Computer Science
School of Health Information Science	HINF461	System Evaluation and Quality Improvement	Prerequisite	Department of Computer Science
School of Health Information Science	HINF470	Trends in Health Informatics	Prerequisite	Department of Computer Science
School of Health Information Science	HINF485	Artificial Intelligence in Health Care	New	Department of Computer Science, Department of Electrical and Computer Engineering
School of Public Administration	ICDG301	Governance in Indigenous Communities	Mutually exclusive note (MX), Cross-listing, Title	
Indigenous Governance Program	IGOV383	The Indigenous-State Relationship	Delete	
Indigenous Governance Program	IGOV384	Special Topics in Indigenous Governance	Description, Title, Units	
Indigenous Governance Program	IGOV400	Indigenous Research Methods	Delete	
School of Social Work	SOCW200A	An Introduction to Social Work Practice	Description	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Social Work	SOCW311	Understanding Oppression	Subject and/or number	
School of Social Work	SOCW312	Collaborative Conversations: Working within Communities	Subject and/or number	
School of Social Work	SOCW312A	Collaborative Conversations	Subject and/or number, Title	
School of Social Work	SOCW312B	Anti-Racist Social Work	Subject and/or number, Description	
School of Social Work	SOCW319	Research for Social Change	Subject and/or number	
School of Social Work	SOCW350B	Legal and Social Justice Skills for Social Workers	Delete	
School of Social Work	SOCW404	Child Welfare Specialization Child Protection Practicum	Prerequisite	
School of Social Work	SOCW404A	Child Welfare Specialization Child Welfare Practicum	Prerequisite	
School of Social Work	SOCW413	Critical Social Work Practice	Description, Title	
School of Social Work	SOCW419	Research for Social Change	Subject and/or number	
School of Social Work	SOCW434	Decolonizing Trauma Policy and Practice	New	
School of Social Work	SOCW435	Decolonial and Anti-oppressive Perspectives on Mental Health	Description, Title	
School of Social Work	SOCW461	Decolonizing Perspectives on Transnational Social Work	New	
School of Social Work	SOCW462	Indigenous Resistance, Resurgence and Decolonial Practice	New	

Academic unit(s)	Course	Title	Type of change	Consultation
School of Social Work	SOCW463	Environmental Justice and Social Work	New	
School of Social Work	SOCW469	Re-defining Abilities in the Context of Theory and Practice	Prerequisite, Supplemental note, Title	
School of Social Work	SOCW471	Substance Use Theory, Policy and Practice in Social Work	Description, Prerequisite, Pre or corequisite, Supplemental note, Title	
School of Social Work	SOCW475	Critical Practice in Child Welfare Contexts	Description, Title	
School of Social Work	SOCW476	Critical Policy Analysis in Child Welfare Contexts	Description, Title	

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of English	ENGL348	Alliterative Traditions	Sunset	
Department of English	ENGL350	Medieval and Renaissance Scottish Literature	Sunset	
Department of English	ENGL359	16th-Century Poetry and Prose	Sunset	
Department of English	ENGL466	Cultural Studies	Retain	
Department of French	FRAN431	Medieval Literature	Retain	
Department of French	FRAN436	Early Modern Literature and Culture	Retain	
Department of French	FRAN453	Decadence and Symbolism	Delete	
Department of French	FRAN457	Breaking New Ground after Existentialism	Sunset	
Department of Germanic and Slavic Studies	GMST101	Beginning German I	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST102	Beginning German II	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST110	Intensive Beginning German	New	Department of Linguistics
Department of Germanic and Slavic Studies	GMST352	Recent Film	Sunset	Film Studies, European Studies

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Germanic and Slavic Studies	GMST410	Special Topics	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST461	Metropolis Berlin	Sunset	European Studies
Department of Germanic and Slavic Studies	GMST481	The Age of Goethe and Romanticism	Delete	European Studies
Department of Greek and Roman Studies	GRS323	Ancient Comedy and Satire	Retain	
Department of Greek and Roman Studies	GRS380	The Life and Times of Socrates	Retain	
Department of Greek and Roman Studies	GRS432	The Ancient Economy	Retain	
Department of Greek and Roman Studies	GRS480A	Special Topics in Greek History	Retain, Title	European Studies
Department of Greek and Roman Studies	GRS480C	Special Topics in Roman History	Retain, Title	European Studies
Department of History	HSTR100	History, Power, and Justice	New	Associate Vice-President Academic Planning (AVPAP), Department of Anthropology, Department of Political Science, Department of Pacific and Asian Studies, Indigenous Studies Program, Department of Gender Studies
Department of History	HSTR201	Introduction to Historical Research	New	Associate Vice-President Academic Planning (AVPAP), Department of Anthropology, Department of Political Science, Indigenous Studies Program, Department of Gender Studies, Department of Philosophy
Department of History	HSTR210A	The United States to the Civil War	Recommendation	
Department of History	HSTR210B	The United States since 1865	Recommendation	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of History	HSTR220A	History of England to the Glorious Revolution	Recommendation	
Department of History	HSTR220B	History of England from the Glorious Revolution - present	Recommendation	
Department of History	HSTR230A	Canada to Confederation	Recommendation	
Department of History	HSTR230B	Canada from Confederation - present	Recommendation	
Department of History	HSTR236A	The Creation of the Medieval World	Retain	
Department of History	HSTR236B	The European Middle Age	Retain	
Department of History	HSTR265A	China and the Premodern World	Recommendation	
Department of History	HSTR265B	China and the Modern West	Recommendation	
Department of History	HSTR275	Modern South Asia from Early Empires to Gandhi	Recommendation	
Department of History	HSTR276	Latin America	Retain, Recommendation	
Department of History	HSTR277A	The Middle East and the First World War	Recommendation	
Department of History	HSTR277B	History of the Middle East since World War II	Recommendation	
Department of History	HSTR301	The Historian's Craft	Delete	
Department of History	HSTR309	Race, Inequality and the Origins of American Urban Crisis	Retain	
Department of History	HSTR342B	Revolutionary and Napoleonic Europe, 1789-1815	Description	
Department of History	HSTR364	Government and Politics in East Asia	Sunset	
Department of History	HSTR412A	Crime and Criminality in Medieval England	Sunset	

Academic unit(s)	Course	Title	Type of change	Consultation
Department of History	HSTR415	War and Social Change in England During the Two World Wars	Sunset	
Department of History	HSTR427A	Decolonizing Settler Societies	Description	
Department of History	HSTR460A	Punjab and the World	New	Department of Anthropology, Department of Political Science, Department of Pacific and Asian Studies, Department of Art History and Visual Studies
Department of History	HSTR479	Religion and State in the Modern Middle East	Sunset	
Department of Hispanic and Italian Studies	ITAL265	Introductory Written Italian	Sunset	Department of Linguistics
Department of Hispanic and Italian Studies	ITAL306	Italian Culture (in English)	Sunset	European Studies
Department of Hispanic and Italian Studies	ITAL470	Dante's Divine Comedy (in English)	Retain	Department of English, European Studies, Medieval Studies Program, Religion, Culture and Society Program
Department of Hispanic and Italian Studies	ITAL472A	Boccaccio's Decameron (in English)	Retain	Department of English, European Studies, Medieval Studies Program
Department of Hispanic and Italian Studies	ITAL478	Topics in Modern Italian Literature (in English)	Retain	
Department of Linguistics	LING258	Indigenous Language Mentorship II	Retain	Department of Indigenous Education
Department of Linguistics	LING361	Anthropological Linguistics	Sunset	
Department of Pacific and Asian Studies	PAAS300	Social and Economic Issues in the Asia-Pacific Region	Supplemental note	Faculty of Humanities
Department of Pacific and Asian Studies	PAAS302	Literary and Cultural Theory in Pacific and Asian Languages and Literatures Studies	Supplemental note	Faculty of Humanities


Academic unit(s)	Course	Title	Type of change	Consultation
Department of Pacific and Asian Studies	PAAS409	Globalization, Cosmopolitanism and Asian-Pacific Cultures	Supplemental note	Faculty of Humanities
Department of Pacific and Asian Studies	PAAS451	Asian Mega-Cities and Urban Regions	Supplemental note	Faculty of Humanities
Department of Philosophy	PHIL305B	Later Medieval Philosophy	Retain	
Department of Philosophy	PHIL383	The Life and Times of Socrates	Retain	Department of Greek and Roman Studies
Department of Philosophy	PHIL420	Advanced Topics in Philosophy of Science	Retain	
Department of Philosophy	PHIL425	Advanced Studies in Plato	Delete	
Department of Philosophy	PHIL430	Advanced Ethics	Retain	
Department of Philosophy	PHIL433	Advanced Social and Political Philosophy	Retain	
Department of Philosophy	PHIL436	Advanced Philosophy of Law	Retain	
Religion, Culture and Society Program	RCS479	Religion and State in the Modern Middle East	Delete	Department of History

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Law

Academic unit(s)	Course	Title	Type of change	Consultation
Faculty of Law	LAW304	Criminal Law Term	Retain	
Faculty of Law	LAW314	Commercial and Consumer Law	Retain	
Faculty of Law	LAW325	Access to Justice and Dispute Resolution Systems	Supplemental note	
Faculty of Law	LAW331	International Ocean Law	Sunset	
Faculty of Law	LAW346A	Corporate Taxation	Pre or corequisite, Title	
Faculty of Law	LAW346B	International Taxation	Title	
Faculty of Law	LAW349	Business Law Clinic	Description, Pre or corequisite	
Faculty of Law	LAW350	Clinical Term	Prerequisite, Supplemental note	
Faculty of Law	LAW364	Law, Governance and Development	Sunset	
Faculty of Law	LAW367A	Information and Privacy Law	New	
Faculty of Law	LAW372	Public Policy, Law and Dispute Resolution	Units	
Faculty of Law	LAW373	International Human Rights and Dispute Resolution	Units	
Faculty of Law	LAW376A	International Law, Governance and Climate Change	New	
Faculty of Law	LAW393	Contaminated Sites and Environmental Remediation	Retain	

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Biology	BIOL184	Evolution and Biodiversity	Prerequisite	
Department of Biology	BIOL186	Physiology and Cell Biology	Prerequisite	
Department of Biology	BIOL370	Conservation Biology	Supplemental note	
School of Earth and Ocean Sciences	EOS210	Introductory Geophysics	Hours	Department of Geography, Department of Physics and Astronomy
Department of Mathematics and Statistics	MATH362	Elementary Number Theory	Prerequisite	Faculty of Education
Department of Mathematics and Statistics	MATH447	Nonlinear Optimization	Description, Title	Department of Computer Science, Department of Physics and Astronomy, School of Earth and Ocean Sciences
Department of Biochemistry and Microbiology	MICR302	Molecular Microbiology	Prerequisite	
Department of Physics and Astronomy	PHYS210	Introductory Geophysics	Hours	School of Earth and Ocean Sciences
Faculty of Science	SCIE190	Individual Study	Retain	
Department of Mathematics and Statistics	STAT469	Machine Learning	New	

 Add new item

UVic undergraduate course changes: May 2022

Faculty of Social Sciences


Academic unit(s)	Course	Title	Type of change	Consultation
Department of Anthropology	ANTH383	Forensic Anthropology Methods	New	
Department of Anthropology	ANTH384	Forensic Anthropology Field Course	New	
Department of Anthropology	ANTH441	Archaeological Theory	Description, Title	
Department of Economics	ECON112	Strategy, Conflict and Co-operation	Retain	
Department of Economics	ECON328	Economic History of the Pacific Rim	Sunset	
Department of Economics	ECON383	Climate Economics	Retain	
Department of Economics	ECON423	Economics and Indigenous Nations	Description, Title	
School of Environmental Studies	ER336	Leadership Skills for Ecological Restoration	Retain, Description	
School of Environmental Studies	ES413	Indigenous political ecologies of the shoreline	New	
Department of Geography	GEOG209	Introduction to Environmental Management	Description	
Department of Geography	GEOG306	Geography of Canada	Description, Prerequisite	
Department of Geography	GEOG322	Remote Sensing of the Environment using Active Sensors	Title	
Department of Geography	GEOG347B	Geographies of Development	Prerequisite	
Department of Geography	GEOG353	Coastal and Marine Resource Management	Description, Prerequisite, Title	
Department of Geography	GEOG406	Sustainable Cities	Description, Prerequisite	
Department of Geography	GEOG450	Environment and Sustainability in Practice	Description	
Department of Geography	GEOG476	Advanced Topics in Geomorphology	Title	
Department of Geography	GEOG484	Advanced Topics in Weather and Climate	Title	
Department of History	HSTR236A	The Creation of the Medieval World	Retain	
Department of Political Science	POLI318	Government and Politics in East Asia	Sunset	
Department of Political Science	POLI366	Canadian Political Economy	Description	
Department of Political Science	POLI386	Issues in Political Theory	New	
Department of Sociology	SOCI430A	Issues in Racialization, Ethnicity, and Decolonization	Prerequisite, Recommendation	
Department of Sociology	SOCI439A	Community Engaged Sociology I	Recommendation, Supplemental note	

 Add new item

UVic graduate program changes: May 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Peter B. Gustavson School of Business	PHD- IMO	International Management and Organization	Other, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate course changes: May 2022

Division of Medical Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Division of Medical Sciences	NRSC500B	Fundamentals of Cognitive Neuroscience	Mutually exclusive note (MX), Supplemental note	

 Add new item

UVic graduate program changes: May 2022

Faculty of Education

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Exercise Science, Physical and Health Education	MED- COST	Coaching Studies	Other	Faculty of Graduate Studies
Department of Curriculum and Instruction	MED- EDAE	Art Education	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate program changes: May 2022

Faculty of Engineering and Computer Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Civil Engineering	MENG- INEC	Industrial Ecology	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate program changes: May 2022

Faculty of Fine Arts

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Art History and Visual Studies	MA-AHVS	Art History and Visual Studies	Other	
Department of Writing	MFA-WRIT	Writing	Change in the description of a program or credential not involving any change in program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Music	MMUS-MCM	Composition	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
School of Music	MMUS-MTEC	Music Technology	Change of the required courses for a program, Other	Department of Computer Science, Department of Electrical and Computer Engineering, Associate Vice-President Academic Planning (AVPAP)
Department of Art History and Visual Studies	PHD-AHVS	Art History and Visual Studies	Other	
Department of Theatre	PHD-THEA-APTH	Applied Theatre	Change in the description of a program or credential not involving any change in program or credential requirements, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Theatre	PHD-THEA-THST	Theatre Studies	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change in the description of a program or credential not involving any change in program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)

 Add new item

UVic graduate program changes: May 2022

Faculty of Human and Social Development

Academic unit(s)	Code	Title	Type(s) of change	Consultation
School of Public Administration	GCERT-EVAL	Evaluation	Change in the description of a program or credential not involving any change in program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science	GCERT-HTS	Health Terminology Standards	Change in the description of a program or credential not involving any change in program or credential requirements	
Indigenous Nationhood Program	GCERT-IN	Indigenous Nationhood	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	GDIPL-EVAL	Evaluation	Change in the description of a program or credential not involving any change in program or credential requirements, Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
School of Public Administration	MA-CD	Community Development	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Change of the required courses for a program, Other	Associate Vice-President Academic Planning (AVPAP)
School of Child and Youth Care	MA-CYC	Child, Youth, Family and Youth Community CareStudies	Change in name of program or credential, Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, A modification that significantly changes a program or credential's focus, content, structure, or requirements	Faculty of Graduate Studies
Social Dimensions of Health	MA-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Nursing	MN-NUPR*	Post-MN Nurse Practitioner	Creation	
School of Nursing	MN-NURS	Advanced Practice Nursing	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Public Administration	MPA-ADMO	Public Administration (online)	Change in the description of a program or credential not involving any change in program or credential requirements	

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Social Dimensions of Health	MSC-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
School of Health Information Science	PHD-HIF	Health Informatics	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP), Co-operative Education Program and Career Services
Social Dimensions of Health	PHD-SDH	Social Dimensions of Health	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)

+ Add new item

UVic graduate program changes: May 2022

Faculty of Humanities

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Linguistics	MA-APLI	Applied Linguistics	A modification that significantly changes a program or credential's focus, content, structure, or requirements	
Department of History	MA-HIST	History	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Linguistics	MA-LING	Linguistics	A modification that significantly changes a program or credential's focus, content, structure, or requirements	Associate Vice-President Academic Planning (AVPAP)
Department of History	PHD-HIST	History	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Linguistics	PHD-LING	Linguistics	A modification that significantly changes a program or credential's focus, content, structure, or requirements, Change in the description of a program or credential not involving any change in program or credential requirements	

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UVic graduate program changes: May 2022

Faculty of Science

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Department of Physics and Astronomy	GCERT-MEPH	Medical Physics	Change in the description of a program or credential not involving any change in program or credential requirements	
School of Earth and Ocean Sciences	MSC-EOSC	Earth and Ocean Sciences	Other	
Department of Physics and Astronomy	MSC-PHYS	Physics	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP), School of Earth and Ocean Sciences
School of Earth and Ocean Sciences	PHD-EOSC	Earth and Ocean Sciences	Change in the description of a program or credential not involving any change in program or credential requirements	
Department of Physics and Astronomy	PHD-PHYS	Physics	Change in the description of a program or credential not involving any change in program or credential requirements	

 Add new item

UVic graduate program changes: May 2022

Faculty of Social Sciences

Academic unit(s)	Code	Title	Type(s) of change	Consultation
Indigenous Nationhood Program	GCERT-IN	Indigenous Nationhood	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements, Other	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science, Indigenous Nationhood Program	MA-POIN	Political Science with Graduate Certificate in Indigenous Nationhood	Change of the required courses for a program, Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	MA-POLI	Political Science	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	MA-POLI-PSPT	Concentration in Cultural, Social and Political Thought	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	MSC-PSCL	Clinical Psychology	Other	
Department of Political Science, Indigenous Nationhood Program	PHD-POIN	Political Science with Graduate Certificate in Indigenous Nationhood	Change of the required courses for a program	Associate Vice-President Academic Planning (AVPAP)
Department of Political Science	PHD-POLI	Political Science	Change in a listing of eligible or elective courses that can be used to meet program or credential requirements	Associate Vice-President Academic Planning (AVPAP)
Department of Psychology	PHD-PSCL	Clinical Psychology	Other	

 Add new item

UVic graduate course changes: May 2022

Peter B. Gustavson School of Business

Academic unit(s)	Course	Title	Type of change	Consultation
Peter B. Gustavson School of Business	BUS642	Advanced Research Design	New	

[+](#) Add new item

UVic graduate course changes: May 2022

Division of Medical Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Division of Medical Sciences	NRSC500B	Fundamentals of Cognitive Neuroscience	Mutually exclusive note (MX), Supplemental note	

[+](#) Add new item

UVic graduate course changes: May 2022

Faculty of Education

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Curriculum and Instruction	EDCI507	Art Education Studio I	New	
Department of Curriculum and Instruction	EDCI508	Art Education Studio II	New	
Department of Curriculum and Instruction	EDCI510	Research Issues in Art Education I	Retain, Description, Title	
Department of Curriculum and Instruction	EDCI511	Research Issues in Art Education II	Description, Hours, Title, Prerequisite	
Department of Curriculum and Instruction	EDCI513	Community Art Education	Description, Units	
Department of Curriculum and Instruction	EDCI517	Reading: Research and Pedagogy	Description, Title	
Department of Curriculum and Instruction	EDCI526	Arts Based Research Methodologies	New	
Department of Curriculum and Instruction	EDCI536	Development, Pedagogy and Research in Oracy	Description, Title	
Department of Curriculum and Instruction	EDCI551	The Young Child in Today's Society	Sunset	
Department of Curriculum and Instruction	EDCI556	Language Processes in the School Curriculum: Writing and Representing	Description, Title	
Department of Curriculum and Instruction	EDCI557	Multiliteracies	New	
Department of Curriculum and Instruction	EDCI797	Curriculum and Instruction in Secondary School Information and Communication Technology	Sunset	
Department of Educational Psychology and Leadership Studies	ED-D519R	Indigenous Development and Counselling across Generations	Retain	
School of Exercise Science, Physical and Health Education	EPHE584	Pedagogical Issues in Exercise, Physical Activity and Health	Retain	

 Add new item

UVic graduate course changes: May 2022

Faculty of Engineering

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Computer Science	CSC505	Computer Graphics	Retain	
Department of Electrical and Computer Engineering	ECE522	Antennas and Propagation	Cross-listing	
Department of Electrical and Computer Engineering	ECE527	Photovoltaics	Cross-listing	
Department of Electrical and Computer Engineering	ECE547	Electronic Devices	Description, Supplemental note	
Department of Electrical and Computer Engineering	ECE596A	Selected Topics in Electrical and Computer Engineering	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE596B	Selected Topics in Electrical and Computer Engineering	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE596C	Selected Topics in Electrical and Computer Engineering	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE596D	Selected Topics in Electrical and Computer Engineering	Mutually exclusive note (MX)	
Department of Electrical and Computer Engineering	ECE596E	Selected Topics in Electrical and Computer Engineering	New	
Department of Electrical and Computer Engineering	ECE596F	Selected Topics in Electrical and Computer Engineering	New	
Department of Electrical and Computer Engineering	ECE596G	Selected Topics in Electrical and Computer Engineering	New	
Department of Electrical and Computer Engineering	ECE596H	Selected Topics in Electrical and Computer Engineering	New	
Department of Mechanical Engineering	MECH536	Microfluidics	Sunset	
Department of Mechanical Engineering	MECH537	Non-equilibrium Thermodynamics and Kinetic Theory of Gases	Sunset	
Department of Mechanical Engineering	MECH540	Transport Phenomena	Cross-listing, Description, Mutually exclusive note (MX), Supplemental note, Title	

Academic unit(s)	Course	Title	Type of change
Department of Mechanical Engineering	MECH543	Cryogenic Engineering	Sunset

 Add new item

UVic graduate course changes: May 2022

Faculty of Fine Arts

Academic unit(s)	Course	Title	Type of change	Consultation
Division of Continuing Studies, Department of Art History and Visual Studies	CH562	Curatorial Planning and Practice	Retain	
School of Music	MUS512	Music Technology Colloquium	Description, Hours	
School of Music	MUS555	Individual Tuition in Composition	Hours, Repeatable for credit (MTO), Units	
School of Music	MUS690	DIRECTED STUDIES	Retain	
Department of Theatre	THEA501	Seminar in History and Criticism of Tragedy	Delete	
Department of Theatre	THEA502	Seminar in History and Criticism of Comedy	Delete	
Department of Theatre	THEA505	Seminar in Theatrical Styles	Retain	
Department of Theatre	THEA510	Costume Design	Retain	

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UVic graduate course changes: May 2022

Faculty of Human and Social Development

Academic unit(s)	Course	Title	Type of change	Consultation
School of Public Administration	ADMN537	Foundations for Program Evaluation	Prerequisite	
School of Public Administration	ADMN583	Culturally Responsive Evaluation	Pro Forma	
School of Public Administration	ADMN596	Evaluation Project	Units	
School of Public Administration	ADMN620	Policy and Institutional Design and Analysis	Sunset	
School of Public Administration	ADMN621	Policy and Program Evaluation and Performance	Sunset	
School of Public Administration	CD596	Group Project	Retain	
School of Child and Youth Care	CYC541	Decolonial, Critical and Justice-oriented Theories in CYFCS	Description, Title	
School of Child and Youth Care	CYC543	Qualitative Research Methods in Child and Youth Care	Delete	
School of Child and Youth Care	CYC544	Research Design and Knowledge Mobilization	New	
School of Child and Youth Care	CYC545	Quantitative Research Methods in Child and Youth Care	Delete	
School of Child and Youth Care	CYC546	Global Practices for Human and Social Change	Description, Title	
School of Child and Youth Care	CYC550	Program Planning, Policy, Advocacy and Leadership	New	
School of Child and Youth Care	CYC552	Ethics in Practice	Delete	
School of Child and Youth Care	CYC553	Practicum in Child, Youth, Family and Community Studies	Description, Title, Grading, Units	
School of Child and Youth Care	CYC558	Applied Research Seminar	Description, Prerequisite	
School of Child and Youth Care	CYC563	Specialized Practicum in Child and Youth Care	Description, Grading	
School of Child and Youth Care	CYC565	Child and Adolescent Development in Context	Delete	
School of Child and Youth Care	CYC586	Advanced Land-based Approaches in CYFCS	New	
School of Child and Youth Care	CYC598	Applied Research Project	Supplemental note, Units	
School of Child and Youth Care	CYC599	Thesis	Supplemental note, Units	
School of Public Administration	DR503	Public Policy, Law, and Dispute Resolution	Supplemental note	
School of Public Administration	DR507	International Human Rights and Dispute Resolution	Mutually exclusive note (MX), Supplemental note	

Academic unit(s)	Course	Title	Type of change
School of Public Administration	DR516	Access to Justice and Dispute Resolution Systems	Supplemental note
School of Public Administration	DR517	Issues in Dispute Resolution: Working in the Community	Delete
School of Health Information Science	HINF501	Health Database Design	Description, Title
School of Health Information Science	HINF511	Intelligent Decision Support Systems and AI in Health	Description, Title
School of Health Information Science	HINF516	Telehealth, m-Health and Pervasive Health Technology	Description
School of Health Information Science	HINF520	Public Health Informatics	Description, Title
School of Health Information Science	HINF531	Health Care Information Security and Privacy	Description
School of Health Information Science	HINF550	Health Information Systems Design	Description
School of Health Information Science	HINF552	Evaluation of e-Digital Health Systems	Description, Title
School of Health Information Science	HINF561	Project Management in Health Informatics	Description
School of Health Information Science	HINF562	Procurement in Health Informatics	Description
School of Health Information Science	HINF571	Health Systems Data Analytics	Retain
School of Health Information Science	HINF572	Health Informatics Overview	Description
School of Health Information Science	HINF595	Health Informatics Research Practicum	Description, Title
School of Health Information Science	HINF602	Theories in Health Informatics	Description
School of Health Information Science	HINF603	Methods in Health Informatics	Description
School of Health Information Science	HINF680	Health Informatics PhD Seminar	Description

Academic unit(s)	Course	Title	Type of change
School of Health Information Science	HINF693	Candidacy Exam	Description

 Add new item

UVic graduate course changes: May 2022

Faculty of Humanities

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Germanic and Slavic Studies	GMST580	History of the Holocaust	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST581	Holocaust Studies in Cross-Cultural Contexts	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST583	Teaching About the Holocaust	Mutually exclusive note (MX)	
Department of Germanic and Slavic Studies	GMST585	Holocaust and Memory Studies	Mutually exclusive note (MX)	
Department of Greek and Roman Studies	GRS603	Reading in Classical Archaeology	Retain	
Department of Greek and Roman Studies	GRS613	Seminar in Classical Archaeology	Retain	
Department of History	HSTR520	History of the Holocaust	Mutually exclusive note (MX)	
Department of Philosophy	PHIL530	Topics in Logic	Delete	

[+](#) Add new item

UVic graduate course changes: May 2022

Faculty of Science

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Physics and Astronomy	ASTR508	Cosmology	Retain	
Department of Biology	BIOL521	Advanced Topics in Marine and/or Freshwater Algae	Retain, Repeatable for credit (MTO)	
School of Earth and Ocean Sciences	EOS523	Seismology	Retain	
School of Earth and Ocean Sciences	EOS550	The Physics of Climate	Title	

 Add new item

UVic graduate course changes: May 2022

Faculty of Social Sciences

Academic unit(s)	Course	Title	Type of change	Consultation
Department of Economics	ECON552	Macroeconomic Issues	Retain	
Department of Psychology	PSYC507	Personality	Retain	
Department of Psychology	PSYC521	Human Motivation	Retain	
Department of Psychology	PSYC540	History and Theory in Neuropsychology	Prerequisite	
Department of Psychology	PSYC548	Special Topics in Neuropsychology	Retain	
Department of Psychology	PSYC572	Promoting Reconciliation with Indigenous Peoples	New	
Department of Sociology	SOCI520	Issues in Contemporary Sociology	Repeatable for credit (MTO)	
Department of Sociology	SOCI525	Current Issues in Gender, Racialization and Ethnicity	Repeatable for credit (MTO)	
Department of Sociology	SOCI535	Current Issues in Ecology, Global Sociology and Social Movements	Repeatable for credit (MTO)	
Department of Sociology	SOCI545	Current Issues in Health, Aging and Society	Repeatable for credit (MTO)	
Department of Sociology	SOCI551	Current Issues in the Sociology of Crime, Deviance and Law	Repeatable for credit (MTO)	

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