



The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 1, 2023 at 3:30 p.m. via Zoom.

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

1. APPROVAL OF THE AGENDA ACTION
2. MINUTES ACTION
 - a. November 3, 2023 (SEN-DEC 1/23-1)

Motion: That the minutes of the open session of the meeting of the Senate held on November 3, 2023 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
Fraser Hof, Associate Vice-President Research
Dane Berry, Associate Director, Research Intelligence
5. CORRESPONDENCE
 - a. Campus Planning Committee – E. Croft and K. Simpson, Co-Chairs
 - i. Semi-annual Report to Senate on Campus Development (SEN-DEC 1/23-2) INFORMATION

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Awards – Maureen Ryan, Chair

i. New and Revised Awards (SEN-DEC 1/23-3)

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:

- Aldyen Hamber Entrance Scholarship (Revised)
- Andrew Petter Award in Law (New)
- Cindy Player Award on Equity and Human Rights* (New)
- Dr. Lorene Kennedy Graduate Award* (Revised)
- Kris "Babsy" Babcock Memorial Award (New)
- Leo Chan Memorial Scholarship in Political Science* (Revised)
- Margaret E. Ableson Award* (Revised)
- Ross McLeod Legacy Award* (Revised)
- School of Earth & Ocean Sciences Field School Award* (Revised)
- TELUS Student Award (Revised)
- VNHS Bev Glover Memorial Scholarship (Revised)
- VNHS Dennis and Lyndis Davis Scholarship* (Revised)
- VNHS Freeman F. King Scholarship (Revised)
- VNHS Samuel Simco Graduate Bursary (Revised)
- WATT Consulting Group 40th Anniversary Award (New)
- VNHS Alice M. Hay Scholarship (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)

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b. Senate Committee on Learning and Teaching – Alexandra D’Arcy

i. Course Outline Guidelines (SEN-DEC 1/23-4)

ACTION

Motion: That Senate approve the revisions to the Course outline requirement in the undergraduate academic calendar.

Motion: That Senate approve the revisions to the Course outline requirement in the graduate academic calendar.

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

- i. Proposal to establish an Indigenous Wellness stream in the Master of Nursing Program **(SEN-DEC 1/23-5)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an Indigenous Wellness stream in the Master of Nursing program, as described in the document “Master of Nursing-Indigenous Wellness Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

- ii. Proposed changes to the Master of Arts in Educational Psychology program, and the Master of Education in the Educational Psychology program **(SEN-DEC 1/23-6)** **ACTION**

Motion: That Senate approve the proposed changes to the Master of Arts in Educational Psychology program, as described in the document “Master of Arts in Educational Psychology”.

Motion: That Senate approve the proposed changes to the Master of Education in Educational Psychology program, as described in the document “Master of Education in Educational Psychology”.

- iii. Proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences **(SEN-DEC 1/23-7)** **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Science, as described in the document “Option in Community Engagement”.

- iv. Proposal to dissolve the centre status for the Centre for Youth and Society (CFYS), and transition the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH) **(SEN-DEC 1/23-8)** **ACTION**

Motion: That Senate approve the proposal to dissolve the Centre for Youth and Society (CFYS), and transition to a Cluster for Youth and Society (CFYS) within the Institute on Aging and Lifelong Health (IALH) as described in the memorandum dated October 18, 2023.

- d. Ad-hoc Senate Committee on Academic Health Programming
- Helga Hallgrímsdóttir, Chair

- i. Proposed Rationale for the Faculty of Health
(SEN-DEC 1/23-9)

ACTION

7. PROPOSALS AND REPORTS FROM FACULTIES

- a. Faculty of Fine Arts

- i. Dean's Presentation

INFORMATION

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

- a. Office of the Vice-President Academic and Provost Update

INFORMATION

- b. Intention to deliver two UBC distributed programs
(SEN-DEC 1/23-10)

INFORMATION

- c. Generative Artificial Intelligence Tools Use Position Statement
(SEN-DEC 1/23-11)

INFORMATION

9. OTHER BUSINESS

10. ADJOURNMENT



Meeting of Senate
November 3, 2023

MINUTES

An open meeting of the Senate of the University of Victoria was held on November 3, 2023 at 3:46 p.m. in the Medical Sciences Building, room 160.

1. APPROVAL OF THE AGENDA

Motion: (M. McGinnis/M. Laidlaw)

That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. October 6, 2023

Motion: (J. Salem/A. Lindgren)

That the minutes of the open session of the meeting of the Senate held on October 6, 2023 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

Kevin Hall, President and Vice-Chancellor, remarked on the recent 5 Days of Action, noting the importance of these events to highlight our shared commitment to end discrimination, harassment, and sexualized violence. He hoped that members of Senate were able to take advantage of the many sessions, activities, and workshops.

Reflecting on the past week's crisis in the Middle East, K. Hall noted the importance of safety for all members of our community. He commented on the need for the university to remain a place where all people can come to work, study, and live without fear. Addressing recent reports of racism, antisemitism, and Islamophobia, K. Hall reinforced that the university condemns all forms of hate, violence, and intolerance and any form of intimidation or discrimination.

To update Senate on institutional rankings, K. Hall reported that Maclean's magazine ranked UVic as #2 in Canada among the 15 comprehensive universities. He noted that this is the sixth consecutive year the university has been in either first or second place. K. Hall also reported that the university is ranked first

for faculty awards and medical/science grants, second for research activity and student awards, and third for scholarships and bursaries, and library resources.

Regarding Convocation, K. Hall noted that 1,500 degrees, certificates and diplomas will be awarded for fall 2023 convocation. As well, two Honorary degrees will also be awarded to Linda Catlin Smith, a music composer and educator, and Andrew Petter, a former member of the B.C. Legislative Assembly and Dean of Law at UVic.

K. Hall reported that on October 25th at the First People's House, the Office of the Vice-President Indigenous, Elders, Knowledge Keepers, and guests celebrated the name gifted to them by J,SINTEN, Dr. John Elliott and translated into Łək'wəŋən by Seniemten, Dr. Elmer George. The name they were gifted is Etalewtx^w | ÁTOL ÁUTW (A-Toll-Outwa) meaning 'Centre of respect for the rights of one another and all beings.' Also honoured was Qwul'thikum, Dylan Thomas, for his design of the VPI office logo, reflecting the concept of Etalewtx^w | ÁTOL ÁUTW (A-Toll-Outwa).

K. Hall announced the following faculty awards:

- Nancy Clarke, Associate Professor in Nursing, was awarded the ninth President's Chair—the highest internal honour we can bestow on a faculty member at UVic. N. Clarke works collaboratively to research, practice and support the mental health and well-being of immigrant, refugee ethno-cultural and racialized groups in Canada.
- Arif Babul, Physics and Astronomy, is a rare second-time recipient of the Leverhulme Visiting Professorship award. This is given to "an eminent senior professor from overseas, to bring genuinely novel expertise and enhance the skills and knowledge of academic staff and students in the UK." A. Babul has also been named Fellow of the American Physical Society for advances in astrophysics from galaxy formation and gravitational lensing to cosmic strings and warm dark matter.
- Adam Ritz, Physics and Astronomy, was named Fellow of the American Physical Society for important theory contributions toward improving our understanding of dark matter, the dynamics of quantum field theories, and much more.
- Stan Dosso, Earth and Ocean Sciences, has been named recipient of the Silver Medal in Acoustical Oceanography for contributions to Bayesian inference methods in ocean acoustics and marine geophysics.
- Jeff Masuda, Public Health and Social Policy, was named Fellow of the Canadian Academy of Health Science for undertaking community-aligned research that reveals the structural underpinnings of place-based health inequities.
- Julio Navarro, Physics and Astronomy, has been awarded the Royal Society Wolfson Visiting Professorship for his work on dark matter clues from the faintest galaxies.
- Jeffrey Reading, Public Health and Social Policy, was appointed as a member of the Order of Canada. He was recognized for his groundbreaking contributions to Indigenous health research and for his leadership in bringing Indigenous perspectives to scientific and health institutions.

K. Hall announced the naming ceremony for the CARSA field hockey pitch on October 21st honouring Lynne Becroft. Lynne was the women's field hockey coach for 15 U Sports national championships, and 19 other medals on the national stage.

b. United Way Presentation

Robin Hicks and Cassbreea Dewis, this year's co-chairs of UVic's United Way Campaign, provided members of Senate with a brief presentation of this year's campaign.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Changes to the Honours Program: French and Francophone Studies

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

Motion: (Y. Kandil/A. Lepp)

That Senate approve the proposed changes to the Honours Program: French and Francophone Studies in the Undergraduate Academic Calendar.

CARRIED

ii. Change to Year 1 Admission to the Kinesiology (KINE) Program

Y. Kandil introduced the proposal. There were no questions.

Motion: (Y. Kandil/S. Hundza)

That Senate approve the proposed changes to the Year 1 admission requirements for the Faculty of Education, Kinesiology Program.

CARRIED

iii. Revisions to the Undergraduate Academic Calendar Regarding Examinations, Deferred Status

Y. Kandil introduced the proposal. A member of Senate asked if the committee considered a change to the period in which deferred exams would be held in January, given the recent revision to the start of January classes. Y. Kandil explained deferred examinations could be held before the start of classes to avoid possible impact to the add/drop deadlines.

Another Senator asked if the change would mean the appeal process would take longer. Wendy Taylor, Acting Registrar, explained that the intent of the revisions was to clarify the deferred status already defined in the undergraduate Academic Concession regulation.

Motion: (Y. Kandil/S. Minshall)

That Senate approve the revisions to Examinations, Deferred Status in the Undergraduate Academic Calendar.

CARRIED

b. Senate Committee on Agenda and Governance

i. Revisions to the Senate Rules and Procedures for Remote Attendance

Ada Saab, Associate University Secretary, thanked those members of Senate who responded to the survey. She noted that the responses had been thoughtful and that the revisions proposed were the result of the majority of responding Senators.

A. Saab summarized the proposed revisions, noting that there would be some hiccups moving forward. She reported that technological changes are planned for the Senate and Board Chambers in the coming months.

A member of Senate expressed their concern regarding the use of “prevented” in section 12.01 of the revised rules and procedures and that this may be stricter than intended considering most respondents felt Senators should be able to decide how to attend the meeting. A. Saab noted that most respondents also agreed that Senate meetings were more effective in person and that this wording reflected the preference to keep Senate engaged. A. Saab noted that the wording was not meant to enforce what “prevented” may mean to each Senator. Another member of Senate agreed with the use of the wording, noting it was broad enough to be reasonable and functional.

Motion: (K. Diether/M. Laidlaw)

That Senate approve the revisions to the Senate Rules and Procedures for remote attendance.

CARRIED

ii. Appointments to the 2023/2024 Senate standing committees

Phalguni Mukhopadhyaya, Chair of the Nominations sub-committee, introduced the listing of new committee appointments. There were no questions.

Motion: (P. Mukhopadhyaya/S. Pavlik)

That Senate approve the appointments to the 2023/2024 Senate standing committees for the terms indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. 2023/2024 Annual Report

Maureen Ryan, Chair of the Senate Committee on Awards introduced the report. There were no questions.

ii. New and Revised Awards

M. Ryan introduced the recommended list of new and revised awards. There were no questions.

Motion: (Y. Kandil/A. Wang)

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:

- Borden Ladner Gervais Professional Excellence Awards (Revised)
- Cassels Shaw Graduate Fellowship* (Revised)
- Douglas and Jennifer Mann Scholarship* (Revised)
- Dr. Frank Parnell Memorial Award (Revised)
- Kairos Scholarship* (New)
- Khowutzen Forestry Award in Environmental Studies (Revised)
- Marc Bell Award in Environmental Studies* (Revised)
- Neil J. Sterritt Legacy Fellowship* (New)
- Nina Dobbyn Award* (New)
- Onuma's Opus Award (Revised)
- COYA Scholarship (Revised)
- John Patrick McManaman CPA Memorial Award* (New)

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CARRIED

d. Senate Committee on Learning and Teaching

i. General University Policies – Creating a respectful and productive learning environment

Alexandra D'Arcy, Chair of the Senate Committee on Learning and Teaching, introduced the proposal.

Some members of Senate expressed concern with the instructor having primary responsibility for creating an inclusive environment. It was noted that this section could be interpreted by students to challenge instructors on issues when classes covered difficult sensitive subject matter. A. D'Arcy responded that there was no formal consequence for the section of the calendar but rather that this was to be a reflective statement on the university's goals and commitments. She noted that the university had formal mechanisms for students to follow in situations where there was an issue in the classroom.

Motion: (D. Curran/A. Mallidou)

That Senate approve revisions to the General University Policies section, Creating a respectful, inclusive and productive learning environment, in the academic calendars.

CARRIED

e. Ad hoc Senate Committee on Academic Health Programming

i. Summary of Results of the Campus-Wide Survey

Helga Hallgrímsdóttir, Deputy Provost, and Tony Eder, Associate Vice-President Academic Resource Planning, provided members of Senate with a summary of the results of the campus-wide survey. Highlights of the presentation included a breakdown of respondents and foundational programs, considerations for success, as well as the noted benefits and challenges of the initiative.

A Senator congratulated the ad hoc committee on the work and asked if the view was to include the Island Medical Program in the discussions. Bruce Wright, Head of the Division of Medical Sciences, responded by outlining the partnership between UVic and the University of British Columbia.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Social Sciences

i. Dean's Presentation

Lois Harder, Dean of the Faculty of Social Sciences provided members of Senate with an overview of the faculty and highlighted a number of academic initiatives.

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

a. Office of the Vice-President Academic and Provost Update

Elizabeth Croft, Vice-President Academic and Provost provided members of Senate with an update from her office. She noted the success of the October Stocktober food drive, the ratification of Michael Prince as Acting Dean of Human and Social Development for a 1-year term beginning January 1, 2024, continued work with Kaplan International, and the recently revised terms of reference for UVic's Accessibility Committee. She welcomed expressions of interest to serve on the committee.

b. Revisions to Procedures for the Appointment and Review of the Associate Dean Humanities

Annalee Lepp, Dean of the Faculty of Humanities, introduced the proposal and outlined the rationale for the changes being recommended. She noted that a university wide policy for all Associate Deans would be brought forward at a future meeting, however the proposed revisions were required in the interim. There were no questions.

Motion: (A. Lepp/P. Loock)

That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600).

CARRIED

c. Enrolment update

E. Croft and T. Eder provided members of Senate with an update on enrolment. T. Eder reported on future work to monitor spring term enrolments, revisit enrolment targets, diversify international markets, expand recruitment networks, and advocate for government-funded expansion.

T. Eder responded to questions relating to anticipated changes in enrolment, need for diversification, and the federal restrictions related to international students, especially as this related to housing.

9. OTHER BUSINESS

a. Notification of expiry of Chancellor's first term

K. Hall announced that the current term of the Chancellor would be ending in 18 months. He reported that a search committee would be formed in due course.

b. Senate resignation

A. Saab announced that Jill Walshaw, Faculty of Humanities, had resigned from Senate, and that a call for nominations had been distributed for which Loren Gaudet was acclaimed to serve the remaining term.

There being no other business the meeting was adjourned at 5:28 p.m.

Draft

Name	In Attendance	Regrets		Page 8 of 9 Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hokulani		X	Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie	X		University Secretary	Secretary of Senate
Andreotti, Vanessa	X		Dean, Faculty of Education	Ex officio
Anyaeibunam, Chekwube	X		Student Senator	Elected from the student societies
Bengtson, Jonathan	X		University Librarian	Ex officio
Bhappu, Anita	X		Dean, Peter B. Gustavson School of Business	Ex officio
Brown, Hannah	X		Student Senator	Elected from the student societies
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne		X	Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah	X		Faculty of Law	Elected by the Faculty
Diether, Kelly	X		Convocation Senator	Elected by the convocation
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the faculty members
Empringham, Kyle		X	Student Senator	Elected from the student societies
Fyfe, Benjamin		X	Student Senator	Elected from the student societies
Gaudet, Loren	X		Faculty of Humanities	Elected by the Faculty
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	X		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob	X		Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine			Faulty of Fine Arts	Elected by the Faculty
Harris, Moronke		X	Student Senator	Elected from the student societies
Hicks, Robin	X		Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean			Faculty of Social Sciences	Elected by the faculty members
Holdaway, Anais	X		Convocation Senator	Elected by the convocation
Hoorfar, Mina			Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel		X	Student Senator	Elected from the student societies
Huang, Li-Shih	X		Faculty of Humanities	Elected by the faculty members
Humphreys, Sara	X		Faculty of Humanities	Elected by the faculty members
Hundza, Sandra			Faculty of Education	Elected by the Faculty
Jeffery, Donna	X		Faculty of Human and Social Development	Elected by the faculty members
Kalynchuk, Lisa		X	Vice-President Research and Innovation	Ex officio
Kandil, Yasmine	X		Faculty of Fine Arts	Elected by the faculty members
Kelly, Erin	X		Faculty of Humanities	Elected by the faculty members
Kennedy, Cole	X		Student Senator	Elected from the student societies
Koch, Matthew	X		Continuing Sessional	Elected by the Continuing Sessionals
Kodar, Freya			Dean, Faculty of Law	Ex officio
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lee, Kelvin			Student Senator	Elected from the student societies
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana			Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Mallidou, Anastasia	X		Faculty of Human and Social Development	Elected by the faculty members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir			Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Pavlik, Sophie	X		Student Senator	Elected from the student societies
Prendergast, Monica		X	Faculty of Education	Elected by the Faculty
Rose-Redwood, CindyAnn	X		Faculty of Socia Sciences	Elected by the Faculty
Saab, Ada	X		Associate University Secretary	By Invitation
Salem, Joseph	X		Faculty of Fine Arts	Elected by the Faculty
Salinas, Justin	X		Student Senator	Elected from the student societies
Sirois Ennis, Daniela		X	Student Senator	Elected from the student societies
Smith, Brock		X	Peter B. Gustavson School of Business	Elected by the Faculty
Stinson, Danu		X	Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Sukhdeo, Nathaniel	X		Student Senator	Elected from the student societies
Taylor, Wendy	X		Acting Registrar	By Invitation
Voss, Graham		X	Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	X		Convocation Senator	Elected by the convocation
Wang, Emily		X	Student Senator	Elected from the student societies
Warburton, Rebecca	X		Convocation Senator	Elected by the convocation
White, Jennifer	X		A/Dean, Faculty of Human and Social Development	Ex officio
Wilson, Lara	X		Professional Librarian	Elected by the Professional Librarians
Wright, Bruce	X		Head, Division of Medical Sciences	Additional Member
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective November 1, 2023EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/24)
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Dean of Education: Vanessa Andreotti
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 Acting Dean of HSD: Jennifer White
 Dean of Law: Freya Kodar
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)
 EDUC: Sandra Hundza (30/6/25)
 Monica Prendergast (30/6/26)
 ENGR : Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/24)
 Simon Minshall (30/6/25)
 HUMS: Loren Gaudet (30/6/25)
 Lynne Marks (30/6/24)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: Rob Hancock (30/6/24)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Sean Hier (SOSC) (30/6/24)
 Sara Humphreys (HUM) (30/6/26)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/24)
 Yasmine Kandil (FINE) (30/6/26)
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)
 Graham Voss (SOSC) (30/6/24)
 Lina Zhou (ENGR) (30/6/26)

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

Chekwube Anyaegbunam (GRAD) (30/6/24)
 Hannah Brown (GRAD) “
 Kyle Empringham (GRAD) “
 Benjamin Fyfe (BUSI) “
 Moronke Harris (GRAD) “
 Nathaniel Hope Tucker (SOSC) “
 Cole Kennedy (GRAD) “
 Kelvin Lee (ENGR) “
 Sophie Pavlik (SCIE) “
 Justin Salinas (HUMS) “
 Daniela Sirois Ennis (SOSC) “
 Nathaniel Sukhdeo (LAW) “
 Emily Wang (LAW) “
 Vacancy (EDUC) “
 Vacancy (FINE) “
 Vacancy (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Anaïs Holdaway (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 (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir
 Assoc. VP Student Affairs: Jim Dunsdon
 Assoc. VP Academic Programs: Elizabeth Adjin-Tetty
 A/Registrar: Wendy Taylor
 Associate University Secretary: Ada Saab



Office of the Vice-President Finance and Operations

MEMO

University
of Victoria

Date: November 15, 2023

To: Carrie Andersen
University Secretary

From: Elizabeth Croft, Vice-President Academic and Provost
Kristi Simpson, Vice-President Finance and Operations
Co-Chairs, Campus Planning Committee

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its December 1st, 2023 meeting.

Handwritten signature of Elizabeth Croft in blue ink.

Elizabeth Croft

Vice-President Academic and Provost

Handwritten signature of Kristi Simpson in black ink.

Kristi Simpson

Vice-President Finance and Operations



University
of Victoria

Semi-Annual Report to Senate on Campus Development

Executive Summary

The construction of the Student Housing and Dining Project is complete. Čeqʷəŋín ʔéʔləŋ (Cheko'nien House) was completed in August 2022 and operational for fall 2022, and Snéqə ʔéʔləŋ (Sngequ House) received occupancy in August 2023 and was operational in fall of this year. The project is on track to achieve both LEED Gold and Passive House certifications by the end of 2024, and it won a Net Zero Energy Ready Challenge award. With the success of this project and with the continued need for student housing, the 2024-2025 Five-year Capital Plan identifies the need for 500 additional student housing beds as the university's top capital priority.

The university's new Real Estate Strategy provides a vision for new mixed-used development near our main campus—encompassing new housing and supporting commercial uses. The goal is to contribute to a vibrant campus community, while generating long-term revenue for the university. The first phase of implementation is the University District and will include the redevelopment of the Ian Stewart Complex and adjacent properties to include housing, shops and services. The Strategy envisions that future phases will include Cedar Hill Corner and the Queenswood Campus. Engagement opportunities are upcoming this fall and spring to help shape the future of the Ian Stewart Complex site and will be communicated broadly with the campus community and neighbours.

Progress continues on other major capital projects on campus. The university is developing an addition to the Engineering/Computer Science Building (ECS) and a separate High Bay Research and Structures Laboratory to support the expansion of Faculty of Engineering and Computer Science programs. A Construction Manager is now supporting the project and will begin phased tendering of the project work this fall. Construction is planned to begin in Winter of 2023 and the buildings are targeting completion by September 2026.

Construction is underway for the new National Centre for Indigenous Laws (NCIL). The foundations for the building are now complete, and the next step is structural framing. The NCIL expansion is being coordinated with the Murray and Anne Fraser Building Renewals project, which includes interior renovations and building service upgrades. These interior renovations are largely complete, with some phased improvements scheduled for the summer of 2024. The NCIL is targeting completion in December 2024.

In support of the university's Climate and Sustainability Action Plan goals, the District Energy Plant (DEP) electrification project seeks to reduce campus operations greenhouse gas emissions (GHGs) by 50% below our 2010 baseline by 2030. The operation of the new electric boilers will reduce the GHG emissions from the DEP and achieve UVic's 2030 GHG reduction target. This project is currently completing the preliminary design stage. The project is partially funded in part by the Government of Canada and BC Hydro rebates.

In May 2023, the university received \$2.4 M in funding from the Government of Canada to support active transportation improvements on campus. The funding will be used to further implement the Campus Cycling Plan which guides future campus cycling infrastructure, such as building more bike paths, bike parking, and new shower and change rooms. Cycling network improvements taking place 2023-2026 will include: the Dawnview Crescent-CARSA Pathway, the Gabriola Road Pathway, and the McGill Road Pathway.

1.0 Five Year Capital Plan

In September 2023, the university's Board of Governors approved the 2024-2025 Five-Year Capital Plan. In summary, the university's major capital priorities include:

- **Student Housing** - Recognizing the critical need for affordable and accessible housing for students, this project is a significant step towards alleviating the housing challenges in the Victoria region. By expanding the university's housing capacity with 500 new beds, it will enable more students to secure safe and suitable accommodation, enhancing their overall academic experience and contributing to community sustainability and well-being.
- **Campus Building Seismic Upgrades** – The Plan identifies several seismic upgrade projects across multiple buildings including the Mearns Centre for Learning – McPherson Library, Jamie Cassels Centre Farquhar Auditorium, Petch Building and the Murray and Ann Fraser Building.
- **Accessible and Active Transportation Improvement Program – University Drive** - The Accessible and Active Transportation Improvement Program will enhance active transportation and accessibility infrastructure through the renewal and upgrading of University Drive as outlined in the university's Campus Cycling Plan.

More information: <https://www.uvic.ca/financialplanning/capital/index.php>

2.0 University District

The cost of housing in Victoria has increased drastically over the past five years, and our region is experiencing a serious housing shortage. The university owns land in three areas adjacent to the main campus that can help address these regional challenges by building new housing and supporting commercial uses to benefit members of our campus community and beyond. These areas include the Ian Stewart Complex and adjacent lands, the Queenswood Campus, and Cedar Hill Corner. In the Spring of 2023, the university Executive and Board of Governors supported a new Real Estate Strategy that provides a vision for the future use of these properties, including the development of a potential mixed-use University District at the site of the current Ian Stewart Complex and adjacent lands. The purpose of the project is to provide new housing opportunities to support a more vibrant campus while continuing to diversify our revenue streams to provide greater resources to support long-term university objectives and the ability to adapt to change. Engagement opportunities will be available to help shape the future of the site and will be communicated broadly with the campus community and neighbours.

More information: <https://www.uvic.ca/udistrict>

3.0 Student Housing and Dining Project

Both student housing buildings, Čeqwəŋín ʔéʔləŋ (Cheko'nien House) and Sŋéqə ʔéʔləŋ (Sngequ House) are complete. Sŋéqə ʔéʔləŋ (Sngequ House) was ready for occupancy as planned in August 2023. The remaining landscaping is scheduled to be complete this fall.

This project includes a total of 783 beds (621 net new) and a new 600-seat dining hall. Two new 225-seat lecture theatres and conference space and an Indigenous student lounge and meeting rooms are also included. In addition to providing much-needed student housing, the project also supports the university's

sustainability goals. Both buildings are designed to Passive House and LEED Gold standards, which focus on energy and greenhouse gas emission reductions from building operations. The project is on track to achieve LEED Gold and Passive House certifications by the end of 2024, and it won a Net Zero Energy Ready Challenge award. The project has also been nominated for a commercial building award by the Vancouver Island Real Estate Board.

More information: <https://www.uvic.ca/campusplanning/current-projects/new-student-housing/index.php>

4.0 Engineering and Computer Science Expansion

The university is developing an addition to the Engineering/Computer Science Building (ECS) and new High Bay Research and Structures Laboratory (HBRSL) building to support the expansion of Faculty of Engineering and Computer Science programs and research.

The ECS addition is a six-storey addition to the building that has been thoughtfully designed with respect to its context, matching the height and orientation of the existing building while presenting an active and engaging frontage on Ring Road. The proposed HBRSL includes materials and geotechnical laboratories. The building is identified by its 12-metre clear high bay area that is utilized for structural materials testing.

The addition to ECS and the adjacent HBRSL will provide the space required to support an expansion of the civil engineering program and incremental growth within the Faculty of Engineering and Computer Science. The project will allow the Faculty to meet continued student demand, work toward meeting the current and anticipated labour market demand for program graduates, and build a world-class research profile. The proposed design is consistent with university planning policies for a compact campus connected to active transportation infrastructure.

A Construction Manager is now supporting the project and a building permit is in place. The Construction Manager will begin phased tendering of the project work this fall. Construction is planned to begin in Winter of 2023 and the buildings are targeting to be operational by September 2026.

More information: uvic.ca/engineeringexpansion

5.0 National Centre for Indigenous Laws

Another major project underway is the expansion to the Murray and Anne Fraser Building to support a new National Centre for Indigenous Laws. The building expansion will advance the Truth and Reconciliation Commission's Call to Action 50 to support and promote Indigenous laws. It will strengthen the Law program, reflect the goals of UVIC's Indigenous Plan and position UVIC as a global leader in creating better opportunities for Indigenous students, entering into respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation, and mutual understanding.

The design for the National Centre for Indigenous Laws responds to and links with the surrounding natural environment. The massing takes on a sweeping form rising from north to south with a prominent new building entry and glazing on Ring Road. It includes unique learning environments that reflect the goals of the Indigenous Law program and facilitate smudging and ceremonies, including small and large gathering spaces, a sky classroom, and maker space.

The project has received funding from the federal and provincial governments and the Law Society of British Columbia. The NCIL expansion is being coordinated with the Murray and Anne Fraser Building renewals project, which includes interior renovations and building service upgrades. These interior renovations are largely complete, with some phased improvements scheduled to complete in summer of 2024.

The foundations for the NCIL are now complete with structural framing set to begin this fall. The NCIL is targeting completion for December 2024.

More information: uvic.ca/fraserexpansion

6.0 District Energy Plant Electrification (DEP)

In support of the university's Climate and Sustainability Action Plan goals, the District Energy Plant (DEP) electrification project seeks to reduce campus operations greenhouse gas emissions (GHGs) by 50% below our 2010 baseline by 2030.

Installation of the new electric boilers will require the removal of one of the existing natural gas boilers, as well as the associated mechanical, electrical, architectural, and structural modifications required to accommodate it. The operation of these boilers will reduce the GHG emissions from the DEP by approximately 70% and achieve UVic's 50% GHG reduction target well ahead of 2030. The project is in the preliminary design stage and targeting operation by June 2025. The project is partially funded through Federal Government and BC Hydro rebates.

7.0 Campus Cycling Plan Implementation

The University of Victoria is making several changes to create a bicycle-friendly campus that is designed for people of All Ages and Abilities (AAA). The Campus Cycling Plan guides future campus cycling infrastructure, such as building more bike paths, places to park bikes, and spots where people can freshen up after riding. These changes are meant to make it safer and more comfortable for people who walk and bike and roll around our campus. The implementation of these improvements is funded in part by the Government of Canada through the Active Transportation Fund.

Cycling network improvements taking place 2023-2026 will include:

- Dawnview Crescent-CARSA Pathway: separated cycling and pedestrian pathways, intersection crossing improvements, greenery and landscaping;
- Gabriola Road Pathway: separated cycling and pedestrian pathways, intersection crossing improvements;
- McGill Road Pathway Improvements: separated cycling and pedestrian pathways, intersection crossing improvements, upgraded lighting, Bike racks and lockers, washrooms/changerooms, greenery and landscaping.

More information: <https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan-implementation/index.php>



Date: November 14, 2023
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on November 8th, 2023 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:

- Aldyen Hamber Entrance Scholarship (Revised)
- Andrew Petter Award in Law (New)
- Cindy Player Award on Equity and Human Rights* (New)
- Dr. Lorene Kennedy Graduate Award* (Revised)
- Kris "Babsy" Babcock Memorial Award (New)
- Leo Chan Memorial Scholarship in Political Science* (Revised)
- Margaret E. Ableson Award* (Revised)
- Ross McLeod Legacy Award* (Revised)
- School of Earth & Ocean Sciences Field School Award* (Revised)
- TELUS Student Award (Revised)
- VNHS Bev Glover Memorial Scholarship (Revised)
- VNHS Dennis and Lyndis Davis Scholarship* (Revised)
- VNHS Freeman F. King Scholarship (Revised)
- VNHS Samuel Simco Graduate Bursary (Revised)
- WATT Consulting Group 40th Anniversary Award (New)
- VNHS Alice M. Hay Scholarship (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)

** Administered by the University of Victoria Foundation*

Respectfully submitted,

2023/2024 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social Development

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Education

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Student Awards and Financial Aid

Alyssa Manankil-Lakusta, Alumni Association Representative

Sudhir Nair, Peter B. Gustavson School of Business

Donja Roberts, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Wendy Taylor, Office of the Registrar and Enrolment Management

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, medals and prizes

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

Awards

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

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year in which they receive the funding.

Bursaries

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

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

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

Aldyen Hamber Entrance Scholarship (Revised)

Two scholarships of ~~\$1,000~~ each are awarded to undergraduate students entering first year at the University of Victoria directly from British Columbia secondary schools. Preference is given to women ~~female~~ students entering the Faculty of Humanities.

Andrew Petter Award in Law (New)

One award of \$5,000 is given to an undergraduate student entering second year in the Faculty of Law JD/JID program and who has demonstrated community involvement and financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Cindy Player Award on Equity and Human Rights* (New)

One or more awards are given in alternate years to undergraduate students continuing into third or fourth year in the Faculty of Social Sciences or the School of Social Work who:

1. have demonstrated financial need, and
2. are pursuing studies related to the subject of equity and human rights, and
3. are 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.

Applicants must submit a letter outlining how their studies have or will relate to the subject of equity and human rights. Preference is for students who have worked or volunteered with a community service organization (such as transition houses, crisis centres or friendship centres). Applicants wanting to demonstrate they have worked or volunteered with a community service organization must include a statement (maximum 300 words) describing their paid or volunteer work. The award is given on a rotating basis, beginning with Faculty of Social Sciences.

Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible for this Award. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of either the Faculty of Social Sciences or the School of Social Work.

Dr. Lorene Kennedy Graduate Award* (Revised)

One or more awards are given to graduate students doing a MSc, MA or ~~Interdisciplinary~~ Ph.D program in Environmental Studies, with demonstrated financial need. ~~Applications must be submitted to the Faculty of Graduate Studies, University Centre Building Room A207, no later than 4pm on July 31st.~~ Approval of the rRecipients will be made selected by

the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

Kris "Babsy" Babcock Memorial Award (New)

One or more awards are given to undergraduate students in the Faculty of Education who are continuing in third or fourth year of the East Kootenay Teacher Education Program. The successful award recipient will be a student who best exemplifies Kris' greatest qualities including: a strong work ethic, the demonstration of a positive attitude, the natural ability to lead and a dedication to the field of education. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Leo Chan Memorial Scholarship in Political Science* (Revised)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding undergraduate students in the who intend to do a Major or Honours program in Political Science. Preference will be given to students who have an interest in Canadian Politics and who can demonstrate leadership and/or community involvement. Applicants must submit a letter (maximum 350 words) outlining their interest in Canadian politics and their leadership and/or community involvement. Letters must be submitted to the Department of Political Science office no later than May 15.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Political Science.

Margaret E. Ableson Award Bursary* (Revised)

One or more awards are given bursaries are awarded to undergraduate students entering or continuing in either the Bachelor of Science in Nursing program, ~~or the Bachelor of Education program~~ who have demonstrated financial need. Nursing students registered in at least 4.50 academic units per term are eligible for this award. Education students must have with an interest in science and environmental education. The award is given on a rotating basis, beginning with the School of Nursing. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing or the Faculty of Education. ~~Normally, the bursary is awarded alternately between the two programs beginning with the Bachelor of Nursing program.~~

Ross McLeod Legacy Award* (Revised)

One or more awards are given to undergraduate students volunteering with CanAssist or or- working on a co-op placement with CanAssist and who have a demonstrated interest in working/volunteering in the disability arena. Students in at least 3.0 units in one of the three terms in the academic year are eligible to receive the funding. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of CanAssist.

School of Earth & Ocean Sciences Field School Award* (Revised)

One or more awards will be given to academically outstanding students in each of the ~~geology-based~~ field schools (EOS 300, 400, and 401) in the School of Earth and Ocean Sciences. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Earth and Ocean Sciences.

TELUS Student Bursary Award (Revised)

~~One or more bursaries are awarded to undergraduate students entering or continuing at the University of Victoria who are Canadian citizens or permanent residents.~~

One or more awards, of a maximum of \$5,000 each, are given to undergraduate students entering or continuing at the University of Victoria who:

- are Canadian citizens or permanent residents,
- have demonstrated financial need, and
- commit to planning and carrying out a volunteer/community impact project over the course of their studies at UVic. The project will contribute to positive social, environmental or health outcomes in their communities.

VNHS Bev Glover Memorial Scholarship (Revised)

~~A scholarship of \$1,000 is awarded to an academically outstanding undergraduate student entering third or fourth year in a major or honours program in the Department of Biology or the School of Earth and Ocean Sciences who is specializing in the area of species or habitat conservation. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science. Department of Biology.~~

VNHS Dennis and Lyndis Davis Scholarship* (Revised)

~~One or more scholarships of at least \$2,000 are awarded to academically outstanding undergraduate students in the Department of Biology, or the School of Earth and Ocean Sciences, or the School of Environmental Studies. Preference will be given to students pursuing studies in species, habitat or ecosystem conservation, ecology or biodiversity. Nominations will be made by Faculty of Science. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.~~

VNHS Freeman F. King Scholarship (Revised)

~~A scholarship is awarded to an academically outstanding undergraduate student entering fourth year in the Department of Biology and preparing for a career in natural history. Preference is given to a students with an interest in field studies, especially those with a focus on the conservation of terrestrial and/or marine biodiversity. ~~in terrestrial biology.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Biology.~~

VNHS Samuel Simco Graduate Bursary (Revised)

~~One or more bursaries, established by the Victoria Natural History Society from funds bequeathed for this purpose by the late Mr. Samuel Simco, are awarded to graduate students in Biology, Earth and Ocean Sciences, Environmental Studies or Geography and who are specializing in the area of species and/or habitat conservation. ~~Selection will be made by the Senate Committee on Awards upon the recommendation of the Department of Biology.~~~~

WATT Consulting Group 40th Anniversary Award (New)

One or more awards are given to continuing students in the Faculty of Engineering and Computer Science who have an interest in studying transportation engineering. Preference is for students who are 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.

Further preference is for students with who demonstrated financial need.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

VNHS Alice M. Hay Scholarship (Revised)

~~A scholarship is awarded to an academically outstanding award of \$1,000 is given to a graduate student in the Department of Biology or the School of Earth and Ocean Sciences who is specializing in the area of species and/or habitat conservation. Approval of the recipient Selection will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science. Department of Biology.~~

Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)

~~One or more awards are given to undergraduate or graduate Indigenous students in the Faculty of Science, Faculty of Engineering and Computer Science or School of Environmental Studies, with preference to those who demonstrate leadership by encouraging and or promoting Science, Technology, Engineering, and Math (STEM) fields of study in Indigenous communities. Students who have done STEM work must submit a letter of reference letter from an Indigenous community leader outlining how they demonstrate leadership.~~

~~Graduate Applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to the office by September 15th. Graduate students must apply via the online graduate scholarship application between July 1st and September 15th. Undergraduate students must apply via the online application by May 31st.~~

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



Date: November 15, 2023
To: Senate
From: Senate Committee on Learning and Teaching
Re: **Course Outline Guidelines**

At its October 5, 2023 meeting, the Senate Committee on Learning and Teaching reviewed and approved revisions to the Course Outline requirements for both the undergraduate and graduate academic calendars.

Recommended Motions:

That Senate approve the revisions to the Course Outline requirement in the undergraduate academic calendar.

That Senate approve the revisions to the Course Outline requirement in the graduate academic calendar.

Respectfully submitted,

2023/2024 Senate Committee on Learning and Teaching

Alexandra D'Arcy, Chair, Faculty of Humanities
Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs
Miranda Angus, Division of Continuing Studies
Shailoo Bedi, Executive Director, Learning and Teaching Support and Innovation
Hannah Brown, Student Senator
Erin Campbell, Faculty of Fine Arts
Deborah Curran, Faculty of Law
Andrea Giles, Executive Director, Cooperative Education and Career Services
Sean Hier, Faculty of Social Sciences
Li-Shih Huang, President's nominee
Matt Huculak, Libraries
Cedric Littlewood, Faculty of Graduate Studies
Wency Lum, Associate Vice-President Systems and Chief Information Officer
Courtney Lundrigan, University Librarian's designate
Anastasia Mallidou, Faculty of Human and Social Development
Travis Martin, Faculty of Science
Lane O'Hara Cooke, UVSS representative
Nahid Pourdolat Safari, GSS representative
Saeed Rezvani, Alumni Association
Brock Smith, Peter B. Gustavson School of Business
Emily Wang, Student Senator
Rebecca Warburton, Convocation Senator
Bunni Williams, UVSS representative
Ada Saab, Secretary, Associate University Secretary



memo

To: Senate
From: Dr. Elizabeth Adjin-Tettey
Associate Vice-President Academic Programs
CC: Senate Committee on Learning and Teaching
Date: 11/14/2023
Re: **Course Outline Regulation**

Course outlines are required for all courses except pro-forma courses* (e.g., independent studies, directed research, etc.), Masters Thesis, Doctoral Candidacy and Doctoral Dissertations.** Course outlines communicate to students what they can expect in the course and provide helpful resources to support students' learning and wellbeing. Instructors are responsible for providing to students in the course with a written course outline with adequate information at the beginning of the course. It is important for course outlines to provide consistent information across academic units and for unit leaders to be able to review and ensure all outlines for courses offered by the academic unit include the necessary information about the course and available resources.

The current course outline requirement in the [Undergraduate Academic Calendar](#) and [Graduate Academic Calendar](#) do not provide adequate guidance on course outlines. This revision is intended to provide instructors detailed information on what may be included in a course outline. It is also intended to provide consistency in course outlines across academic units in accordance with disciplinary norms. The information in the proposed revisions to the course outline regulation in the Graduate and Undergraduate Academic Calendars provide a baseline of information that may be included in course outlines. There is also a recognition that some courses or disciplines may require additional information to be communicated to students in course outlines. Academic units may adopt discipline- or unit-specific course outline templates that include the baseline information and resources, and other relevant information as appropriate.

Implementation of the course outline regulation is also intended to reduce faculty workload. LTSI is exploring with D2L, the Brightspace vendor, efficient ways to integrate course outline templates into Brightspace. Templates will be integrated into Brightspace pre-populated with all the standard course information (from the template and Banner), leaving instructors to only customize certain information such as course materials, assessments, etc. Instructors will also

have to submit electronic copies of course outlines for every course to their Chairs/Directors (Associate Dean in non-departmentalized faculties) for review as the current Brightspace settings do not support Chair/Directors and Associate Deans having direct access or the ability of instructors to automatically forward course outlines to others from Brightspace.

** The expectations for these courses are normally set out in the registration form.*

*** Descriptions and requirements for these courses can be found in the Graduate Calendar and the Graduate Handbooks provided by Academic Units*



Course Outline Regulations – Undergraduate Calendar

Course outlines support student success by communicating what students can expect in the course and by providing helpful resources. As such, instructors are responsible for providing to their Chair/Director or Associate Dean (in non-Departmentalized Faculties), and students in the course with a written course outline at the beginning of the course in accordance with this regulation. Course outlines should include [Territory acknowledgement](#).

Instructors are encouraged to adopt inclusive and universal design for learning principles in developing courses where appropriate. For more information and/or support, contact LTSIsupport@uvic.ca or see [Teach Anywhere](#) for suggestions.

Instructors must submit electronic copies of their course outlines to their Chair/Director or Associate Dean for review to ensure compliance with this regulation before the course start date in accordance with departmental policies (units may establish and communicate to instructors their internal deadlines for submission of course outlines). Instructors must post their course outline on the course Brightspace site by the first day of class. Instructors should avoid making changes to the course outline after the start of classes. Where it is necessary to make substantive changes to the course outline during the term, instructors must inform the Chair/Director or Associate Dean, clearly communicate the changes to students and the rationale, immediately post a revised outline on the course Brightspace site labelled as “Revised Outline” and submit a copy to the Chair/Director or Associate Dean. The instructor must keep a copy of the original outline for their records and make it available to students upon request.

Course outlines are generally not required for pro-forma courses (e.g., independent studies, directed research, etc.). The expectations for these courses are normally set out in the registration form.

The course outline should contain the information and resources below, and other relevant information consistent with disciplinary norms and/or the Academic Unit’s approved practices:

1. Course information
 - a. Department, course title, number, and section (note when cross-listed)
 - b. Unit value
 - c. Contact hours (classes, labs, tutorials, etc.)
 - d. Course schedule (dates/time, locations)
 - e. Course prerequisites/corequisites
2. Course instructor, TA, and lab instructor information
 - a. Name (indicate how you would like to be addressed and may include preferred pronouns)
 - b. Office hours and location
 - c. Contact information, preferred method of contact and availability
 - d. Opportunities for students to provide in-term feedback to instructor, e.g., early, mid-term evaluation, at instructor’s discretion ([Teach Anywhere](#)).
3. Teaching and assessment modality
 - a. Indicate which components of the course will be delivered in particular modalities (e.g., face to face, online synchronous or asynchronous, blended) as applicable (see UVic Academic Calendar – [Course Modality](#)).
 - b. Equipment requirements, if any.

4. Learning and teaching technologies
 - a. Indicate what learning and teaching technologies will be used in the course
 - b. Are these UVic-approved technologies (see [Teach Anywhere](#) for a list of UVic-approved learning technologies)
 - c. Permissible digital tools, including artificial intelligence tools that students can use and how they may be used in the course (Note: UVic does not permit instructors to use generative artificial intelligence tools (GAI) to grade students' work. The use of GAI for self-assessment is encouraged) (link to AI Position Statement)

5. Course structure and description
 - a. Lecture, seminar, lab, tutorial, flipped classroom, mixed model, etc.
 - b. Class expectations, e.g., expected workload, volume of readings, schedule for coverage of materials, where appropriate
 - c. Whether classes will be recorded and any expectations or parameters regarding use of recordings

6. Course topics - include major topics, questions, and dates, as appropriate

7. Course-level learning outcomes
 - a. Specify what is to be achieved and assessed in the course
 - b. Specify the components that students must successfully complete to be eligible to pass the course and this should be differentiated from optional components
 - c. Specify expectations of students for successful completion of course (e.g., participation in specific activities, ability to demonstrate specified skills, performances, etc.)
 - d. Program level learning outcomes where appropriate (e.g., course is a core program requirement, successful completion of specific activities such as group work, projects, co-op terms, practicum, field schools, community service learning, working in particular settings, for e.g., health care, specific industry)
 - e. Faculties, units and programs may interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guideposts for developing program-specific and course-specific learning outcomes. (See [Teach Anywhere](#))

8. Assessment methods, including grading and exams
 - a. Short description of work that will count toward the final course grade
 - b. Schedule/dates, duration, and forms of assessments (e.g., assignments, quizzes, tests, essays, projects, and final exams) – include software to be used or other tools, if applicable: link to [website](#)
 - c. Weighting for each assessment component and whether each component is required or not
 - d. Specify the modality for the type of assessments (e.g., timed exam (synchronous) – in person or online, asynchronous exams, e.g., timed flexible start and end times within a specified period, take home exam, etc.)
 - e. Where assessments will be conducted with the use of a computer (remotely or face-to-face), specify software or equipment requirements, authentication of students' identity, invigilation method, etc.
 - f. Alternative assessments (for missed exams or rescheduled exams) – clearly outline when and how those assessments will normally be administered and weighted if different from the original assessment
 - g. Any compulsory attendance/participation requirements

- h. Other work/components not assessable but required (e.g., attendance at an event, class attendance, participation, etc.)
 - i. Statement about academic integrity – link to [policy](#)
- 9. Required learning materials (e.g., textbooks, reading packages, lab, and field trip manuals, etc.) and an estimate of associated costs for materials and activities, where possible. Indicate if course materials are available through UVic Libraries (physical and/or online resources) or open source.
- 10. Any other information required by the applicable academic unit or the instructor’s terms of engagement with students consistent with university policies and practices. Examples include:
 - a. Professionalism/general class expectations/classroom guidelines, etc., consistent with UVic policies
 - b. Timeframe for responding to student emails
 - c. Technology use in the classroom
 - d. Trigger warnings/content warnings
- 11. Resources for students (note: not all resources may be relevant for every discipline or course)
 - a. [UVic Learn Anywhere](#). UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
 - b. Library resources
 - c. Indigenous student services ([ISS](#))
 - d. Centre for Academic Communication ([CAC](#))
 - e. Math & Stats Assistance Centre ([MSAC](#))
 - f. Learning Strategies Program ([LSP](#))
 - g. Community-Engaged Learning ([CEL](#))
 - h. Academic Concession - link to [policy](#)
 - i. Academic Accommodation – link to [website](#)
 - j. Academic accommodation & access for students with disabilities – [Policy](#) AC1205
- 12. University statements and policies
 - a. University Calendar - Section “[Information for all students](#)”
 - b. Creating a respectful, inclusive and productive learning environment: link to [policy](#)
 - c. Accommodation of Religious Observance - link to [policy](#)
 - d. Student Conduct – link to [website](#)
 - e. Non-academic Student Misconduct – link to [website](#)
 - f. Academic Accommodations and Accessibility – link to [website](#) or link to [Centre for Accessible Learning \(CAL\)](#)
 - g. Diversity / EDI – link to [VPAC commitment](#)
 - h. Equity statement – [EQHR policies in the academic calendar](#)
 - i. Sexualized Violence Prevention and Response: [link](#)
 - j. Discrimination and Harassment [Policy](#)
- 13. Student groups and resources: [link](#)
 - a. Student wellness: [link](#)
 - b. Ombudsperson: [link](#)

Course Outline Regulations – Graduate Calendar

Course outlines support student success by communicating what students can expect in the course and by providing helpful resources. Instructors must provide a written course outline to their Chair/Director or Associate Dean (in non-Departmentalized Faculties) before the start of classes, and to students in the course by the first day of class, in accordance with this regulation. Course outlines should include [Territory acknowledgement](#).

Instructors are encouraged to adopt inclusive and universal design for learning principles in developing courses, where appropriate. For more information and/or support, contact LTSIsupport@uvic.ca or see [Teach Anywhere](#) for suggestions.

Instructors must submit electronic copies of their course outlines to their Chair/Director or Associate Dean for review to ensure compliance with this regulation before the course start date in accordance with departmental policies (units may establish and communicate to instructors their internal deadlines for submission of course outlines). Instructors must post their course outline on the course Brightspace site by the first day of class. Instructors should avoid making changes to the course outline after the start of classes. Where it is necessary to make substantive changes to the course outline during the term, instructors must inform the Chair/Director or Associate Dean, clearly communicate the changes to students and the rationale, immediately post a revised outline on the course Brightspace e site labelled as “Revised Outline” and submit a copy to the Chair/Director or Associate Dean. The instructor must keep a copy of the original outline for their records and make it available to students upon request.

Course outlines are not required for Masters Thesis (599), Doctoral Candidacy (693) and Doctoral Dissertation (699). Descriptions and requirements for these courses can be found in the Graduate Calendar and the Graduate Handbooks provided by Academic Units.

The course outline should contain the information and resources below, and other relevant information consistent with disciplinary norms and/or the academic unit’s approved practices:

1. Course information

- a. Department, course title, number, and section (note when cross-listed)
- b. Unit value
- c. Contact hours (classes, labs, tutorials, etc.)
- d. Course schedule (dates/time, locations)
- e. Course prerequisites/corequisites

2. Course instructor, TA, and lab instructor information

- a. Name (indicate how you would like to be addressed and may include preferred pronouns)
- b. Office hours and location
- c. Contact information, preferred method of contact and availability
- d. Opportunities for students to provide in-term feedback to instructor, e.g., early, mid-term evaluation, at instructor’s discretion ([Teach Anywhere](#))

3. Teaching and assessment modality

- a. Indicate which components of the course will be delivered in particular modalities (e.g., face to face, online synchronous or asynchronous, blended) as applicable (see UVic Academic Calendar – [Course Modality](#))

- b. Equipment requirements for teaching and assessments, if any
4. Learning and teaching technologies
 - a. Indicate what learning and teaching technologies will be used in the course
 - b. Are these UVic-approved technologies (see [Teach Anywhere](#) for a list of UVic-approved learning technologies)
 - c. Permissible digital tools, including artificial intelligence tools that students can use and how they may be used in the course (Note: UVic does not permit instructors to use generative artificial intelligence tools (GAI) to grade students' work. The use of GAI for self-assessment is encouraged) (link to AI Position Statement)
5. Course structure and description
 - a. Lecture, seminar, lab, tutorial, flipped classroom, mixed model, etc.
 - b. Class expectations, e.g., expected workload, volume of readings, schedule for coverage of materials, where appropriate
 - c. Whether classes will be recorded and any expectations or parameters regarding use of recordings
6. Course topics - include major topics, questions, and dates, as appropriate
7. Course-level learning outcomes
 - a. Specify what is to be achieved and assessed in the course
 - b. Specify the components that students must successfully complete to be eligible to pass the course and this should be differentiated from optional components
 - c. Specify expectations of students for successful completion of course (e.g., participation in specific activities, ability to demonstrate specified skills, performances, etc.)
 - d. Program level learning outcomes, where appropriate (e.g., course is a core program requirement, successful completion of specific activities such as group work, projects, co-op terms, practicum, field schools, community service learning, working in particular settings, for e.g., health care, specific industry)
 - e. Faculties, units and programs may interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guideposts for developing program-specific and course-specific learning outcomes. (See [Teach Anywhere](#))
8. Assessment methods, including grading and exams
 - a. Short description of work that will count toward the final course grade
 - b. Schedule/dates, duration, and forms of assessments (e.g., assignments, quizzes, tests, essays, projects, and final exams) – include software to be used or other tools, if applicable
 - c. Weighting for each assessment component, and whether each component is considered required or not
 - d. Specify the modality for the type of assessments (e.g., timed exam (synchronous) – in person or online, asynchronous exams, e.g., timed flexible start and end times within a specified period, take home exam, etc.)
 - e. Where assessments will be conducted with the use of a computer (remotely or face-to-face), specify software or equipment requirements, authentication of students' identity, invigilation method, etc.
 - f. Alternative assessments (for missed exams or rescheduled exams) – clearly outline when and how those assessments will normally be administered and weighted if different from the original assessment
 - g. Any compulsory attendance/participation requirements
 - h. Other work/components not assessable but required (e.g., attendance at an event, class attendance, participation, etc.)

- i. Statement about academic integrity – link to [policy](#)
9. Required learning materials (e.g., textbooks, reading packages, lab, and field trip manuals, etc.) and an estimate of associated costs for materials and activities, where possible. Indicate if course materials are available through UVic Libraries (physical and/or online resources) or open source
10. Any other information required by the applicable academic unit or the instructor’s terms of engagement with students consistent with university policies and practices. Examples include:
- a. Professionalism/general class expectations/classroom guidelines, etc., consistent with UVic policies
 - b. Timeframe for responding to student emails
 - c. Technology use in the classroom
 - d. Trigger warnings/content warnings
11. Resources for students (note: not all resources may be relevant for every discipline or course)
- a. [UVic Learn Anywhere](#). UVic Learn Anywhere is the primary learning resource for students that offers many learning workshops and resources to help students with academics and learning strategies.
 - b. Library resources
 - c. Indigenous student services ([ISS](#))
 - d. Centre for Academic Communication ([CAC](#))
 - e. Math & Stats Assistance Centre ([MSAC](#))
 - f. Learning Strategies Program ([LSP](#))
 - g. Community-Engaged Learning ([CEL](#))
 - h. Academic Concession - link to [policy](#)
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12. University statements and policies
- a. University Calendar - Section “[Information for all students](#)”
 - b. Creating a respectful, inclusive and productive learning environment: link to [academic calendar](#)
 - c. Accommodation of Religious Observance - link to [academic calendar](#)
 - d. Student Conduct – link to [website](#)
 - e. Non-academic Student Misconduct – link to [policy](#)
 - f. Academic Accommodations and Accessibility – link to [website](#) or link to [Centre for Accessible Learning \(CAL\)](#)
 - g. Diversity / EDI – link to [VPAC commitment](#)
 - h. Equity statement – [EQHR policies in the academic calendar](#)
 - i. Sexualized Violence Prevention and Response: [link](#)
 - j. Discrimination and Harassment [Policy](#)
 - k. Graduate Supervision Policy - [link](#)
13. Student groups and resources
- a. Student wellness: [link](#)
 - b. Ombudsperson: [link](#)
 - c. Provide link to the University Calendar
 - Section “[Student groups and resources](#)”



Date: November 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an Indigenous Wellness stream in the Master of Nursing program**

At its meeting on November 1, 2023, the Senate Committee on Planning considered the proposal to establish an Indigenous Wellness stream in the Master of Nursing program.

The proposed Indigenous Wellness stream builds on the existing Master of Nursing program by building in Indigenous perspectives that will prepare Indigenous nurses to be nurse leaders, educators, practitioners, and managers within the healthcare system and Indigenous communities.

This proposal is supported by the BC Indigenous Health Nursing Research Chair (BC-IHNR) Indigenous Graduate Education in Nursing (IGEN) Research Project in collaboration with five British Columbia universities – University of Victoria (UVIC), University of British Columbia (UBC), University of British Columbia, Okanagan (UBCO), Thompson Rivers University (TRU), and Trinity Western University (TWU). The partner institutions will offer a unique collaboration with Indigenous project leads, and local Indigenous communities have come together to co-design, co-implement, and co-evaluate this Indigenous wellness-focused graduate nursing specialty stream at each of the University sites.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an Indigenous Wellness stream in the Master of Nursing program, as described in the document “Master of Nursing-Indigenous Wellness Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Nursing-Indigenous Wellness

- Double or dual degree programs involving existing degrees
- INP Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or Requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Maureen M Ryan, Associate Dean Academic	hsdada@uvic.ca
Academic unit, department, or school	School of Nursing, Faculty of Human and Social Development	
Name, title, and email of contact person	Lisa Bourque Bearskin Associate Professor, CIHR BC Indigenous Health Nursing Research Chair	bourquebearskin@uvic.ca
Anticipated change start date: May 2024 Calendar ~ Cycle 1		New stream start-date: September 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	May 1 & July 18, 2023 + ongoing
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	May 24, July 18, 2023 & ongoing
Departmental/School approval	June 7 2023
Faculty Curriculum Committee approval	Sept. 21, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Oct. 2, 2023 -
Faculty of Graduate Studies Council approval (follows GEC approval)	Oct. 13, 2023

Please complete all rows with date or N/A

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Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian c/o Jessica Mussell, subject-area Librarian bengtson@uvic.ca	Aug. 24/25, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 21, 2023	Y
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sept. 26, 2023.	Y
Internal Consultation (emails/letters of support as per section I)	June 7th 2023	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	N

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

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The School of Nursing is seeking approval for a new option, MN Indigenous¹ Wellness, in the Master of Nursing Program. This option will integrate Indigenous knowledge and pedagogy into nursing practice and leadership. MN Indigenous Wellness graduates will be prepared as graduate Indigenous nurse leaders, as educators, practitioners and managers, to work in complex and dynamic, ever-shifting healthcare systems and Indigenous communities. The MN Indigenous option builds on the existing Master of Nursing program and at the same time enhances current foundational courses by building in Indigenous perspectives. See Appendix A, which includes the course sequencing overviews for the three options within the proposed MN Indigenous Wellness: 1) Course-Based/Capstone; 2) Research Project; and 3) Thesis option. For example, Indigenous graduate students will take the foundational graduate course centering on philosophical perspectives that inform the discipline of nursing with Indigenous philosophy at its center rather than added on as secondary to Western philosophy. This distinct approach will engage Indigenous nurses, with healers, helpers, and health professionals as agents for change in the current health policy, practice, education, and research landscape.

While Schools of Nursing have responded to recommendations of the Truth and Reconciliation recommendations (CASN, 2021), Schools of Nursing do not currently offer graduate education reflective of Indigenous knowledge and practices related to health and wellness. As a result of this gap, there are nationally recognized inequities impacting Indigenous nurses in Canada. The proposed MN Indigenous Wellness option will address the inequities in access to nursing education as reported by Canadian Association of Schools of Nursing (CASN, 2021) including:

- A decrease in the number of Indigenous students in both admissions (17.9%) and graduates (2.7 %) of a Master Nursing program over the last two years in Canada.
- Only 2.2 % of Indigenous nursing faculty hold a permanent Faculty position, and 1.5% hold a full-time faculty contract, and < 1% of Indigenous faculty hold part-time contracts.

This proposal is supported by The BC Indigenous Health Nursing Research Chair (BC-IHNR) Indigenous Graduate Education in Nursing (IGEN) Research Project in collaboration with five British Columbia universities – University of Victoria (UVIC), University of British Columbia (UBC), University of British Columbia, Okanagan (UBCO), Thompson Rivers University (TRU), and Trinity Western University (TWU). The partner institutions will offer a unique collaboration with Indigenous project leads and local Indigenous communities have come together to co-design, co-implement, and co-evaluate this Indigenous wellness-focused graduate education option at each of the University sites.

The collaborative partnership has been developed since the inception of the IGEN research project in 2022. It is a generative process involving extensive engagement between the Post-Secondary Institutions and Indigenous Communities and Organizations. There is a working Terms of Reference outlining the collaborative principles and generative structure of the partnerships. There is also a letter of agreement in the final stages of approval at each partner

site outlining the financial obligations and relationships between the Post-Secondary Institutions. Indigenous students enrolled at UVIC would be able to complete the requirements for the MN Indigenous Wellness option at UVIC. They can also access optional electives from the partner sites currently available for transfer through the existing parameters of the Western Dean's Agreement.

¹ The term Indigenous has a larger global meaning and is often used to refer to the First Peoples of any region or country. Aboriginal peoples refer to First Nations, Inuit and Métis persons of Canada as defined by the *Canadian Constitution Act, 1982*. We use the term Aboriginal in this proposal to refer inclusively to all categories of Indigenous Peoples of Canada.]

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A key outcome will be to develop the capacity for a faculty member grounded in Indigenous philosophy to instruct one section of each of the foundational nursing courses open to students in the Indigenous Wellness option. Our future vision is to have a truly collaborative option MN offered through any of the five sites where courses and faculty could be shared across sites in order to create the capacity for Indigenous-centered education in each of the foundational courses. For example, an Indigenous-centered section of the Nursing Philosophy course could be offered at UVic and an Indigenous-centered section of the research course could be offered at UBC. The students would access these sections as a unified cohort at any of the partner sites. This vision will require structural changes at each of the universities and in agreements between the universities that have not been fully discussed or initiated. The process of doing so, if this vision is to be realized, will be an outcome of the research initiative. The current proposal offering an MN Indigenous Wellness option within UVic's existing Master of Nursing program is not dependent on the success of this future vision.

Embedded in the teaching, practice, and research of the MN Indigenous wellness option, this work is strengthening UVIC's long-term relationships with Indigenous communities and organizations in active response to the TRC, UNDRIP, MMIWG2S+, BC Ministry of Health In Plain Sight Report, and Declaration of Rights of Indigenous People Act and Action Plan. The MN Indigenous wellness option is fully aligned with the majority of institutional strategies and plans, including 1) the Equity Action Plan, 2) the Climate and Sustainability Action Plan, 3) the Strategic Enrollment Plan, 4) the Indigenous Plan, and 5) the International Plan, as well as the overarching Research and Creative Works Strategy (the Strategy). UVic's strategy is one of global leadership in such impact areas as climate, environmental change and sustainability, health and wellness, Indigenous-led scholarship, social justice and equity, and technology and the human experience.

The proposed Indigenous Wellness option within the existing MN furthers the mandate and strategic plan of UVic by serving UVic's regional, national, and international learners and their communities through the provision of high-quality, flexible, and accessible graduate education that is supported by and reflects exemplary nursing education, research, practice, and scholarship. MN students who self-identify as Indigenous will have the opportunity to focus their study in Indigenous community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts. A range of coursework and practical learning experiences will allow students to build on their undergraduate nursing knowledge as well as on their individual nursing experience and competencies.

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UVIC MN Indigenous Wellness graduates will possess the leadership, knowledge, research skills, and workplace competencies to engage in Indigenous nursing practice at an advanced level, to take on leadership roles within diverse healthcare settings (including at all levels of decision and policy-making), to act as nurse educators in academic as well as clinical settings, to create new knowledge through scholarship or to pursue further academic studies in nursing doctoral programs.

Indigenous graduate students will be supported by a group of Indigenous nursing leaders, healers, helpers and nursing faculty who are engaged in co-creating Indigenous health nursing as a distinct area of practice, education, leadership, and research. Students will work with Indigenous community members, Knowledge Holders and Indigenous nurses as co-teachers and thesis and project committee members.

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

No, the School of Nursing has appointed five Indigenous faculty members each with lived experience and expertise in teaching Indigenous health. Currently, the SON has created a partnership between local community nurse leaders, and Indigenous faculty for the purposes of teaching Indigenous wellness content in the undergraduate program. This model will transfer well into the MN Indigenous Wellness option.

Program Support is being provided through the School of Nursing's Graduate Education Student Advisor and the Associate Director of Graduate Education & Graduate Advisor, who will be financially supported by the Ministry of Post-Secondary Education and Future Skills to establish the full MN Wellness option. The sustainability of the program is expected to be continued and supported by the ministry funding, subject to renewal based on evidence of the program's success. The total program budget has been approved for 2,635,000 over three years. Funding will be shared with each partner site as directed by the letter of agreement, which is being initiated. The funding is to support students at each partner institution in the collaborative collective and to co-create local partnerships to inform Indigenous curriculum development. At present a local UVIC local community collective is providing overall guidance.

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

No

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

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Yes, the MN Indigenous Wellness option will enhance the current MN core course curriculum. The new option (within the existing MN program) will require the same number of units to graduate (16.5 units, 18.0 units for students who choose the thesis option). Students will complete five required courses currently offered in the advanced practice MN with the same options of a capstone, project or thesis. (See Appendix-A)

In addition, all the students in the MN Indigenous Wellness option will complete three Indigenous Wellness – Intergenerational Learning Seminars INDW 526, INDW 527, INDW 528 (1.5 U each/4.5 U total) intended to ground students in distinct Indigenous and community-driven knowledge and relationships required for critical inquiry and research practice. (See Appendix B). The Intergenerational learning seminars 1, 2 and 3 will include the integration of Indigenous community-based learning and two land-based immersion field schools. UVic currently has the capacity and relationships to offer all three of the Intergenerational Learning Seminars to Students in the new MN Indigenous Wellness option.

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

The overall program learning outcomes remain the same. Enhanced learning outcomes for the three additional Intergenerational Learning seminars have been developed by the local Indigenous nurse-led advisory committee and continues to be vetted by community leaders. The graduate students will gain advanced practice skills in First Nations, Inuit and Metis approaches to health and wellness. Students will be capable of functioning in a broad spectrum of healthcare service delivery in a wide variety of healthcare roles. Students will develop critical analytical framework with which to understand the effects of colonization on Indigenous people. The MN Indigenous Wellness option will require students' commitment to respecting the principles and practices of Indigenous pedagogy, and to building their teaching and learning experiences on a foundation that respects traditional Indigenous knowledge and the collective wisdom of the Elders.

The evolution of this participatory curriculum process outlined in Appendix C includes curriculum themes and outcomes that will influence future program learning outcomes.

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

There is an increase in Indigenous informed experiential learning. The three seminars, Intergenerational Learning 1 2 and 3, outlined in Appendix B incorporate community-based learning opportunities. During all three seminars, students will be supported to integrate their learning within distinct Indigenous communities of their choice. In addition, there will be two land-based immersion learning opportunities that students will participate in as a group during Intergenerational Learning 1 and Intergenerational Learning 2. These learning opportunities will allow students to participate

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together in Indigenous-led pedagogical and ceremonial processes to ground their learning within an Indigenous perspective.

Experiential learning will prepare nurses to learn within Indigenous primary healthcare settings in rural and remote First Nations communities and in urban health centers. Through local community engagement in and with communities’ nurses will learn and practice within unique policy contexts required for the transformation and redesign of distinct health service delivery to reduce health inequities and promote the wellness of Indigenous peoples and communities.

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

There are no other comparable graduate programs in B.C., Canada, or North America. In process are discussions with other BC Post-Secondary Institutions to form a collaborative partnership to support Indigenous nurses who wish to access programs similar to the proposed option at UVic.

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

Yes – We piloted the first seminar and enrolled 22 Indigenous students in a special topics course. Admission requirements for the pilot were the same as what will be required for the MN Indigenous Wellness option. Six of these students have indicated their intent to enroll in the MN Indigenous Wellness option in 2024, should it be available. One student is currently enrolled in the MN program and will transfer. We anticipate steady enrollments.

The admissions requirements for the Master of Nursing - Indigenous Wellness, will be the same as the existing Master of Nursing, with the following clarification to be included in the Graduate Calendar in the Advanced Practice Nursing MN admissions section for the School of Nursing’s approach:

“Admission to the MN Indigenous Wellness stream will prioritize students of First Nations, Inuit and Métis ancestry. Other Students with a minimum of two years working with First Nations, Inuit, Métis and other Indigenous communities will also be considered.”

I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate

See:

Letters of support in Appendix D
Consultations Appendix E

Appendix A:

Course Sequencing for the Master of Nursing: Indigenous Wellness

There are three options outlined herein for course sequencing within the MN Indigenous Wellness:

- Capstone/course-based
- Research Project
- Thesis

This new option will build upon existing core foundational MN NURS courses and include three new Intergenerational Learning Seminar courses (INDW 526, 527 & 528) designed to support learners throughout the MN Indigenous Wellness option. Electives will focus on Indigenous Health and Community topics.

Note: The Research Project option is currently offered as an alternative to the NURS 596 capstone via Program Update form for NURS 598 within the MN APL, NUED, and NP program options. Nursing will pursue a future Calendar change to include this Research Project option for the other concentrations, to reduce paperwork when students wish to pursue this route.

Note: The thesis option herein has the same NURS foundational courses and thesis course NURS 599 as the other thesis option in MN APL and NUED, but the thesis option within the MN Indigenous Wellness option is otherwise distinct in its course sequencing outlined herein.

For your reference: The existing Master of Nursing program options are listed in the [Graduate Calendar](#):

- Advanced Practice Leadership (APL)
- Nurse Educator (NUED)
- Nurse Practitioner (NP)
- NP Post-Degree (NP Post-Degree)
- Double Degree in Nursing and Health Informatics (NUHI)

APPENDIX A

DRAFT Master of Nursing Indigenous Wellness Capstone/Course-Based Full-Time Schedule

Course-Based MN: Indigenous Wellness

- 5 MN Foundation Courses = 7.5 units
- 3 Indigenous Wellness Required Courses = 4.5 units
- 2 Elective Courses = 3.0 units (Indigenous Focus Recommended)
- Capstone project = 1.5 (over two terms)

Total 16.5 U

FIRST YEAR - Course-Based/Capstone option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course</p> <p>INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation NURS 520 (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course</p> <p>INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 521 (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation NURS 524 (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course</p> <p>INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 522 (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation NURS 525 (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Course-Based/Capstone Option

September – December	January – April	May – August
<p style="text-align: center;">Indigenous Wellness Core Course INDW 528</p> <p style="text-align: center;">Intergenerational Learning III (1.5 U across two terms)</p> <p style="text-align: center;">Elective Courses (1.5 U x 2) Recommended Electives</p> <ul style="list-style-type: none"> ● TRU – HLTH 6300 Indigenous Health Leadership ● UBCO – HINT 508 Cultural Safety in Health ● UVic INGH 522 Indigenous Health Research Methodologies-core elective ● UVic INGH 520 Community Engagement and Leadership ● UVic INGH 521 Indigenous Public Health and Social Policy ● UVic INGH 452 Traditional Healing in Indigenous Communities ● UVic INGH 453 Wise Practices in Indigenous Community Health ● UNBC - NURS 604 - The Healing and Well-being of Indigenous Peoples ● TWU - Integrative learning ie. global health, planetary health 	<p style="text-align: center;">Indigenous Wellness Core Course INDW 528</p> <p style="text-align: center;">Intergenerational Learning III (1.5 U across two terms)</p> <p style="text-align: center;">NUR 596 Capstone (1.5 U) (1.5 U across two terms)</p>	<p style="text-align: center;">MN Foundation</p> <p style="text-align: center;">NUR 596 Capstone (1.5 U) (1.5 U across two terms)</p>

DRAFT Master of Nursing Indigenous Wellness **Research Project** Full-Time Schedule

Research Project Option - MN: Indigenous Wellness

5 MN Foundation Courses = 7.5 units

3 Indigenous Wellness Required Courses = 4.5 units

1 Elective Course = 1.5 units (Indigenous Focus recommended)

Research Project 3.0 U

Total 16.5 U

FIRST YEAR - Research Project option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation NURS 520 (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 521 (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation NURS 524 (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 522 (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation NURS 525 (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Research Project Option

September – December	January – April	May – August
<p data-bbox="224 275 552 436">Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p data-bbox="240 485 535 548">NUR 598 Research Project (3.0 U across three terms)</p> <p data-bbox="261 596 514 627">Elective Course (1.5 U)</p> <p data-bbox="248 705 511 737">Recommended Electives</p> <ul data-bbox="191 789 574 1497" style="list-style-type: none"> ● TRU – HLTH 6300 Indigenous Health Leadership ● UBCO – HINT 508 Cultural Safety in Health ● UVic INGH 522 Indigenous Health Research Methodologies-core elective ● UVic INGH 520 Community Engagement and Leadership ● UVic INGH 521 Indigenous Public Health and Social Policy ● UVic INGH 452 Traditional Healing in Indigenous Communities ● UVic INGH 453 Wise Practices in Indigenous Community Health ● UNBC - NURS 604 - The Healing and Well-being of Indigenous Peoples ● TWU - Integrative learning ie. global health, planetary health 	<p data-bbox="659 306 987 468">Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p data-bbox="651 485 1016 548">NUR 598 Research project (3.0 U) (3.0 U across three terms)</p>	<p data-bbox="1101 306 1471 468">MN Foundation NUR 598 Research project (3.0 U) (3.0 U across three terms)</p>

Draft Master of Nursing Indigenous Wellness Thesis **Full-Time** Schedule

Thesis Option - MN: Indigenous Wellness

5 MN Foundation Courses = 7.5 units

3 Indigenous Wellness Required Courses = 4.5 units

Thesis 6.0 U

Total 18 Units

FIRST YEAR - Thesis Option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation NURS 520 (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 521 (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation NURS 524 (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 522 (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation NURS 525 (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Thesis Option

September – December	January – April	May – August
<p style="text-align: center;"> Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms) </p> <p style="text-align: center;"> Thesis NURS 599 (6.0 units across three terms) </p>	<p style="text-align: center;"> Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms) </p> <p style="text-align: center;"> Thesis NURS 599 (6.0 units across three terms) </p>	<p style="text-align: center;"> Thesis NURS 599 (6.0 units across three terms) </p>

Appendix B

Proposed New IND-W Seminars

INDW 526: Intergenerational Learning I (1.5 units)

Intergenerational Learning Seminar One focuses on building relationships and situating the student in the context of Indigenous nursing research leadership.

Course Description:

Provides a unique opportunity to develop relationships with Indigenous community, students and faculty in urban, remote or isolated areas that will be sustained throughout the program. Using a peer-led and intergenerational mentorship approach, issues related to integrating Indigenous knowledge of wellness and advanced nursing knowledge and practice are explored and discussed. In a collaborative effort, students, community and faculty jointly determine topics and collaborate in organizing sessions and securing guest speakers.

INDW 527: Intergenerational Learning Seminar II (1.5 units)

Intergenerational Learning Seminar Two focuses on further developing critical inquiry skills and embedding Indigenous knowledge into nursing leadership practice.

Course Description:

Provides an opportunity to facilitate the continuation of relationships formed in Term 1 and INDW 526 with fellow students, faculty, and the community. Using a peer-led and intergenerational mentorship approach, complexities and strengths related to Indigenous nurse-led research and knowledge gathering for practice will be discussed. Both Students and faculty collaboratively contribute to the selection of topics and share responsibilities in organizing sessions and securing guest speakers. Includes a land-based immersion experience, fostering deeper understanding of the interconnectedness of Indigenous Knowledges and Indigenous research methodologies.

INDW 528: Intergenerational Learning Seminar III (1.5 units)

Intergenerational Learning Seminar Three focuses on supporting scholarship and integration of community-led research knowledge in the advancement of Indigenous nursing leadership theory and practice.

Course Description:

Serves as a pivotal learning opportunity for students during the thesis and project phases of their MN studies. Championing a community-led and intergenerational mentorship approach, enhanced focus will be directed toward topics pertaining to the development and execution of independent scholarly work. Complexities associated with transitioning into advanced practice roles are also addressed. Community leaders, students and faculty collaborate on topic selections, session organization, and securing guest speakers to help facilitate a comprehensive learning experience.

APPENDIX C
WORKING DOCUMENT

Indigenous Health Nursing Research Approaches to Wellness: Program Concepts, Goals and Objectives

The content will be co-designed, centering a local Indigenous worldview, delivered through the voices and stories of Indigenous community members and scholars. Healthcare practitioners who complete the course will gain knowledge, skills and insights to implement a distinct Indigenous approach to advancing the wellness of Indigenous Peoples (Individuals, families communities and lands).

Themes	Outcomes – Term 1	Outcomes Term – 2	Outcomes – Term 3	Outcomes – Term 4
<ul style="list-style-type: none"> ■ Indigeneity 	<ul style="list-style-type: none"> ■ Understand own self in relation to Indigenous Peoples ■ <i>Define and differentiate between First Nations, Inuit and Métis Peoples</i> ■ <i>Identify traditional territories, treaties and languages of the Indigenous Peoples in Canada</i> ■ <i>Identify key events that impacted historical relationship</i> 	<ul style="list-style-type: none"> ■ Understand the significance/interrelationship Indigenous Identity on Individual, family, community and population health ■ <i>Describe the role of elders, children, women and men contribution to health</i> ■ <i>Describe Indigenous Peoples of Canada are and the various health-related challenges which they experience</i> 	<ul style="list-style-type: none"> ■ Discuss how identity impacts relationships between health professionals and Indigenous Peoples. ■ <i>Discuss the importance of identifying, acknowledging and analyzing one’s holistic response to the many historical and contemporary environments of Indigenous Peoples</i> 	<ul style="list-style-type: none"> ■ Demonstrate an understanding of reclamation of identity ■ <i>Applies knowledge of strategies that will promote health and enhance Indigenous identity</i> ■ <i>Demonstrate an understanding of reclamation of identity in everyday health promotion encounters with Indigenous clients</i>
<ul style="list-style-type: none"> ■ United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 	<ul style="list-style-type: none"> ■ Describe the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Understand the historical context of the development of UNDRIP</i> ■ <i>Become aware of health professional’s responsibilities to Truth and Reconciliation Calls (TRC) to Action as it</i> 	<ul style="list-style-type: none"> ■ Understand the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Discuss the importance of self-determination and sovereignty to advancing the health of Indigenous Peoples</i> 	<ul style="list-style-type: none"> ■ Consider the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Examine health, social, and mental healthcare delivery through the lens of TRC calls to action and UNDRIP.</i> ■ <i>Identify barriers and facilitators involved in promoting the wellness of Indigenous peoples based on the UNDRIP</i> 	<ul style="list-style-type: none"> ■ Examine the role of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Advocate for the health and wellness of Indigenous peoples based on the UNDRIP at a beginning level</i>

	<i>relates to nursing education and health</i>			
<ul style="list-style-type: none"> ■ Colonization 	<ul style="list-style-type: none"> ■ Define colonization in relation to health ■ <i>Define colonization within the context of Canada's history</i> ■ <i>Understand the relationship between colonization and assimilation</i> ■ <i>Identify key historical events of colonialization of Canadian Indigenous Peoples</i> ■ <i>Examine the impacts of colonization on Indigenous Peoples in Canada</i> 	<ul style="list-style-type: none"> ■ Describe how colonization affects health of Indigenous Peoples ■ <i>Discuss legislative policy that impacts Indigenous Peoples health in Canada.</i> ■ <i>Define historical trauma</i> ■ <i>Discuss the impact of historical trauma</i> ■ <i>Discuss internalized oppression within First Nation, Inuit and Métis</i> 	<ul style="list-style-type: none"> ■ Deconstruct colonial thinking to counter the effect of colonization and on health ■ <i>Define authentic ally</i> ■ <i>Discuss inequities in health policy</i> ■ <i>Survey government responses to Indigenous health concern</i> ■ <i>Discuss settler colonialism and white privilege</i> ■ <i>Develop an understanding of their own and other's privileges in society and how it contributes to marginalization and oppression</i> 	<ul style="list-style-type: none"> ■ Integrate learning about the effects of colonization into nursing practice ■ <i>Advocate for health with the realization/knowledge of the effects of colonization on the wellness of Indigenous people</i> ■ <i>Describe attributes of an authentic ally</i> ■ <i>Collaborate with communities on ways to address historical trauma</i>
<ul style="list-style-type: none"> ■ Indigenous Knowledge Systems (IKS) 	<ul style="list-style-type: none"> ■ Recognize traditional knowledge, territories, protocols, language, and culture of Indigenous Peoples in Canada ■ <i>Identify the diversity of Indigenous peoples knowledge systems</i> ■ <i>Recognize the importance of language and culture in Indigenous Peoples' healing process</i> ■ <i>Recognize that Indigenous knowledge systems represent broad and diverse perspectives on health and wellness</i> 	<ul style="list-style-type: none"> ■ Understand how Indigenous ways of knowing, being, and doing are interconnected with the local traditional laws , languages and lands and health ■ <i>Describe governance models of Indigenous health</i> ■ <i>Understand the social construction of Indigenous peoples knowledge and its relation to health</i> ■ <i>Describe how IKS are different from mainstream knowledge systems</i> 	<ul style="list-style-type: none"> ■ Incorporate knowledge of traditional territories, protocols, language, and culture in relation to practice ■ <i>Discuss OCAP principles with respect to IKS</i> ■ <i>Discuss importance of free and informed consent</i> ■ <i>Demonstrate ways to acknowledge and value Indigenous knowledge with respect to health and wellness diversity between First nations, Inuit and Métis peoples.</i> 	<ul style="list-style-type: none"> ■ Demonstrate a commitment to incorporating Indigenous knowledge systems into the delivery of interprofessional care for Indigenous clients ■ <i>Demonstrate effective collaboration with Indigenous and non-Indigenous healthcare providers in accessing traditional healthcare practices.</i> ■ <i>Engage with local, provincial and national Indigenous healthcare leadership</i>

<ul style="list-style-type: none"> ■ Indigenous Determinants of Health (IDoH) 	<p>List Determinants of Indigenous Peoples' Health</p> <ul style="list-style-type: none"> ■ <i>Recognise socio-political factors impacting the health of Indigenous Peoples</i> ■ <i>Discuss the impact of Indian Hospitals in Canada</i> ■ <i>Differentiate between social determinants of health and Indigenous determinants of health and Metis determinants of health</i> ■ <i>Differentiate between equality and equity in relation to Indigenous Peoples' health</i> 	<p>Examine Indigenous determinants of health and the promotion of wellness</p> <ul style="list-style-type: none"> ■ <i>Identity central aspects of federal, provincial and local healthcare systems that govern healthcare delivery with Indigenous Peoples</i> ■ <i>Understand racism and discrimination in healthcare delivery and its effects on health outcomes</i> ■ <i>Discuss inequities in access to healthcare for Indigenous peoples</i> 	<p>Apply knowledge of the factors impacting the health of Indigenous Peoples</p> <ul style="list-style-type: none"> ■ <i>Develop ways to counter racism and discrimination in healthcare delivery</i> ■ <i>Recognize the effect of systemic issues of power and politics on Indigenous health outcomes</i> ■ <i>Develop an understanding of community health nursing within Indigenous Populations and the challenges with accessing healthcare</i> 	<p>Integrate determinants of health and promotion of wellness in practice</p> <ul style="list-style-type: none"> ■ <i>Counter discrimination and racism within nursing and health systems</i> ■ <i>Demonstrate abilities to transfer decision-making to Indigenous peoples – sharing power for more equitable access to healthcare</i> ■ <i>Raise awareness amongst other para/health professionals about the importance of the principle of self-determination in healthcare of Indigenous Peoples</i>
<ul style="list-style-type: none"> ■ Indigenous Healing Practices in Wellness 	<p>Discuss holistic approaches to wellness</p> <ul style="list-style-type: none"> ■ <i>Discuss the various traditional healing practices in communities</i> ■ <i>What is Indigenous health?</i> ■ <i>Incorporate basic understanding of Inuit, First Nations, Métis models of wellness and diverse languages</i> ■ <i>Identify how your culture (knowledge, beliefs, attitudes) influences your healthcare choices.</i> 	<p>Explore how 'cultural genocide' led to intergenerational trauma that impacts the health and wellness of Indigenous Peoples</p> <ul style="list-style-type: none"> ■ <i>Describe how IKS influence the health and wellness of Indigenous Peoples</i> ■ <i>Examine how Indigenous unique cultures, ceremonies, customs, teachings, and healing practices can inform healthcare service delivery for Indigenous peoples</i> 	<p>Incorporate knowledge of wellness research in relation to practice</p> <ul style="list-style-type: none"> ■ <i>Define roles and responsibilities of Indigenous health professional</i> ■ <i>Learn from Indigenous Peoples how IKS help meet the healthcare needs of Indigenous clients</i> ■ <i>Understand traditional diets in relation to health</i> ■ <i>Discuss Indigenous healing approaches to maintaining wellness</i> 	<p>Critically examine uniqueness and challenges with respect to Indigenous health services delivery</p> <ul style="list-style-type: none"> ■ <i>Develop strategies to facilitate leadership in the provision of effective and culturally relevant healthcare to Indigenous populations</i> ■ <i>Explain how reclaiming Indigenous culture and beliefs may allow for healing</i> ■ <i>Develop communication strategies that create and enhance culturally respectful healthcare</i>

<ul style="list-style-type: none"> ■ Indigenous Research Methodologies (IRM) in Wellness 	<ul style="list-style-type: none"> ■ Discuss IRM Frameworks ■ <i>List central principles or tenets of IRM</i> ■ <i>What types of questions are asked?</i> ■ <i>Who is asking the question?</i> ■ <i>What are the ideological perspectives the IRM researchers employ?</i> 	<ul style="list-style-type: none"> ■ Examine Indigenous Researcher Scholarship in healthcare ■ <i>How and what type of information is collected?</i> ■ <i>Why do we choose to conduct a study using IRM?</i> 	<ul style="list-style-type: none"> ■ Apply IRM to Policy ■ <i>What preliminary discussions and decisions need to be made?</i> ■ <i>Discussion on some of the tensions and challenges that arise within IRM</i> ■ <i>And how will you address each assumption in your study?</i> 	<ul style="list-style-type: none"> ■ Analyse Indigenous wellness Research in Practice ■ <i>What are some common data analysis strategies in IRM</i> ■ <i>How is information recorded?</i> ■ <i>What might be some access and reporting issues in collecting data using IRM?</i>
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DRAFT

Appendix D:

Letters of Support



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Director
UBC School of Nursing
Vancouver Campus
T201-2211 Wesbrook Mall
Vancouver, BC Canada V6T 2B5

Phone 604 822 7747
Fax 604 822 7466
elizabeth.saewyc@ubc.ca
www.nursing.ubc.ca
www.saravyc.ubc.ca

September 14, 2023

Dr. Dzifa Dordunoo, Acting Director
University of Victoria School of Nursing

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dordunoo,

I am writing in support of the proposed program changes to the Masters of Nursing Indigenous Wellness Stream that is offered at the University of Victoria. While I recognize this is primarily an internal curricular change at present, it is another step in our collaboration around a vision of aligned and shared provincial graduate education for Indigenous nurse leaders (and others involved in Indigenous health) among the Schools of Nursing offering graduate education in BC. The UBC Vancouver School of Nursing has been a collaborator with the development of this vision through the multi-university initiative since its inception a couple years ago.

Our Indigenous faculty, graduate education coordinators, and I have been involved with supporting the development of the larger initiative on Indigenous Graduate Education in Nursing and the related research project, through engagement in working groups, consultation with our Indigenous Advisory Circle and Indigenous nursing students, and shared School-level planning around inter-university collaboration in the graduate education.

We fully endorse the importance of supporting Indigenous nurse leaders in graduate education that integrates a Two-Eyed Seeing approach integrating Indigenous ways of knowing and decolonized ways of nursing education, in relationship with Indigenous health leadership and Indigenous communities across the province. We recognize how critical it is that Indigenous nurses have the opportunity to remain in their nursing roles in their communities while engaging in graduate education nearer to home, yet also realize that may mean a relatively small number of Indigenous graduate nursing students at each university. At the same time, the potential to support a province-wide cohort of Indigenous nursing leaders to learn together and engage with each other across their specific graduate programs creates opportunities for strengthening the leadership of Indigenous nurses in health care throughout the province. We see the opportunity as well for the different Schools of Nursing to learn from each other and better support Indigenous cultural safety in learning throughout our programs.

We are working together to identify the ways we can share further curricular development and establish agreements around collaborative course delivery, but we recognize this is a longer-term process of agreements between universities, but while this process unfolds, each School of Nursing needs to continue our work of decolonizing our curriculum, supporting Indigenous nurses in graduate education, and engaging with the new nursing practice standard of Indigenous Cultural Safety, Cultural Humility, and Anti-Racism in our graduate education programs. I support the work the University of Victoria School of Nursing is doing to enhance their program and curricular pathways.

The proposed changes will help address a critical gap in graduate nursing education, which has typically not been grounded in Indigenous ways of knowing, and will help advance the capacity of the health care system to address the calls to action in the In Plain Sight report to strengthen education and health care practice.

I look forward to continuing to collaborate with you in supporting Indigenous graduate nurses and graduate nursing education across the province.

Regards,



Elizabeth M. Saewyc, PhD, RN, FSAHM, FCAHS, FAAN, FCAN, FCAN
Professor and Distinguished University Scholar
Director, School of Nursing
Executive Director, Stigma and Resilience Among Vulnerable Youth Centre



September 11, 2023

To: Dr. Dzifa Dordunoo, Acting Director, School of Nursing, University of Victoria

Re: Indigenous Graduate Education in Nursing University of Victoria Master of Nursing Program Changes

Dear Dr. Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Background/context:

Trinity Western University has been a collaborator with the development of this project since its inception in the fall of 2021.

Describe your role as it relates to the I-GEN Project.

Our faculty have been involved with supporting the development of the larger initiative and the research project through engagement in working groups, consultation, and curriculum planning.

Share why you support this project

Your proposed project will address a critical gap in nursing education that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices. In particular, we are very pleased to be supporting Indigenous nurses in an educational experience and capacity-building that is culturally safe. The TWU School of Nursing Strategic Plan (2022–2027) has as a priority accelerated Indigenous integration in all our nursing programs, and our collaboration in the I-GEN project is one of the strategies by which to meet this priority. The I-GEN initiative also directly supports TWU's strategic plan to increase enrolment of and support to Indigenous students.

We look forward to collaborating with you on this project.

Sincerely,

A handwritten signature in black ink that reads "Sheryl".

Sheryl Reimer-Kirkham, RN, PhD, FCAN

Dean and Professor, School of Nursing
Fellow, Canadian Academy of Nursing
Alumnus, College of New Scholars, Royal Society of Canada
Profile: <https://www.twu.ca/profile/sheryl-reimer-kirkham>

T. 604.513.2121 x 3239



3333 University Way
Kelowna, BC
V1V1V7

September 15, 2023

Re: Indigenous Graduate Education in Nursing University of Victoria Masters of Nursing Program Changes

Dear Dr. Lisa Bourque Bearskin,

I am delighted to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream that plans to be offered at the University of Victoria (UVic).

The University of British Columbia Okanagan (UBCO) has been a collaborator on this project since its inception in 2021. At UBCO several nursing faculty and staff have been involved with supporting the development of the larger initiative (I-GEN) and the research project. This engagement has included participation in working groups, consultation, and supporting the research project connected to the development of the Indigenous wellness stream. At UBCO, we are also working on our own MSN Indigenous wellness pathway as part of the larger I-GEN project.

The UVic Indigenous wellness stream is an important step in the advancement of the larger collaborative Indigenous Graduate Education in Nursing (I-GEN) project. Students enrolled in the MSN program at UBCO would have access to the Indigenous wellness seminar being offered at UVic, which is currently included in the MSN Indigenous wellness stream that is under development at UBCO at this time. The UVic Indigenous wellness stream is a key step forward in addressing the need to increase the number of Indigenous nurse leaders in British Columbia. This pathway and the larger project are key initiatives to advance UBCO's commitment to including more Indigenous content in our MSN curriculum.

We look forward to supporting UVic on this project.

Sincerely,

Jackie Denison
Interim Director School of Nursing
University of British Columbia Okanagan Campus | *Syilx Okanagan Nation*



Thompson Rivers University
School of Nursing
805 TRU Way
Kamloops, BC V2C 0C8

September 18, 2023

Dr. Dzifa Dordunoo
Acting Director, School of Nursing
University of Victoria

Re: Indigenous Graduate Education in Nursing UVic Master of Nursing Program Changes

Dear Dr. Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria. Thompson Rivers University School of Nursing has been a collaborator with the development of this project for the past 4 years and we recognize the need for focused stream for Indigenous health and wellness in graduate nursing curricula.

TRU SON faculty and leadership have been involved with supporting the development of the larger initiative on a collaborative Indigenous wellness stream and the associated research project through engagement in working groups. We are in full support of the mentorship seminars that will provide support for Indigenous students and other students focused on Indigenous health. The need for Indigenous nurse leaders in British Columbia and Canada is critical. We look forward to direct collaboration with the opportunity for TRU SON graduate students to access the courses and the associated support (peer and faculty) through the Western Deans Agreement. The opportunity in turn further supports our commitment to offering Indigenous focused learning opportunities for our Master of Nursing Students.

I am confident that this proposed project will address a critical gap in nursing education that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

I look forward to collaborating with you on this project.

Sincerely,

A handwritten signature in black ink that reads "Rani Srivastava".

Rani Srivastava RN, PhD, FCAN
Dean, School of Nursing



September 14, 2023

Dr. Dzifa Dordunoo, Acting Director
School of Nursing, University of Victoria
nursingdirector@uvic.ca

Dr. Jennifer White, Acting Dean
Human and Social Development, University of Victoria
hsddean@uvic.ca

Re: University of Victoria MN Indigenous Wellness Stream Proposal

Dear Drs. Dordunoo and White,

The Association of Nurses and Nurse Practitioners of British Columbia (NNPBC) is the professional association representing all four nursing designations in British Columbia including registered nurses, registered psychiatric nurses, licensed practical nurses, and nurse practitioners.

NNPBC is pleased to provide this letter in support of the development of the Indigenous Wellness Stream to be offered within the Master of Nursing Program at the University of Victoria.

Within our mandate, NNPBC strives to advance the nursing profession by supporting excellence in nursing practice, leadership, research, and education. As such, NNPBC supports the development of this educational program stream as it meets a critical need to advance Indigenous led, culturally appropriate, inclusive health education and to promote awareness and inclusion of Traditional Ways into nursing practice and throughout our health system.

NNPBC believes that this proposed educational stream will not only address an existing gap in our health care system but will benefit the future of Indigenous nursing leadership and improve the experiences and health care outcomes of Indigenous peoples and communities seeking culturally safe and appropriate care around the province.

NNPBC looks forward to supporting this proposed project in any way we can.

Sincerely,

Alix Arndt
Acting Chief Executive Officer/Chief Operating Officer



Health and well-being for all

Quality | Integrity | Compassion | Safety

September 6, 2023

Interior Health
Tannis Andersen
CNS Primary Care

Sent via email:

University of Victoria
Dr. Dzifa Dordunoo
Acting Director, School of Nursing
Jennifer White
Dean of Faculty and Social Development

September 06, 2023

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dzifa Dordunoo and Jennifer White,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Interior Health has been a collaborator in support of the development of the Indigenous Graduate Education in Nursing UVic Masters of Nursing project since August 2021. I have been involved with supporting the development of the larger initiative and the research project through engagement in working groups, consultation, and as the IH representative.

Your proposed project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

As the Clinical Nurse Specialist Primary Care in the professional practice office, I am actively involved in the enhancement and translation of Indigenous health nursing knowledge. This project co-led by the BC IHNR program works with communities and health leaders that addresses our mutual concerns for Indigenous wellness and the mobilization of Indigenous nursing knowledge. This project is an excellent example of upholding the United Nations Declaration on the Rights of Indigenous Peoples and the importance of designing this project "by" First Nations People and doing this work "with" community partnerships, rather than "on" community. Further, this project is supportive and in alignment with IH's strategic priorities Aboriginal Health and Wellness; Improved and Inclusive Culture; and Health Human Resource Management.

I look forward to collaborating with you on this project.

Tannis Andersen

Tannis Andersen RN BN MN
Clinical Nurse Specialist Primary Care

Interior Health would like to recognize and acknowledge the traditional, ancestral, and unceded territories of the Däkelh Dené, Ktunaxa, Nlaka'pamux, Secwépemc, St'át'imc, Syilx, and Tšilhqot'in Nations where we live, learn, collaborate and work together.



501 — 100 Park Royal South
Coast Salish Territory
West Vancouver, BC
Canada V7T 1A2
T 604.693.6500
F 604.913.2081
www.fnha.ca

University of Victoria
3800 Finnerty Rd
Victoria, BC V8P 5C2

September 19, 2023

Re: Indigenous Graduate Education in Nursing, University Victoria

Dear Acting Director of School of Nursing, Dr. Dzifa Dordunoo and Dean of Faculty and Social Development, Jennifer White,

On behalf of First Nations Health Authority, I am delighted to provide this letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

The FNHA's vision is for healthy, self-determining and vibrant BC First Nations children, families and communities. The FNHA provides health programs and services throughout the province of BC to all First Nations communities. Our organization aims to reform the way health care is delivered to First Nations in BC through direct service, provincial partnership collaboration and health systems innovation. The provision of culturally safe and appropriate care is a priority for FNHA and it is critical that FNHA be engaged in enhancing cultural humility through incorporating Indigenous knowledge in nursing as well as building capacity for Indigenous clinicians and health care practitioners.

The project will provide an opportunity for Indigenous nurses to specialize in Indigenous wellness while actively addressing the Truth and Reconciliation Calls to Action, United Declaration on the Rights of Indigenous Peoples and most recently the BC Minister of Health's In Plain Sight Report.

We understand that this educational equity intervention, requires time to develop authentic partnerships with Indigenous communities in the development, design and implementation of a rights and strength-based approach to enhancing graduate nursing programs. With this aim we want to support and foster a cohort of Indigenous nurses in attaining a graduate degree. In doing so, we will contribute to growing a critical mass of graduate prepared nurses to work in multiple settings as a means to alleviating health inequities and promoting Indigenous nurse-led research for policy and health system change. We strongly support this Wellness Stream of education.

I have been involved with supporting the development of the larger initiative and the research project through collaborative work on the project in a consultative role.

Your proposed project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

First Nations Health Authority
Health through wellness

I look forward to continued collaboration with you on this project.

Sincerely,



Monica McAlduff RPN, BHSc, MA
Acting-Vice President Quality, Cultural Safety and Humility and Chief Nursing Officer



501-100 Park Royal South | West Vancouver, BC | V7T 1A2
Phone: 604-456-7637 -Cell: 778-866-5664
Admin Support-Jennifer Goertzen Jennifer.Goertzen@fnha.ca

September 18, 2023

Dr. Dzifa Dordunoo, Acting Director, School of Nursing
University of Victoria
HSD Building A402A
Victoria, BC, Canada
nursingdirector@uvic.ca

Re: Indigenous Graduate Education in Nursing UVic Master of Nursing Program Changes

Dear Dr. Dzifa Dordunoo,

On behalf of the Canadian Nurses Association, I am pleased to provide a letter of support for the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

The Canadian Nurses Association is the national and global professional voice of Canadian nurses. Our mission is to advance the nursing profession to improve health outcomes in Canada's publicly funded, not-for-profit health system. The CNA is the only national association that speaks for all types of nurses across all 13 provinces and territories. We represent nurses that are unionized and non-unionized, retired nurses, nursing students, and all categories of nurses. In addition, we are connected to over 40 specialty organizations through our Canadian Network of Nursing Specialties.

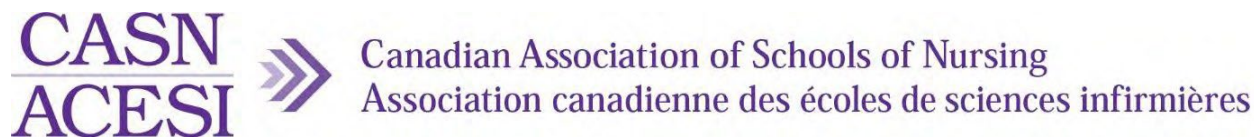
The Canadian Nurses Association is committed to working in a reconciliatory way with indigenous populations to improve the delivery of nursing care within the Canadian healthcare system. The CNA acknowledges that colonial practices and policies continue to impact the well-being of generations of First Nations, Inuit and Métis people. We believe the Indigenous Graduate Education in Nursing (I-GEN) Project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

In 2015 the Canadian Nurses Association was called to action by the TRC. To support the journey towards reconciliation the CNA advocates for nursing schools in Canada to develop courses dealing with Aboriginal health issues, including skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. Overall, we are deeply supportive of the I-GEN project which will enhance the current core courses in the advanced practice curriculum. We greatly value the real-world experience that students in the Indigenous Wellness Stream will gain through the completion of Indigenous Wellness Seminars which will ground students in distinct Indigenous and community-driven knowledge and relationships required for critical inquiry and research practice. This project works to support CNA's commitment to diversity, equity, inclusivity, and reconciliation.

Sincerely,



Tim Guest, RN BScN MBA
Chief Executive Officer
Canadian Nurses Association



September 18, 2023

Re: Indigenous Graduate Education in Nursing University of Victoria Master's of Nursing Program Changes

Dear Dr. Dordunoo and Dean White,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream in the Masters of Nursing Program to be offered at the University of Victoria.

The Canadian Association of Schools of Nursing (CASN), the national voice for nursing education in Canada, has been a strong supporter of the development of this project for over three years. As the Executive Director of CASN, I have had the privilege of representing CASN in the BC Chair Indigenous Health Nursing Research (IHNR) project. My experience in this role has deepened my awareness of the value of and the need for this stream and what it will bring to nursing education in Canada.

The proposed project offers a nursing education foundation at the graduate level that is well grounded in Indigenous ways of knowing and Indigenous knowledge. This will address a critical gap in nursing education that will have important implications for nursing practice and for Indigenous nursing leadership. CASN is strongly committed to fostering the implementation of the Truth and Reconciliation Calls to Action among its member schools; particularly Call to Action 24, which is directed to Schools of Nursing and Medicine.

I look forward to collaborating with you on this project.

Sincerely,

A handwritten signature in blue ink that reads 'Cynthia Baker'.

Cynthia Baker, RN., PhD
Executive Director
Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
1145 Hunt Club Rd., Unit 450,
Ottawa Ontario K1V 0Y3
E: cbaker@casn.ca
www.casn.ca



British Columbia Nurses' Union
4060 Regent Street
Burnaby, British Columbia

October 10, 2023

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dzifa Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Background/context:

The British Columbia Nurses' Union has been a strong supporter of the many initiatives advanced by the BC Indigenous Health Research (BC-IHNR) research team and is fully supportive of this graduate nursing education project - with its emphasis on cultural safety and distinction-based nursing.

Describe your role as it relates to the I-GEN Project:

The British Columbia Nurses' Union has been involved with supporting the development of this initiative through an ongoing process of collaboration with BC-IHNR. This collaboration has been facilitated by members of BCNU's Indigenous Leadership Circle and the senior leadership of the Union.

Share why you support this project:

This proposal will address a critical gap in nursing practice and Indigenous nursing leadership. Rooted in Indigenous ways of knowing and inclusive of distinctive-based approaches, the proposal will help strengthen a broad set of commitments – on the part of unions and health employers – to redress past harms and reimagine nursing and our health care system as a culturally safe and welcoming place for all.

We look forward to collaborating with you on this project.

Sincerely,

BRITISH COLUMBIA NURSES' UNION

Adriane Gear
President

Appendix E - Consultations

From: [Rachel Strandquist, Director, Graduate Admissions and Records](#)
To: [Kristen Elder, Graduate Education Student Advisor, NURS](#)
Cc: [OREG SCP Consultation; Scott Baker, Graduate Admissions and Records](#)
Subject: RE: Update: RE: Update MN Indigenous Wellness stream - Cycle 1
Date: September 21, 2023 12:34:56 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Kristen,

Thanks for this. I am fine with this addition, but just wanted to note that this is not something that GARO will enforce/review/manage. We will continue to send all applications that meet FGS requirement forward to your department for review.

This is likely going to need to go through SCAS as well, but I believe that SCP will let you know if that's the case.

I agree that it should be placed in the Admission Requirements section, not Program Requirements.

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.



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 Please consider the environment before printing this email.

From: Kristen Elder, Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: Wednesday, September 20, 2023 5:48 PM
To: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Cc: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Update: RE: Update MN Indigenous Wellness stream - Cycle 1
Importance: High

Dear Rachel,

Thank you for this. In addition to the consult we have already undergone with you and OREG/GARO, we have the following two lines to add to the proposal for Cycle 1 – for the Graduate Calendar overview page for Advanced Practice Nursing and wanted to check with you again please:

“Admission to the MN Indigenous Wellness stream will prioritize students of First Nations, Inuit and Métis ancestry. Other Students with a minimum of two years working with First Nations, Inuit, Métis and other Indigenous communities will also be considered.”

We tried to keep it general and open-ended, but somewhat specific too, so that people know that when they enter this program it’s not considered entry-level Indigenous “101”. We came up with this language after feedback from HSD Assoc. Dean, Academic, Dr. Maureen Ryan and will share it with her tomorrow for the HSD Curriculum Committee meeting and in Kuali updates pending. We also reviewed Social Work entry in current calendar and they had a lot of this type of language so that was a helpful reference.

Here is the relevant page in the Graduate Calendar for Nursing:

[Master of Nursing / Advanced Practice Nursing](#)

I will check with Maureen, but assume it might go under this section:

Admission To Master’s programs

And below these notes about NP:

Applicants for admission to the Nurse Practitioner and the Nurse Practitioner Post-Degree Stream programs must reside in British Columbia and maintain active practicing registration with the BCCNM for the duration of the MN-NP program and MN-NP Post-Degree Stream program.

MN Nurse Practitioner Post-degree Stream requirements include: Completion of a Master of Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (6.0) average for the MN degree) within the past 10 years.

Or Program Requirements at the bottom if you think that better.

Thank you for your time. Please let me know if you have any questions or concerns.

Best wishes,

Kristen

From: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>

Sent: September 13, 2023 12:08 PM
To: Kristen Elder, Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Cc: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: FW: Update MN Indigenous Wellness stream - Cycle 1

Hi Kristen,

Based on the attached proposal and appendices, as well as the meetings that we had in the spring and summer, I have no concerns with the proposed program changes.

Please let me know if you have any questions,

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

The UVIC logo consists of the letters 'UVIC' in a bold, blue, sans-serif font. The letter 'V' is stylized with a vertical orange bar on its left side. Below the text is a horizontal graphic element composed of several overlapping, wavy bands of color: blue, green, yellow, and red.

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

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

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

Part I: Background Information

Department/School/Faculty: School of Nursing

Name of Program: Masters of Nursing – Indigenous Wellness Stream

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This proposal is for an Indigenous Wellness Stream to be added to the existing MN in Nursing program offered at UVic SON. It is being developed with the support of a CIHR Indigenous led community-university action research intervention through the B.C. Indigenous Health Research Chair. The collaborative project aims to enhance graduate nursing education by working with local Indigenous community leaders, Elders, and Knowledge Keepers to study the co-development, co-implementation and co-evaluation of a collaborative multi-site, wellness focused, place-based, equity-informed education, training, and mentorship of graduate students, nurses and community health leaders. In collaboration with the six educational institutions, University of British Columbia (UBC), University of British Columbia, Okanagan (UBCO), University of Victoria (UVIC), University of Northern British Columbia (UNBC), Trinity Western University (TWU), Thompson Rivers University (TRU), our Indigenous Graduate Education in Nursing (IGEN) team aims to implement Indigenous-led graduate nursing education to transform and enhance the education of nurses and create educational contexts, tools, and resources that lead to culturally safe healthcare service delivery. The focus of this proposal is on the co-creation and implementation of an Indigenous wellness graduate nursing stream at the University of

Victoria. Our aim is to offer a distinct area of study for Indigenous students that fosters a culturally safe environment of intergenerational mentorship within a masters of nursing Indigenous Wellness Stream.

Rationale for the proposal (approximately 200 words)

Historically Indigenous Peoples have had limited involvement in codesigning health systems structures like nursing education. Over half of Indigenous healthcare personnel report workplace discrimination upon entry into the workforce¹. Such systemic racism affects all facets of Canadian society, and the well-documented impact on Indigenous health and wellbeing includes harm, suffering, and an avoidance of healthcare institutions that contributes to preventable health inequities². Globally, the shortage of nursing faculty in academia, and the growing waitlist to get into nursing programs, along with newly employed nurses reporting not feeling supported or protected in their work environment³ has serious ramifications on teaching workload, limiting the availability of graduate programs⁴. This national nursing shortage crisis exacerbates the challenges people face when accessing health care and thus continues to perpetuate poor health outcomes⁵. To adapt, nurse educators are rapidly altering their strategies to enhance the quality and quantity of nurses by creating bridging programs, academic-practice partnerships, internships, simulations and interprofessional education⁶.

An Indigenous strengths-based approach points us towards promising and wise practices while addressing the disparities and gaps in Indigenous health professions education. Co-developing coalitions from a distinctions-based approach upholds the rights,^{7,8} strengths and circumstances of First Nations, Inuit, and Métis peoples. The inclusion of Traditional Knowledge is actualized by having nursing students participate in cultural activities with Elders as well as Indigenous clinical experiences that help to integrate a theoretical knowledge base into an understanding of Indigenous cultures⁹. Many students have reported feeling a need to engage within Indigenous communities because the complexities of care are not always addressed in their academic background¹⁰.

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

- None. Expecting minimum of 12 to a max 24 students.

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

- N/A

Part III: Proposal Information

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

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

This proposal is primarily focused on recruiting and retaining Indigenous students. Indigenous students will be given priority through an Indigenous community led application and review process. Our strategic collaborative approach is supported by an intergenerational mentorship model that is generative and based on relational principles. The project is governed and supported by the Wisdom Council, community leaders, experienced Indigenous nursing leaders, and program experts. The Indigenous intergenerational mentorship model is designed to provide a web of support throughout the student journey.

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

The community engagement strategy initiated under the Indigenous Health Research Chair began in May of 2022. In September 2022 we brought community, university and agency representatives from across the province to collaboratively codesign our collaborative principles for working together (see appendix A). We continue to develop a collaborative collective IGEN team consisting of the Indigenous community leadership/authority, a Dean or designate of each institution, Program Coordinator, and the Nominated Principal Applicants. Within the contextual parameters of each institution, the local community representatives set policy guidelines and make recommendations on behalf of the partnership. Decision making within the partnership is guided by an interest in meeting the learning needs of all students and communities whom we serve.

On January 30th, 2023 we had the first meeting of the local community group (Indigenous nurse leads, Indigenous UVic graduate students and graduates, Indigenous Nursing faculty, Indigenous community members and knowledge keepers) leading the curriculum and intergenerational mentorship support for the development of the Indigenous Wellness Stream at UVic. This group continues to meet monthly to guide our local process.

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

The intergenerational mentorship approach to graduate education will create an opportunity for continuity with approaches already used in the UVic BSN program. Many of the potential applicants for this program will be nurses who have completed local BSN

programs and who are interested in maintaining relationships with their communities. This project will support Indigenous graduate students and faculty to advance their academic careers and to contribute to teaching and research that will support future generations of nurses and the health and well-being of their communities.

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

The UVic masters in Indigenous Wellness Stream will build on already established local relationships, protocols and Indigenous governance structures aligned with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)¹¹, Tri-council (Chapter 9: Research involving First Nations, Inuit and Métis)¹² ethical processes, formal Community Research Agreement protocols, Ownership, Control, Access, Protection (OCAP)¹³ and Métis Research Principles¹⁴. Our processes of collaborative codesign are generative, relational, cooperative and collective. They include recognition of Indigenous rights and self-determination, the responsibility of sovereign Indigenous peoples and that reciprocity requires a redefining of power differentials.

Indigenous Communities and Schools of Nursing have their own process, protocols, principles and policies for sharing, storing, transmitting and translating health information. Not all knowledge is accessible nor should be shared. This is critical to the upholding of UNDRIP and distinct cultural practices, designating certain people in each community as holders of information and knowledge. Indigenous community members will fully participate in all aspects of the master's stream and research, and will exercise power and control in identifying solutions that lead to sustainability.

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

Through this program stream, key principles and processes of working together will follow clear community and cultural protocols grounded in local languages for recognition of Indigenous rights and responsibilities for territories, lands and water. We will develop authentic Indigenous partnerships with Indigenous rights-holders and non-Indigenous stakeholders that are inclusive of values grounded in diverse Indigenous philosophies that centre relationality, respect and reciprocity at the core of self-determination.

We are engaging with local communities as we follow distinct protocols and obligations. Community Partners, include Esquimalt Nation, Lyackson First Nations, Central Interior Native Health Society (CINHS), UVIC Office of Indigenous Academic and Community Engagement, and the Native Women's Association of Canada.

Tsawout (Tsartlip), Lyackson and Métis Nation members are guiding the UVIC home circle and the cultural, ceremonial work and protocols.

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

We may draw on local knowledge holders involved in the Elder in resident program for specific involvement as required and available. We also may request the use of IACE resources such as the First Peoples House.

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

The **UVIC Strategic Framework (2018-2023)** includes equity, diversity and inclusion as a value and as a strategy to contribute to cultivating an extraordinary academic environment. One strategy identified for intensifying dynamic learning is to develop high quality programs that advance UVIC's priorities and meet community needs. This program stream will address many standards within the **UVIC Indigenous Plan** by bringing together Indigenous scholars, students and faculty within a supportive and committed environment focused on creating institutional change and on increasing recruitment, retention and the success of Indigenous students and faculty.

Directly linked to fostering respect and reconciliation, development of the Indigenous Wellness Stream will support the UVIC School of Nursing in addressing the **TRC Call to Action** specific for nursing and medical programs. The Stream will also support nursing programs to meet the requirements of the **British Columbia College of Nurses and Midwives practice standard** on Indigenous cultural safety, cultural humility, and anti-racism. Health systems in BC and across Canada are focused on addressing systemic racism and create positive changes.

This initiative will have both local and global reach through the innovative nature of the collaborative and capacity-building approach.

Part IV: Consultation and Approvals

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



September 26, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

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

IACE letter of support included in final proposal

See Appendix B Letter of support provided with original grant submission June 5, 2022.

IACE Comments (approximately 200 words)

(12 July 2023) Thank you for submitting the form. We look forward to seeing the completed proposal template and will need 6 weeks to review it once you send it. It would be very helpful if you could send information about your specific requests for IACE resources and supports as soon as possible, please, so that we can start a conversation about capacity, etc. We will sign this form once we have provided feedback on the full proposal. RLAH



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

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

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada
Telephone: 250-472-5090
Email: jmussell@uvic.ca

DATE: August 25, 2023

TO: Lisa Bourque Bearskin
Associate Professor
School of Nursing, University of Victoria

FROM: Jessica Mussell, Librarian

RE: Library comments on the Master of Nursing Indigenous Wellness stream proposal

Thank you for the opportunity to review the proposed new Indigenous Wellness stream for the Master of Nursing program for the School of Nursing.

I foresee no library implications. Even before this program proposal, UVic Libraries was already collecting Indigenous content for nursing, as well as other HSD programs to support Indigenous specialization streams (e.g Social Work, Child and Youth Care). In addition, UVic Libraries has access to key journals that publish on Indigenous nursing and cultural safety topics such as *Contemporary Nurse*, and *Nursing Praxis*, and should be well-served by the ability to pull from a broad range of library materials supporting other programs such as Indigenous Studies and Indigenous Law.

As the course flow follows the progression of the existing Advanced Practice stream, there is no expectation for the requirement of any additional library resources in order to support this program.

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

Regards,
Jessica



Date: November 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposed changes to the Master of Arts in Educational Psychology program, and the Master of Education in the Educational Psychology program**

At its meeting on November 1, 2023, the Senate Committee on Planning considered the proposed changes to the Master of Arts in Educational Psychology program, and the Master of Education in the Educational Psychology program.

In response to feedback from current and prospective graduate students, available instructional resources, competitive programming in BC, and recommendations outlined in a 2019 external review, the Department of Educational Psychology and Leadership Studies recognizes the need to reduce, streamline, and reorganize the course requirements for its master's credentials.

The following motion is recommended:

Motion: that Senate approve the proposed changes to the Master of Arts in Educational Psychology program, as described in the document, "Master of Arts in Educational Psychology".

Motion: that Senate approve the proposed changes to the Master of Education in Educational Psychology program, as described in the document, "Master of Education in Educational Psychology".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Arts in Educational Psychology

Significant changes to program focus, content, structure, new stream within existing program or Requirements

Submitted by:	Name and title	Email
Dean or designate	Catherine McGregor	cmcgreg@uvic.ca
Academic unit, department, or school	Rose Vukovic, Chair, EPLS and Kerstin Burnett, Program Assistant	eplschr@uvic.ca , eplsgrad@uvic.ca
Name, title, and email of contact person	Rose Vukovic, Chair, EPLS	eplschr@uvic.ca
Anticipated change start date		
		September 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Thursday, February 23, 2023
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Monday, July 17, 2023
Departmental/School approval	Thursday, April 27, 2023
Faculty Curriculum Committee approval	September 25, 2023
*Faculty Council approval (or indicate equivalent Faculty voting body)	Friday October 13, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Tuesday, October 3, 2023
Faculty of Graduate Studies Council approval (follows GEC approval)	Friday, October 13, 2023

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)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	August 28, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	August 28, 2023 response pending	Y
Office of the Registrar – OREGSCPConsultation@uvic.ca	August 28, 2023 response pending	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	August 28, 2023 response pending	
Internal Consultation (emails/letters of support as per section I)	August 28, 2023	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition <i>*If you answered yes, complete the UVic Non-standard</i>	Yes	Y

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Tuition Template		
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UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. Our decisions for the proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to MA programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposal (see Appendix A) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements from 21 to 15 units. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, it will align the Educational Psychology MA with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

Our proposed changes also support the following strategies from **University of Victoria's Strategic Plan 2018-2023** (<https://www.uvic.ca/strategicframework/assets/docs/strategic-framework-2018.pdf>):

Strategy 1.1 - Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs.

Strategy 1.3 - Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.

Strategy 2.4 - Provide resources and develop targeted initiatives to recruit and support a diverse and talented community of researchers, including graduate students and post-doctoral fellows.

Strategy 3.4 - Design and continually update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No. Instead, the changes will *reduce* the demands on our faculty's resources and budget. Streamlining the credentials will decrease the required number of graduate courses taught each year, as well as reduce the workload for independently supervised study (e.g., Directed Studies). The changes will also reduce the need for sessional instructors and classroom space requirements.

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

There are no changes to the general admission requirements. However, we are removing the additional requirements for the Special Education concentration (i.e., "At least one of the courses must be in special education, developmental psychopathology or related course. Applicants with 2-years of related field experience providing services to people with special needs in school or community contexts can use their experience in lieu of the Special Education course prerequisite").

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

These changes will benefit students by enabling them to complete the MA in a shorter timeframe and allowing them more flexibility in their choice of coursework. In addition, it will provide them the opportunity to dedicate more of their time to their thesis research. The students who are currently completing their MA will be given the option to continue without changes or to switch to the proposed MA requirements.

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

The Educational Psychology unit worked collaboratively to reduce the number of required courses, while still maintaining the quality and integrity of the MA credential. Courses with similar content were removed from the required list (See Appendix A).

In addition, all of our courses are updated with current research each year, so beyond making sure that the materials are up to date, there are no curriculum changes.

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

It does not affect the current program learning outcomes.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

Many of our students choose to participate in co-op programs. The flexibility of the proposed MA makes it easier for students to complete co-ops.

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

The proposed changes align with programs at other BC post-secondary institutions. For example, UBC's Educational Psychology MA and MEd require 30 units, which are equivalent to UVic's 15 units. By reducing the number of required courses to match the requirements of other programs, we will be making our master's credential more competitive.

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

With less time-commitment to complete, we believe our MA credential will become more competitive with other post-secondary institutions and will result in an increase in enrolment. Further, since students are not required to select a concentration, they have more flexibility in choosing a credential that best suits them.

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

Consultation Requests were sent to the following individuals on August 28, 2023. Responses were received from Dr. Michelle Wiebe, Dr. Darlene Clover, and Monique Grenier (Librarian) (See Appendix B).

- Jonathan Bengtson, Librarian, University of Victoria
- Andrea Giles, Executive Director Co-operative Education and Career Services
- Office of the Registrar
- Kundoqk Jacquie Green, Executive Director Indigenous Academic and Community Engagement –,
- Michelle Wiebe, Acting Chair Curriculum and Instruction
- Wanda Hurren, Graduate Advisor Curriculum and Instruction
- Darlene Clover, Graduate Advisor Leadership Studies (EPLS)

Appendix A: Current MA in Educational Psychology and Proposed Changes

Current MA in Educational Psychology

In the current Master of Arts in Educational Psychology, students choose a concentration in Learning, Development, & Instructional Sciences or Special Education (21 units).

Learning, Development, & Instructional Sciences (LDIS)	Special Education (SPED)
<p>Complete all of:</p> <p>ED-D505 - Advanced Concepts in Human Development (1.5)*</p> <p>ED-D508 - Theories of Learning in Educational Psychology (1.5)*</p> <p>ED-D509 - Psychology of Learning and Instruction (1.5)</p> <p>ED-D560 - Statistical Methods in Education (1.5)</p> <p>ED-D561A - Methods in Educational Research (1.5)</p> <p>ED-D570 - Self-Regulated Learning (1.5)</p> <p>ED-D572 - Motivation and Emotion Regulation (1.5)</p> <p>Complete 1 of:</p> <p>ED-D506A - Cognitive Development (1.5)</p> <p>ED-D506B - Social and Emotional Development (1.5)</p> <p>ED-D506C - Adolescent Development (1.5)</p>	<p>Complete all of:</p> <p>ED-D515 - Advanced Assessment in Special Education (1.5)</p> <p>ED-D516 - Advanced Intervention in Special Education (1.5)</p> <p>ED-D560 - Statistical Methods in Education (1.5)</p> <p>ED-D561A - Methods in Educational Research (1.5)</p> <p>ED-D568 - Inclusive Education in the 21st Century (1.5)</p> <p>ED-D569 - Developmental Psychopathology and Disorders (1.5)</p> <p>ED-D571 - Assistive Technology Theory to Practice (1.5)</p> <p>Complete 1 of:</p> <p>ED-D508 - Theories of Learning in Educational Psychology (1.5)*</p> <p>ED-D509 - Psychology of Learning and Instruction (1.5)</p> <p>Complete 1 of:</p> <p>ED-D505 - Advanced Concepts in Human Development (1.5)*</p> <p>ED-D506A - Cognitive Development (1.5)</p> <p>ED-D506B - Social and Emotional Development (1.5)</p> <p>ED-D506C - Adolescent Development (1.5)</p>
<p>Complete 3.0 units of: elective courses chosen in consultation with the student's supervisor</p>	<p>Complete 1.5 units of: elective coursework chosen in consultation with the student's supervisor</p>
<p>Complete:</p> <p>ED-D597 - Comprehensive Examination - Educational Psychology and Leadership Studies (1.5)*</p> <p>ED-D598 - Project - Educational Psychology and Leadership Studies (3.0)</p>	<p>Complete:</p> <p>ED-D597 - Comprehensive Examination - Educational Psychology and Leadership Studies (1.5)*</p> <p>ED-D598 - Project - Educational Psychology and Leadership Studies (3.0)</p>

*Being discontinued

Proposed Changes to MA in Educational Psychology

In the proposed changes to the MA credential, students can complete a core Master of Arts in Educational Psychology or students can choose Learning, Development, & Instructional Sciences or Special Education as a concentration (15 units).

Minimum course requirements

1. Complete 3 of the Educational Psychology Core Courses (4.5 units)		
<ul style="list-style-type: none"> ED-D 509 Psychology of Learning & Instruction ED-D 560 Statistical Methods in Education ED-D 561A Methods in Educational Research ED-D 568 Inclusive Education in the 21st Century <u>Or a course</u> selected with the permission of the student's supervisor (e.g., Qualitative Analysis, Advanced Statistics) 		
2. Complete 3 of the Educational Psychology Area Courses (4.5 units)		
Students taking the MA in Educational Psychology choose 4.5 units from: <ul style="list-style-type: none"> ED-D 506 A Cognitive Development ED-D 506 B Social and Emotional Development ED-D 506 C Adolescent Development ED-D 515 Advanced Assessment in Special Ed** ED-D 516 Advanced Intervention** ED-D 569 Developmental Psychopathology and Disorders ED-D 570 Self-Regulated Learning 	Students taking the in MA in Educational Psychology with a concentration in Learning, Development and Instructional Sciences choose 4.5 units from: <ul style="list-style-type: none"> ED-D 506 A Cognitive Development ED-D 506 B Social and Emotional Development ED-D 506 C Adolescent Development ED-D 570 Self-Regulated Learning ED-D 572 Motivation and Emotion Regulation 	Students taking the MA in Educational Psychology with a concentration in Special Education choose 4.5 units from: <ul style="list-style-type: none"> ED-D 515 Advanced Assessment in Special Education** ED-D 516 Advanced Intervention** ED-D 569 Developmental Psychopathology and Disorders ED-D 591C Selected Topics in SPED***

<ul style="list-style-type: none"> • ED-D 572 Motivation and Emotion Regulation • ED-D 591A Selected Topics LDIS*** • ED-D 591C Selected Topics in SPED SPED*** 	<ul style="list-style-type: none"> • ED-D 591A Selected Topics LDIS*** 	
<p>3. Complete</p>		
<ul style="list-style-type: none"> • ED-D 599 – Thesis Educational Psychology and Leadership Studies (6.0 units) 		

** Required prerequisites: Must have **at least one** course in special education, developmental psychopathology or 2-years of related field experience providing services to people with special needs or professor approval.

***May be taken more than one time (if different offering)

Appendix B: Consultation for Proposed Changes to MA Credentials in Educational Psychology

Michelle Wiebe – Acting Chair, Curriculum & Instruction

From: W Michelle <mxw@uvic.ca>
Date: Monday, August 28, 2023 at 4:05 PM
To: Lucinda Brown <llbrown@uvic.ca>
Subject: Proposed changes to EPLS Master's credentials

Hello Dr. Brown:

I have read your comprehensive rationale for the proposed changes to the EPLS programs and I have studied the attached comparative analysis of the current programs and the proposed new programs.

The provided rationale outlines salient and verifiable facts and demonstrates the need for updates to the master's programs that EPLS offers.

In my current role as Acting Chair of Curriculum and Instruction, I am pleased to offer support for these proposed changes.

Regards,
Michelle

Dr. Michelle Wiebe, RGD (she/her)
Assistant Professor, Art Education/ Acting Chair, Curriculum and Instruction
Department of Curriculum & Instruction
University of Victoria
250-721-7894. mxw@uvic.ca

We acknowledge with respect the lək'wəŋən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land remain profound today.

From: Lucinda Brown <llbrown@uvic.ca>
Date: Monday, August 28, 2023 at 3:34 PM
To: W Michelle <mxw@uvic.ca>
Subject: Proposed changes to EPLS Master's credentials

Dear Dr. Wiebe,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership

(EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programming in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

*Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857*

Darlene Clover, Graduate Advisor Leadership Studies, and Counselling (EPLS)

From: Darlene Clover clover@uvic.ca

Date: Monday, August 28, 2023 at 4:57 PM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: Proposed changes to EPLS Master's Credentials

This looks excellent to me, Lucinda and well done!

Darlene

University of Victoria
Faculty of Education,
Leadership Studies (Adult Education)
Victoria, BC V8W 2Y2
Tel: 250-721-7816

Feminist Adult Educators' Guide:

<https://onlineacademiccommunity.uvic.ca/comarts/feminist-adult-educators-guide/>

From: Lucinda Brown <llbrown@uvic.ca>

Date: Monday, August 28, 2023 at 3:40 PM

To: Darlene Clover <clover@uvic.ca>

Subject: Proposed changes to EPLS Master's Credentials

Dear Dr. Clover,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example,

similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

Monique Grenier Science and Research Data Literacy Librarian, UVic

From: Monique Grenier <mgrenier@uvic.ca>

Date: Wednesday, August 30, 2023 at 11:35 AM

To: Lucinda Brown <llbrown@uvic.ca>,

Subject: FW: Proposed Changes to EPLS Master's Credentials

Today, 11:35 AM

Hello Lucinda,

Thank you for your message, and I appreciate the opportunity to be informed of this proposal. Typically, librarians are mostly involved in conversations around curriculum changes from an access standpoint – i.e. does the Libraries' collection support the change, will more resources need to be acquired for students or staff, etc. There is nothing in your message that jumps out to me as problematic for access, but if you wish to give me any more context that may inform library-related decisions, please let me know.

Thank you and well wishes,
Monique

Monique Grenier (she/her)

Science and Research Data Literacy Librarian

Psychology, Biology & Forest Biology, Chemistry, Mathematics & Statistics Librarian

[University of Victoria Libraries](#)

mgrenier@uvic.ca | [Book an appointment with me](#)

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Jonathan Bengtson <bengtson@uvic.ca>

Date: Wednesday, August 30, 2023 at 11:20 AM

To: Lucinda Brown <llbrown@uvic.ca>, Monique Grenier <mgrenier@uvic.ca>

Subject: FW: Proposed Changes to EPLS Master's Credetial

Hi Lucinda,

I am forwarding your message to Monique Grenier who looks after such requests for Psychology for the Libraries.

Best

Jonathan

From: Lucinda Brown <llbrown@uvic.ca>
Date: Monday, August 28, 2023 at 4:26 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Subject: Proposed Changes to EPLS Master's Credential

Dear Dr. Bengtson,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programming in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

Dr. Wanda Hurren Graduate Advisor, Curriculum and Instruction (Education)

EDCI Grad advisor

From: Wanda Hurren <whurren@uvic.ca>

Date: Tuesday, Sept 5, 2023 11:15 AM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: FW: Educational Psychology Master's Proposal

Hello Cindy,

I support the changes you describe below.

Take care,

Wanda

Wanda Hurren, PhD

Professor, Graduate Advisor

Department of Curriculum and Instruction

Faculty of Education

MAC A558 <https://youtu.be/fA71vFXr7Dw>

I acknowledge and respect the ɫəkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day

From: Lucinda Brown <llbrown@uvic.ca>

Date: Monday, August 28, 2023 at 3:09 PM

To: Wanda Hurren <whurren@uvic.ca>

Subject: Educational Psychology Master's Proposal

Dear Dr. Hurren,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate

studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

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

From: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
<cooped@uvic.ca>

Sent: Sept 5, 2023 9:41 AM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: FW: Proposed Changes to EPLS Master's Credetials

Hello Cindy,

Thank you for forwarding me your changes to your MA and MEd in Educational Psychology for consultation. I think your proposed changes meet your primary goals of reducing the course requirements to be parallel for both streams; streamlining the requirements to provide program flexibility; and to reorganizing to ensure that your concentrations don't impede completion. I believe that these changes will have no adverse effect on graduate Education students seeking to complete co-op work terms.

I think what you are planning with these changes will be effective and will be welcomed by students studying in this space.

Please consider this email as my letter of confirmation of consultation and of support for both these program changes.

Regards,

Andrea

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

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

From: Lucinda Brown

Sent: August 28, 2023 4:29:50 PM (UTC-08:00) Pacific Time (US & Canada)

To: Andrea Giles, Executive Director - Co-operative Education Program and Career Services

Subject: Proposed Changes to EPLS Master's Credentials

Dear Dr. Giles,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely, Lucinda (Cindy) Brown

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

Part I: Background Information

Department/School/Faculty:

Department of Educational Psychology and Leadership Studies, Faculty of Education

Name of Program:

Educational Psychology

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

*The primary goal of our proposals is to ensure that we are meeting the needs of our graduate students by **reducing** the course requirements of our MA and MEd to 15 units, which will enable them to complete their credentials in a timelier manner. We are also **streamlining** the master's requirements and providing course flexibility. And finally, we are **reorganizing** courses so that students can complete a master's credential without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education. (Please see attached documents for full description of proposed changes).*

Rationale for the proposal (approximately 200 words)

Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials. Our decisions for the proposals were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our master's students are required to complete 21 units of coursework and our MEd students are required to complete 19.5 units. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

Reduced graduate course load will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements. In addition, it will align our master's credentials with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs within BC.

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

Currently, we do not have any Indigenous students in our Educational Psychology master's programs.

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

This is a revised credential, rather than a new program.

Part III: Proposal Information

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

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

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

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

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

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

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

Yes No

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

N/A

Part IV: Consultation and Approvals

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



September 26, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

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

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

From: [Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs](#)
To: [Rose Vukovic - EPLS Chair](#); [Yvonne Rondeau - FGS Administrative Manager](#)
Subject: RE: ed psych program changes
Date: October 4, 2023 6:34:59 PM

Hello Rose,

I can confirm that we first met in February to discuss the EPLS proposed changes to the ED PSYCH program and agreed it should proceed as significant changes to an existing program requiring SCP approval.

Thanks,

Elizabeth



Dr. Elizabeth Adjin-Tettey
Associate Vice-President Academic Programs
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message.

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Sent: Wednesday, October 4, 2023 1:01 PM
To: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Subject: RE: ed psych program changes

Hi Elizabeth,

I don't have an email record from when we met in February to discuss the Ed Psych program changes. I included you on this email so I could add it as proof of consultation, but I think you need to respond verifying the change for it to count as consultation. Would you mind responding to this email indicating your approval?

Kindly,

Rose



Rose Vukovic, Ph.D. (she/her)
Department Chair and Professor
Educational Psychology & Leadership Studies
[University of Victoria](https://www.uvic.ca)
T: 250-721-7760
Email: eplsru@uvic.ca

#EveryChildMatters

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.

From: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>
Sent: Friday, August 11, 2023 9:42 AM
To: Rose Vukovic - EPLS Chair <eplsru@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Cc: Lucinda Brown <llbrown@uvic.ca>
Subject: RE: ed psych program changes

Hi Rose,

From our last meeting I recall you were considering that option, and since there is an existing Ed PSYC degree program, updating it to a core program offering specialization options within the program, we can consider it a major program change (not new program). As we noted at our last meeting with Rachel the parchment will still say Master of Arts/Education in Educational Psychology while the transcript will include the specialization, like so - M.ED. (or M.A.) Educational Psychology, Special Education/Learning, development, instructional sciences.

I don't think we need to meet again unless Cindy would like to connect with me to talk about getting the template(s) completed. Sounds like you are ready to proceed.

Cheers, Yvonne

From: Rose Vukovic - EPLS Chair <eplsru@uvic.ca>
Sent: Wednesday, August 9, 2023 4:26 PM
To: Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>; Yvonne

Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>

Cc: Lucinda Brown <llbrown@uvic.ca>

Subject: ed psych program changes

Hi Elizabeth and Yvonne,

Following up on our program changes as there seems to be some confusion. What we want to do is go from 2 separate 20+ unit programs programs/streams to *one* 15-unit ed psych program that has specialization options in special education or LDIS (learning, development, instructional sciences) if students prefer, or they don't have to pick a specialization and would get a masters degree in educational psychology as is currently reflected on the parchment. We would like to keep both specializations as options. Can you confirm this is your understanding of our proposed program changes?

We are undertaking these changes in response to the academic program review, to student feedback, and to department capacity and budget constraints.

I'd be happy to meet again if necessary.

Kindly,
Rose



Rose Vukovic, Ph.D. (she/her)
Department Chair and Professor
Educational Psychology & Leadership Studies
[University of Victoria](https://www.uvic.ca)
T: 250-721-7760
Email: eplsru@uvic.ca

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I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.



MEMORANDUM

TO: Tuition Committee
FROM: Rose Vukovic, EPLS Chair *R/Vukovic*
DATE: August 29, 2023
RE: **Course fee for ED-D 515 Advanced Assessment in Special Education**

We are seeking to add a course fee of \$410.10 (domestic)/\$572.41 (international) to our course ED-D 515 Advanced Assessment in Special Education, which is part of our existing Educational Psychology Masters program. We are currently in the process of submitting calendar changes for the Educational Psychology graduate programs so this is a good time to add the course fee.

We are requesting a one-time fee to a specific course instead of a recurring program fee because not all Educational Psychology graduate students take ED-D 515 nor are all students eligible to take ED-D 515. The cost to replace assessment kit materials should be borne by those students who use the resources of the course.

As described in the attached document, standardized assessment is the only named requirement for special education teacher certification in Ministries of Education across Canada, thus emphasizing the critical role this course plays in special education teacher preparation programs. The standardized nature of the assessments in this course means that the kits are frequently updated with new norms and content. Test kits are upwards of \$2k/kit, and in a teacher preparation program we need multiple kits for each assessment tool. For example, in the past 5 years we have spent between \$4000-\$25,000 per year to update our assessment kits, purchase disposable test records for student trainings, and other assessment-kit related expenses.

The cost to replace and update kits has historically fallen on students who take an undergraduate version of our course (ED-D 415 Level B Assessment and Instructional Planning) as part of our Professional Specialization Certificate in Special and Inclusive Education. We seek to rectify this disparity by adding a course fee to the graduate course.





Non-Standard Tuition and Special Fees for New Programs Template

Program Name ED-D 515 Advanced Assessment in Special Education	Senate and Board Approval Dates Senate Approval: Board of Governors Approval:	
Indicate if the program requires and/or has been submitted for external Provincial Ministry approval. Not applicable		
Proposed Tuition (Domestic and International)		
	Domestic	International
Tuition (3 semesters)	\$410.10	\$572.41
Please provide a short summary below of the rationale for the non-standard tuition fees.		
ED-D 515 Advanced Assessment in Special Education is required by students who wish to become special educators. The course teaches students how to conduct standardized, high-stakes assessments that are used in the special education disability designation process. In Ministries of Education across Canada, a standardized special education assessment course is the only named requirement for special education teacher certification, thus emphasizing the critical role this course plays in teacher preparation programs.		
The standardized nature of the assessments in this course means that the tests are frequently updated with new norms and content. Test kits are upwards of \$2k/kit, and in a teacher preparation program we need multiple test kits for each assessment tool. The cost to replace and update kits has historically fallen on students who take an undergraduate version of our course (ED-D 415 Level B Assessment and Instructional Planning) as part of our Professional Specialization Certificate in Special and Inclusive Education. Students taking the undergraduate certificate pay a program fee of \$410.10 (domestic)/ \$572.41 (international), which functionally serves both the undergraduate and graduate students.		
We would like to add a course fee to the graduate course both for equity between undergraduate and graduate students paying program fees and also to reflect the actual expense associated with offering this crucial course. Our undergraduate program is currently on pause because the department does not have the capacity to run both the graduate and undergraduate courses simultaneously. When we are not offering the undergraduate certificate, we are not generating the funds needed to keep the assessments in this course current, as required by professional associations and Ministry requirements for special educators. The student fees ensure we keep our assessment library updated to meet various professional requirements and also eliminates the potential financial liability to the Faculty of Education should we not have the fees to refresh our library. As an illustration, we spend between \$4000-\$25,000 each year to update our assessment kits, purchase disposable test records for student trainings, and other assessment-kit related expenses.		
Comparable Programs and Tuition Fees at UVic or other institutions (all fees in \$CDN)		
Our undergraduate program fees for the same course are \$410.10 (domestic)/ \$572.41 (international).		

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Education in Educational Psychology

Significant changes to program focus, content, structure, new stream within existing program or Requirements

Submitted by:	Name and title	Email
Dean or designate	Catherine McGregor	cmcgreg@uvic.ca
Academic unit, department, or school	Rose Vukovic, Chair, EPLS and Kerstin Burnett, Program Assistant	eplschr@uvic.ca , eplsgrad@uvic.ca
Name, title, and email of contact person	Rose Vukovic, Chair, EPLS	eplschr@uvic.ca
Anticipated change start date		
		September 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Thursday, February 23, 2023
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	Monday, July 17, 2023
Departmental/School approval	Thursday, April 26, 2023
Faculty Curriculum Committee approval	September 25, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Friday October 13, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Tuesday, October 3, 2023
Faculty of Graduate Studies Council approval (follows GEC approval)	Friday, October 13, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	August 28, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	August 28, 2023 response pending	Y
Office of the Registrar – OREGSCPConsultation@uvic.ca	August 28, 2023 response pending	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	August 28, 2023 response pending	
Internal Consultation (emails/letters of support as per section I)	Monday, August 28, 2023	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	Yes	Y
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UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. Our decisions for the proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programming in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to MEd programs in other post-secondary institutions. For example, similar academic programs in BC. (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposal (see Appendix A) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements from 19.5 to 15 units. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, it will align the Educational Psychology MEd with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

Our proposed changes also support the following strategies from **University of Victoria's Strategic Plan 2018-2023** (<https://www.uvic.ca/strategicframework/assets/docs/strategic-framework-2018.pdf>):

Strategy 1.1 - Attract, support and develop a diverse community of talented students, faculty and staff through enhanced resources and programs.

Strategy 1.3 - Advance service excellence and collaboration by updating systems, spaces, processes and policies so they fully underpin research and teaching, maximize efficiency, and ensure our accountability and responsibility to our people, partners and society as a whole.

Strategy 2.4 - Provide resources and develop targeted initiatives to recruit and support a diverse and talented community of researchers, including graduate students and post-doctoral fellows.

Strategy 3.4 - Design and continually update quality curricular and co-curricular programs that positively impact the student experience, foster wellness and resilience, and support the achievement of educational goals and timely graduation.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

No. Instead, the changes will *reduce* the demands on our faculty's resources and budget. Streamlining the credentials will decrease the required number of graduate courses taught each year, as well as reduce the workload for independently supervised study (e.g., Directed Studies). The changes will also reduce the need for sessional instructors and classroom space requirements.

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

There are no changes to the general admission requirements. However, we are removing the additional requirements for the Special Education concentration (i.e., "At least one of the courses must be in special education, developmental psychopathology or related course. Applicants with 2-years of related field experience providing services to people with special needs in school or community contexts can use their experience in lieu of the Special Education course prerequisite").

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

These changes will benefit students by enabling them to complete the MEd in a shorter timeframe and allowing them more flexibility in their choice of coursework. The students who are currently completing their MEd will be given the option to continue without changes or to switch to the proposed MEd requirements.

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

The Educational Psychology unit worked collaboratively to reduce the number of required courses, while still maintaining the quality and integrity of the MEd credential. Courses with similar content were removed from the required list (See Appendix A).

In addition, all of our courses are updated with current research each year, so beyond making sure that the materials are up to date, there are no curriculum changes.

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

It does not affect the current program learning outcomes.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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

Many of our students choose to participate in co-op programs. The flexibility of the proposed MEd makes it easier for students to complete co-ops.

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

The proposed changes align with programs at other BC post-secondary institutions. For example, UBC's Educational Psychology MA and MEd require 30 units, which are equivalent to UVic's 15 units. By reducing the number of required courses to match the requirements of other programs, we will be making our master's credential more competitive.

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

With less time-commitment to complete, we believe our MEd credential will become more competitive with other post-secondary institutions and will result in an increase in enrolment. Further, since students are not required to select a concentration, they have more flexibility in choosing a credential that best suits them.

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

Consultation Requests were sent to the following individuals on August 28, 2023. Responses have been received from Dr. Michelle Wiebe, Dr. Darlene Clover, and Monique Grenier (Librarian) (See Appendix B).

- Jonathan Bengtson, Librarian, University of Victoria
- Andrea Giles, Executive Director, Co-operative Education and Career Services
- Office of the Registrar
- Kundoqk Jacquie Green, Executive Director, Indigenous Academic and Community Engagement
- Michelle Wiebe, Acting Chair, Curriculum & Instruction
- Wanda Hurren, Graduate Advisor, Curriculum & Instruction
- Darlene Clover, Graduate Advisor, Leadership Studies (EPLS)

Appendix A: Current MEd in Educational Psychology and Proposed Changes

Current MEd in Educational Psychology

In the current Master of Education in Educational Psychology, students choose a concentration in Learning, Development, & Instructional Sciences or Special Education (19.5 units).

Learning, Development, & Instructional Sciences (LDIS)	Special Education (SPED)
<p>Complete all of:</p> <p>ED-D505 - Advanced Concepts in Human Development (1.5)* ED-D508 - Theories of Learning in Educational Psychology (1.5)* ED-D509 - Psychology of Learning and Instruction (1.5) ED-D560 - Statistical Methods in Education (1.5) ED-D561A - Methods in Educational Research (1.5) ED-D570 - Self-Regulated Learning (1.5) ED-D572 - Motivation and Emotion Regulation (1.5)</p> <p>Complete 1 of:</p> <p>ED-D506A - Cognitive Development (1.5) ED-D506B - Social and Emotional Development (1.5) ED-D506C - Adolescent Development (1.5)</p>	<p>Complete all of:</p> <p>ED-D515 - Advanced Assessment in Special Education (1.5) ED-D516 - Advanced Intervention in Special Education (1.5) ED-D560 - Statistical Methods in Education (1.5) ED-D561A - Methods in Educational Research (1.5) ED-D568 - Inclusive Education in the 21st Century (1.5) ED-D569 - Developmental Psychopathology and Disorders (1.5) ED-D571 - Assistive Technology Theory to Practice (1.5)</p> <p>Complete 1 of:</p> <p>ED-D508 - Theories of Learning in Educational Psychology (1.5)* ED-D509 - Psychology of Learning and Instruction (1.5)</p> <p>Complete 1 of:</p> <p>ED-D505 - Advanced Concepts in Human Development (1.5)* ED-D506A - Cognitive Development (1.5) ED-D506B - Social and Emotional Development (1.5) ED-D506C - Adolescent Development (1.5)</p>
<p>Complete 3.0 units of: elective courses chosen in consultation with the student's supervisor</p>	<p>Complete 1.5 units of: elective coursework chosen in consultation with the student's supervisor</p>
<p>Complete:</p> <p>ED-D597 - Comprehensive Examination - Educational Psychology and Leadership Studies (1.5)* ED-D598 - Project - Educational Psychology and Leadership Studies (3.0)</p>	<p>Complete:</p> <p>ED-D597 - Comprehensive Examination - Educational Psychology and Leadership Studies (1.5)* ED-D598 - Project - Educational Psychology and Leadership Studies (3.0)</p>

*Being discontinued

Proposed Changes to MEd in Educational Psychology

In the proposed changes, students can complete a core Master of Educational Psychology or students can choose Learning, Development, & Instructional Sciences or Special Education as a concentration (15 units).

Minimum course requirements

<p>1. Complete 3 of the Educational Psychology Core Courses (4.5 units)</p> <ul style="list-style-type: none"> ED-D 509 Psychology of Learning & Instruction ED-D 560 Statistical Methods in Education ED-D 561A Methods in Educational Research ED-D 568 Inclusive Education in the 21st Century <u>Or</u> a course selected with the permission of the student's supervisor (e.g., Qualitative Analysis, Advanced Statistics) 		
<p>2. Complete 3 of the Educational Psychology Area Courses (4.5 units)</p>		
<p>Students taking the MEd in Educational Psychology choose 4.5 units from:</p> <ul style="list-style-type: none"> ED-D 506 A Cognitive Development ED-D 506 B Social and Emotional Development ED-D 506 C Adolescent Development ED-D 515 Advanced Assessment in Special Ed** ED-D 516 Advanced Intervention** ED-D 569 Developmental Psychopathology and Disorders ED-D 570 Self-Regulated Learning ED-D 572 Motivation and Emotion Regulation 	<p>Students taking the MEd in Educational Psychology with a concentration in Learning, Development and Instructional Sciences choose 4.5 units from:</p> <ul style="list-style-type: none"> ED-D 506 A Cognitive Development ED-D 506 B Social and Emotional Development ED-D 506 C Adolescent Development ED-D 570 Self-Regulated Learning ED-D 572 Motivation and Emotion Regulation 	<p>Students taking the MEd in Educational Psychology with a concentration in Special Education choose 4.5 units from:</p> <ul style="list-style-type: none"> ED-D 515 Advanced Assessment in Special Education** ED-D 516 Advanced Intervention** ED-D 569 Developmental Psychopathology and Disorders ED-D 591C Selected Topics in SPED***

<ul style="list-style-type: none"> • ED-D 591A Selected Topics LDIS*** • ED-D 591C Selected Topics in SPED SPED*** 	<ul style="list-style-type: none"> • ED-D 591A Selected Topics LDIS*** 	
<p>3. Complete 2 Elective Courses (3.0 units)</p>		
<ul style="list-style-type: none"> • from within or outside the department with the permission of the student's supervisor. Possible electives offered by the department include but are not limited to, other educational psychology courses, other graduate courses offered in the leadership and counselling programs, upper-level undergraduate courses, etc. 		
<p>4. Complete</p>		
<ul style="list-style-type: none"> • ED-D598 Project - Educational Psychology and Leadership Studies (3.0 units) 		

** Required prerequisites: Must have **at least one** course in special education, developmental psychopathology or 2-years of related field experience providing services to people with special needs or professor approval.

***May be taken more than one time (if different offering)

Appendix B: Consultation for Proposed Changes to MEd Credentials in Educational Psychology

Michelle Wiebe – Acting Chair, Curriculum & Instruction

From: W Michelle <mxw@uvic.ca>
Date: Monday, August 28, 2023 at 4:05 PM
To: Lucinda Brown <llbrown@uvic.ca>
Subject: Proposed changes to EPLS Master's credentials

Hello Dr. Brown:

I have read your comprehensive rationale for the proposed changes to the EPLS programs and I have studied the attached comparative analysis of the current programs and the proposed new programs.

The provided rationale outlines salient and verifiable facts and demonstrates the need for updates to the master's programs that EPLS offers.

In my current role as Acting Chair of Curriculum and Instruction, I am pleased to offer support for these proposed changes.

Regards,
Michelle

Dr. Michelle Wiebe, RGD (she/her)
Assistant Professor, Art Education/ Acting Chair, Curriculum and Instruction
Department of Curriculum & Instruction
University of Victoria
250-721-7894. mxw@uvic.ca

We acknowledge with respect the lək'wəḡən peoples on whose traditional territory the University of Victoria stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land remain profound today.

From: Lucinda Brown <llbrown@uvic.ca>
Date: Monday, August 28, 2023 at 3:34 PM
To: W Michelle <mxw@uvic.ca>
Subject: Proposed changes to EPLS Master's credentials

Dear Dr. Wiebe,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership

(EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programming in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

Darlene Clover, Graduate Advisor Leadership Studies, and Counselling (EPLS)

From: Darlene Clover clover@uvic.ca

Date: Monday, August 28, 2023 at 4:57 PM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: Proposed changes to EPLS Master's Credentials

This looks excellent to me, Lucinda and well done!

Darlene

University of Victoria
Faculty of Education,
Leadership Studies (Adult Education)
Victoria, BC V8W 2Y2
Tel: 250-721-7816

Feminist Adult Educators' Guide:

<https://onlineacademiccommunity.uvic.ca/comarts/feminist-adult-educators-guide/>

From: Lucinda Brown <llbrown@uvic.ca>

Date: Monday, August 28, 2023 at 3:40 PM

To: Darlene Clover <clover@uvic.ca>

Subject: Proposed changes to EPLS Master's Credentials

Dear Dr. Clover,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example,

similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

Monique Grenier Science and Research Data Literacy Librarian, UVic

From: Monique Grenier <mgrenier@uvic.ca>

Date: Wednesday, August 30, 2023 at 11:35 AM

To: Lucinda Brown <llbrown@uvic.ca>,

Subject: FW: Proposed Changes to EPLS Master's Credentials

Today, 11:35 AM

Hello Lucinda,

Thank you for your message, and I appreciate the opportunity to be informed of this proposal. Typically, librarians are mostly involved in conversations around curriculum changes from an access standpoint – i.e. does the Libraries' collection support the change, will more resources need to be acquired for students or staff, etc. There is nothing in your message that jumps out to me as problematic for access, but if you wish to give me any more context that may inform library-related decisions, please let me know.

Thank you and well wishes,
Monique

Monique Grenier (she/her)

Science and Research Data Literacy Librarian

Psychology, Biology & Forest Biology, Chemistry, Mathematics & Statistics Librarian

[University of Victoria Libraries](#)

mgrenier@uvic.ca | [Book an appointment with me](#)

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

From: Jonathan Bengtson <bengtson@uvic.ca>

Date: Wednesday, August 30, 2023 at 11:20 AM

To: Lucinda Brown <llbrown@uvic.ca>, Monique Grenier <mgrenier@uvic.ca>

Subject: FW: Proposed Changes to EPLS Master's Credetial

Hi Lucinda,

I am forwarding your message to Monique Grenier who looks after such requests for Psychology for the Libraries.

Best

Jonathan

From: Lucinda Brown <llbrown@uvic.ca>
Date: Monday, August 28, 2023 at 4:26 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Subject: Proposed Changes to EPLS Master's Credential

Dear Dr. Bengtson,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programming in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

Dr. Wanda Hurren Graduate Advisor, Curriculum and Instruction (Education)

EDCI Grad advisor

From: Wanda Hurren <whurren@uvic.ca>

Date: Tuesday, Sept 5, 2023 11:15 AM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: FW: Educational Psychology Master's Proposal

Hello Cindy,

I support the changes you describe below.

Take care,

Wanda

Wanda Hurren, PhD

Professor, Graduate Advisor

Department of Curriculum and Instruction

Faculty of Education

MAC A558 <https://youtu.be/fA71vFXr7Dw>

I acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day

From: Lucinda Brown <llbrown@uvic.ca>

Date: Monday, August 28, 2023 at 3:09 PM

To: Wanda Hurren <whurren@uvic.ca>

Subject: Educational Psychology Master's Proposal

Dear Dr. Hurren,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate

studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely,
Lucinda (Cindy) Brown

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

From: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
<coop@uvic.ca>

Sent: Sept 5, 2023 9:41 AM

To: Lucinda Brown <llbrown@uvic.ca>

Subject: FW: Proposed Changes to EPLS Master's Credentials

Hello Cindy,

Thank you for forwarding me your changes to your MA and MEd in Educational Psychology for consultation. I think your proposed changes meet your primary goals of reducing the course requirements to be parallel for both streams; streamlining the requirements to provide program flexibility; and to reorganizing to ensure that your concentrations don't impede completion. I believe that these changes will have no adverse effect on graduate Education students seeking to complete co-op work terms.

I think what you are planning with these changes will be effective and will be welcomed by students studying in this space.

Please consider this email as my letter of confirmation of consultation and of support for both these program changes.

Regards,

Andrea

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

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

From: Lucinda Brown

Sent: August 28, 2023 4:29:50 PM (UTC-08:00) Pacific Time (US & Canada)

To: Andrea Giles, Executive Director - Co-operative Education Program and Career Services

Subject: Proposed Changes to EPLS Master's Credentials

Dear Dr. Giles,

I hope you are having a good day. I am writing to consult with you about the changes we are proposing for our master's credentials in Educational Psychology. Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials and recognized that we needed to reduce, streamline, and reorganize our course requirements. The decisions for our proposal were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our MEd students are required to complete 19.5 units of coursework and our MA students are required to complete 21 units of coursework. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

The primary goal of our proposals (see Attached documents) is to ensure that we are meeting the needs of our graduate students by:

- **Reducing** course requirements to 15 units for the MEd and MA. Prospective students will be drawn to the program because they can complete the credential in a timely fashion. In addition, the changes will align with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs at UBC and SFU regarding number of credits required.
- **Streamlining** the master's requirements, while also providing program flexibility. Reducing course load at the graduate level will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements.
- **Reorganizing** courses so that students can complete master's credentials in Educational Psychology without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education.

I value your feedback and would greatly appreciate your support for the proposed changes to our MA and MEd credentials in Educational Psychology. Thank you in advance for your time and consideration. I look forward to hearing from you.

Sincerely, Lucinda (Cindy) Brown

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

Part I: Background Information

Department/School/Faculty:

Department of Educational Psychology and Leadership Studies, Faculty of Education

Name of Program:

Educational Psychology

Credential Level:

Diploma/Certificate Undergraduate Master's Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

*The primary goal of our proposals is to ensure that we are meeting the needs of our graduate students by **reducing** the course requirements of our MA and MEd to 15 units, which will enable them to complete their credentials in a timelier manner. We are also **streamlining** the master's requirements and providing course flexibility. And finally, we are **reorganizing** courses so that students can complete a master's credential without focusing exclusively on concentrations in Learning, Development, and Instructional Sciences or Special Education. (Please see attached documents for full description of proposed changes).*

Rationale for the proposal (approximately 200 words)

Over the past year, the Educational Psychology unit in the Department of Educational Psychology and Leadership (EPLS) engaged in an extensive review of our master's credentials. Our decisions for the proposals were based on feedback from current and prospective graduate students, available instructional resources, and competitive programing in BC. In addition, our proposed changes were in response to feedback from the EPLS Academic Program Review (2019), which emphasized that we streamline the requirements to align with faculty capacity and ensure ongoing sustainability. Currently, our master's students are required to complete 21 units of coursework and our MEd students are required to complete 19.5 units. This is not competitive with graduate programs within the faculty of education, the faculty of graduate studies or compared to master's programs in other post-secondary institutions. For example, similar academic programs in BC (i.e., UBC, SFU) require students to complete only 30 credits, which is equivalent to 15 units at UVic.

Reduced graduate course load will allow more capacity for undergrad teaching. Further, it will reduce the need for sessional instructors and reduce classroom space requirements. In addition, it will align our master's credentials with the Leadership Program within EPLS, with Curriculum and Instruction within the Faculty of Education, and with Educational Psychology programs within BC.

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

Currently, we do not have any Indigenous students in our Educational Psychology master's programs.

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

This is a revised credential, rather than a new program.

Part III: Proposal Information

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

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

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

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

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

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

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

Yes No

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

N/A

Part IV: Consultation and Approvals

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



September 26, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

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

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

From: [Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs](#)
To: [Rose Vukovic - EPLS Chair](#); [Yvonne Rondeau - FGS Administrative Manager](#)
Subject: RE: ed psych program changes
Date: October 4, 2023 6:34:59 PM

Hello Rose,

I can confirm that we first met in February to discuss the EPLS proposed changes to the ED PSYCH program and agreed it should proceed as significant changes to an existing program requiring SCP approval.

Thanks,

Elizabeth



Dr. Elizabeth Adjin-Tettey
Associate Vice-President Academic Programs
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message.

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Sent: Wednesday, October 4, 2023 1:01 PM
To: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Subject: RE: ed psych program changes

Hi Elizabeth,

I don't have an email record from when we met in February to discuss the Ed Psych program changes. I included you on this email so I could add it as proof of consultation, but I think you need to respond verifying the change for it to count as consultation. Would you mind responding to this email indicating your approval?

Kindly,

Rose



Rose Vukovic, Ph.D. (she/her)
Department Chair and Professor
Educational Psychology & Leadership Studies
[University of Victoria](https://www.uvic.ca)
T: 250-721-7760
Email: eplsru@uvic.ca

#EveryChildMatters

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.

From: Yvonne Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>
Sent: Friday, August 11, 2023 9:42 AM
To: Rose Vukovic - EPLS Chair <eplsru@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Cc: Lucinda Brown <llbrown@uvic.ca>
Subject: RE: ed psych program changes

Hi Rose,

From our last meeting I recall you were considering that option, and since there is an existing Ed PSYC degree program, updating it to a core program offering specialization options within the program, we can consider it a major program change (not new program). As we noted at our last meeting with Rachel the parchment will still say Master of Arts/Education in Educational Psychology while the transcript will include the specialization, like so - M.ED. (or M.A.) Educational Psychology, Special Education/Learning, development, instructional sciences.

I don't think we need to meet again unless Cindy would like to connect with me to talk about getting the template(s) completed. Sounds like you are ready to proceed.

Cheers, Yvonne

From: Rose Vukovic - EPLS Chair <eplsru@uvic.ca>
Sent: Wednesday, August 9, 2023 4:26 PM
To: Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>; Yvonne

Rondeau - FGS Administrative Manager <fgscirc@uvic.ca>

Cc: Lucinda Brown <llbrown@uvic.ca>

Subject: ed psych program changes

Hi Elizabeth and Yvonne,

Following up on our program changes as there seems to be some confusion. What we want to do is go from 2 separate 20+ unit programs programs/streams to *one* 15-unit ed psych program that has specialization options in special education or LDIS (learning, development, instructional sciences) if students prefer, or they don't have to pick a specialization and would get a masters degree in educational psychology as is currently reflected on the parchment. We would like to keep both specializations as options. Can you confirm this is your understanding of our proposed program changes?

We are undertaking these changes in response to the academic program review, to student feedback, and to department capacity and budget constraints.

I'd be happy to meet again if necessary.

Kindly,
Rose



Rose Vukovic, Ph.D. (she/her)
Department Chair and Professor
Educational Psychology & Leadership Studies
[University of Victoria](https://www.uvic.ca)
T: 250-721-7760
Email: eplsru@uvic.ca

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I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.



MEMORANDUM

TO: Tuition Committee
FROM: Rose Vukovic, EPLS Chair
DATE: August 29, 2023
RE: **Course fee for ED-D 515 Advanced Assessment in Special Education**

We are seeking to add a course fee of \$410.10 (domestic)/\$572.41 (international) to our course ED-D 515 Advanced Assessment in Special Education, which is part of our existing Educational Psychology Masters program. We are currently in the process of submitting calendar changes for the Educational Psychology graduate programs so this is a good time to add the course fee.

We are requesting a one-time fee to a specific course instead of a recurring program fee because not all Educational Psychology graduate students take ED-D 515 nor are all students eligible to take ED-D 515. The cost to replace assessment kit materials should be borne by those students who use the resources of the course.

As described in the attached document, standardized assessment is the only named requirement for special education teacher certification in Ministries of Education across Canada, thus emphasizing the critical role this course plays in special education teacher preparation programs. The standardized nature of the assessments in this course means that the kits are frequently updated with new norms and content. Test kits are upwards of \$2k/kit, and in a teacher preparation program we need multiple kits for each assessment tool. For example, in the past 5 years we have spent between \$4000-\$25,000 per year to update our assessment kits, purchase disposable test records for student trainings, and other assessment-kit related expenses.

The cost to replace and update kits has historically fallen on students who take an undergraduate version of our course (ED-D 415 Level B Assessment and Instructional Planning) as part of our Professional Specialization Certificate in Special and Inclusive Education. We seek to rectify this disparity by adding a course fee to the graduate course.





Non-Standard Tuition and Special Fees for New Programs Template

Program Name ED-D 515 Advanced Assessment in Special Education	Senate and Board Approval Dates Senate Approval: Board of Governors Approval:	
Indicate if the program requires and/or has been submitted for external Provincial Ministry approval. Not applicable		
Proposed Tuition (Domestic and International)		
	Domestic	International
Tuition (3 semesters)	\$410.10	\$572.41
Please provide a short summary below of the rationale for the non-standard tuition fees.		
ED-D 515 Advanced Assessment in Special Education is required by students who wish to become special educators. The course teaches students how to conduct standardized, high-stakes assessments that are used in the special education disability designation process. In Ministries of Education across Canada, a standardized special education assessment course is the only named requirement for special education teacher certification, thus emphasizing the critical role this course plays in teacher preparation programs.		
The standardized nature of the assessments in this course means that the tests are frequently updated with new norms and content. Test kits are upwards of \$2k/kit, and in a teacher preparation program we need multiple test kits for each assessment tool. The cost to replace and update kits has historically fallen on students who take an undergraduate version of our course (ED-D 415 Level B Assessment and Instructional Planning) as part of our Professional Specialization Certificate in Special and Inclusive Education. Students taking the undergraduate certificate pay a program fee of \$410.10 (domestic)/ \$572.41 (international), which functionally serves both the undergraduate and graduate students.		
We would like to add a course fee to the graduate course both for equity between undergraduate and graduate students paying program fees and also to reflect the actual expense associated with offering this crucial course. Our undergraduate program is currently on pause because the department does not have the capacity to run both the graduate and undergraduate courses simultaneously. When we are not offering the undergraduate certificate, we are not generating the funds needed to keep the assessments in this course current, as required by professional associations and Ministry requirements for special educators. The student fees ensure we keep our assessment library updated to meet various professional requirements and also eliminates the potential financial liability to the Faculty of Education should we not have the fees to refresh our library. As an illustration, we spend between \$4000-\$25,000 each year to update our assessment kits, purchase disposable test records for student trainings, and other assessment-kit related expenses.		
Comparable Programs and Tuition Fees at UVic or other institutions (all fees in \$CDN)		
Our undergraduate program fees for the same course are \$410.10 (domestic)/ \$572.41 (international).		



Date: November 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences**

At its meeting on November 1, 2023, the Senate Committee on Planning considered the proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences.

The proposed option brings together two existing Faculty-level community-engaged learning courses, along with other existing upper-level community-engaged learning courses in participating academic units in Social Sciences, enabling students to incorporate community-engaged learning experiences into their degree program in an organized way that is formally recognized on their university transcript.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences, as described in the document "Option in Community Engagement".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Option in Community Engagement

- Double or dual degree programs involving existing degrees
- Programs involving partnerships or agreements with other institutions
- Changes to a program degree or title
- Significant changes to program focus, content, structure, new stream within existing program or Requirements
- Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca
Academic unit, department, or school	Faculty of Social Sciences (joint proposal for ANTH, ES, GEOG, and SOCI)	soscasdn@uvic.ca anthua@uvic.ca jkrowe@uvic.ca fargey@uvic.ca peymanv@uvic.ca
Name, title, and email of contact person	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca
Anticipated change start date		
		May 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Dec. 8, 2022
Departmental/School approval	ANTH: Apr. 20, 2023 ES: Apr. 11, 2023 GEOG: Mar. 3, 2023 SOCI: Mar. 22, 2023
Faculty Curriculum Committee approval	Sept. 19, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023

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)	Supporting Documentati on Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sept. 7, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Aug. 27, 2023	Y
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 8, 2023	Y
Indigenous Academic and Community Engagement –	Sept. 26, 2023	Y

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Kundoqk Jackie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.		
Internal Consultation (emails/letters of support as per section I)	ANTH: Aug. 22, 2023 ES: Apr. 23, 2023 GEOG: Aug. 22, 2023 SOCl: Aug. 24, 2023 * For other evidence of consultation and letters of support, see Appendix.	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	N

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

Experiential and community service learning are a hallmark of the University of Victoria's educational mission. The university is centrally committed to community engagement, and students are coming to UVic to benefit from community-engaged learning (CEL) opportunities. CEL courses involve community in reciprocal ways in the learning experience. Engagement can exist on a spectrum that includes informing, consulting, involving, collaborating, and co-creating. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. However, most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences, which limits the range and depth of learning and community engagement that is possible. Students who participate in CEL courses develop unique and specialized skill sets yet currently have no way to be formally recognized for this work. This proposal outlines a plan to add an Option in Community Engagement (CE) within existing BA, BSc, and Honours programs in the Faculty of Social Sciences for academic units that opt-in to this Option (currently including Anthropology, Environmental Studies, Geography, and Sociology).

The primary benefits of creating a Community Engagement Option are:

1. To formally recognize students who integrate CEL experiences throughout their degree;
2. To create a scaffolded framework that provides a common foundation of knowledge in community engagement at the introductory level, which will prepare students for more effective participation in upper-level CEL course experiences, thereby ensuring that students have the requisite skills and preparation to work with community organizations and thus enhance UVic's reputation as a reliable and beneficial partner;
3. To raise the profile of CEL opportunities across campus and support their flourishing as well as provide a curricular basis for students to participate in recognized community-engaged and work-integrated learning experiences.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

Community-engaged learning is a strategic priority for the Faculty of Social Sciences and the university as a whole. Since 2012, the Faculty of Social Sciences has offered a community-engaged learning course, SOSC 300: Working in the Community, which has provided CEL experiences through student placements with community organizations. Effective May 2023, this course was re-coded as CE 300, and the Faculty of Social Sciences has also added a new course, CE 200: Introduction to Community Engagement, to our suite of Faculty-level courses in order to provide students interested in CEL with a strong foundation in community engagement principles and praxis at the introductory level. With these two CE courses already in the academic calendar, the current proposal aims to bring them together into a package combined with other existing upper-level CEL courses in participating academic units in Social Sciences as part of the proposed CE Option.

Under the current proposal, students in participating academic units (ANTH, ES, GEOG, SOCI) will be able to select an "Option in Community Engagement" as part of their existing BA, BSc, or Honours degree programs (the CE Option will not be available for General, Minor, or non-degree programs). Students will be able to opt in to this Option when declaring their Major, since the CE Option will be incorporated into existing programs rather than functioning as a stand-alone program. The eligibility requirements will be the same as those for the existing BA, BSc, and Honours program to which the CE Option is attached. This will enable students to incorporate CEL experiences into their degree program in an organized way that is formally recognized on their university transcript. In doing so, the CE Option will provide a ladder framework for students to develop skills in community engagement that can complement their major area of study, help students build reciprocal relationships with community partners, and advance the university's vision of being a "community-minded" institution where students can actively participate with community partners to "transform ideas into meaningful impact" (Distinctly UVic, 2023).

We anticipate strong interest in the CE Option among students in participating academic units, since many of these students are already taking CEL-related courses as part of their Major/Honours programs. In terms of anticipated declarations, if 15% of Major/Honours students in participating academic units were to select the CE Option, there would be an estimated 287 students in the CE Option in total. When the CE Option is launched, the Faculty of Social Sciences and participating units will collaborate in developing a communications strategy to market the new programs, which will aim to encourage students to enroll in CE 200 (Introduction to Community Engagement) with the aim of creating a steady stream of students moving forward to take CE 300 and the other CEL electives. For upper-level CEL courses, the enrollment capacity is usually limited due to the nature of CEL-related pedagogies that typically work best with smaller class sizes. However, the enrollment capacity for upper-level courses on the CE Option electives list have varied from 10 to 45 students. While the declarations and enrollments in the CE Option will differ across participating academic units, the proposed Option has considerable potential to respond to student demand by incorporating more community-engaged learning opportunities into degree programs.

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

The proposed Option in Community Engagement primarily draws upon existing faculty/staff appointments, space, and library resources. This new CE Option is also being proposed with the recognition that UVic is centrally committed to Experiential and Community-Engaged Learning as a core value of the institution, and we therefore plan to seek support for this Option through CEL-related funding opportunities available at the University and/or through external sources. The Faculty of Social Sciences is committed to offering the core

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – UNDERGRADUATE

courses (CE 200 and CE 300) on a regular basis to support the CE Option, and the electives list draws upon existing courses that are regularly offered by participating academic units as well. The Undergraduate Advisors within participating academic units will be responsible for academic advising for students enrolled in the CE Option within their units in collaboration with the Tri-Faculty Academic Advising Centre. The Associate Dean Academic will serve as the primary coordinator of CE Options at the Faculty level, including coordinating curriculum changes for the CE Option with academic units and promotional communications. The Community-Engaged Learning Coordinator will also work together with the Associate Dean Academic and course instructors to help develop and maintain relationships with community partners. If budgetary conditions allow, the Faculty of Social Sciences may provide additional TA support for CEL-related courses in the CE Option to support the additional workload associated with CEL pedagogies and may also provide support for relationship-building with community partners. Course instructors will be encouraged to apply for Experiential Learning Fund (ELF) grants to support their courses as well as other external funding sources such as Co-operative Education and Work-Integrated Learning Canada.

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

If the CE Option is approved and added to the academic calendar, students in participating academic units (ANTH, ES, GEOG, and SOCI) will be able to select the CE Option as part of their existing BA, BSc, and Honours programs. If students do not wish to pursue the CE Option, it will not have any major negative impacts on their current degree program. The only potentially negative impact on students is that upper-level courses on the electives list for the CE Option might see increasing enrollments, which could potentially lead to higher waitlists. In such cases, the Dean's Office will work with academic units to address any high waitlists by either increasing course caps or adding new course sections to manage student demand. During the transition process, Undergraduate Advisors, the Associate Dean Academic, and the Faculty's Communications Officer will work together to promote the new CE Option to students.

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

The proposed Option in Community Engagement will add a new "option" that students can incorporate into their major area of study (BA, BSc, Honours) within participating academic units. Students outside of the Faculty of Social Sciences are eligible for the CE Option as long as one of their Major or Honours programs offers a CE Option. The following course requirements for the CE Option are based upon courses already in the academic calendar:

Complete all of:

- CE 200 - Introduction to Community Engagement
- CE 300 - Working in the Community

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Complete 2 of:

- ANTH 303 - Anthropology of Sound
- ANTH 367 - Heritage and Historical Archaeology Field Course
- ANTH 381 - Cultural Anthropology Field School Methods
- ANTH 382 - Cultural Anthropology Field School Regional Topics
- ER 390 - Environmental Restoration Project
- ES 407 - Mindfulness, Sustainability and Social Change
- ES 411 - Environmental Solutions
- ES 471 - Galiano Island Field Study
- GEOG 316 - Field Studies in Human Geography
- GEOG 317 - Field Studies in Sustainable Communities
- GEOG 380 - Community Mapping
- GEOG 406 - Sustainable Cities
- GEOG 411 - Community-based Participatory Research
- GEOG 428 – Advanced Topics in Geographic Information Sciences
- GEOG 453 - Field Studies in Coastal and Marine Management
- SOCI 439A - Community Engaged Sociology I
- SOCI 439B - Community Engaged Sociology II

Program notes

- Students in Geography programs may substitute an additional Geography course from the electives list as a replacement for CE 300 with permission of the department.
- Students in the LE,NONET program may substitute up to two LE,NONET seminar, apprenticeship, and community internship courses for electives in the Community Engagement Option.
- Some special topics, directed study, and honours courses that have a significant community-engaged learning component can also be included in this Option as electives. Please contact your department's Academic Adviser for more information.
- Some elective courses listed may have discipline-specific prerequisites. Please consult course calendar entries carefully when planning your program.
- For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study.
- International students interested in the Community Engagement Option need to contact the International Centre for Students (ICS), as soon as possible, to discuss what authorization and work permit is required to participate in this experiential learning opportunity.

Courses required for completing the Community Engagement Option may normally be completed within the minimum 60-unit graduation requirement and would replace between 1.5-6.0 units of what would otherwise be electives or in some cases may count toward the upper-level requirements for a student's Major or Honours program.

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

The creation of an Option in Community Engagement as part of existing BA, BSc, and Honours programs in participating academic units will add new learning outcomes focused on community-engaged learning as part of the proposed Option. The proposed learning outcomes include:

- Recognize and demonstrate ethical practices and appropriate protocols in community engagement, including in Indigenous communities
- Practice professional behaviour, self-regulation, and leadership abilities in personal management, communication, project and task management, teamwork, mentorship, self-evaluation, and reflection
- Recognize bridges between academic expertise and community endeavours and develop a personal sense of civic engagement
- Deeply listen to and critically reflect on personal biases and positionality in relation to academic literature and community issues
- Develop humility and self-efficacy in response to individual and group challenges and achievements

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

The proposed CE Option will enhance opportunities for community-engaged learning in participating academic units by providing a more structured framework for bundling together existing CEL-related courses into an official designation as part of students' Major/Honours degrees. This will often involve research-enriched learning experiences as students engage in research with community partners. In some cases, course content may also include working with Indigenous community partners and/or various equity-seeking groups, but this will be dependent on building relationships among course instructors, students, and community partners in collaboration with the Community-Engaged Learning Coordinator as well as the availability of community partners in any given year. Course content in the core courses (CE 200 and CE 300) and many of the electives also include Indigenous, decolonial, and EDI-related themes.

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

In British Columbia, there are no equivalent programs to the proposed CE Option. The most comparable programs include Simon Fraser University's [Dialogue and Civic Engagement Certificate](#) (10 courses, practicum) and [Community Capacity Building Certificate](#) (5 courses), both run through Continuing Studies. UBC's Faculty of Forestry offers an online micro-certificate in [Climate Action and Community Engagement](#) (3 courses), which is focused more on the role of community engagement within the specific thematic area of climate action, and UBC–Okanagan has a graduate-level program in [Community Engagement, Social Change, and Equity](#) (MA/PhD).

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At UVic, the Division of Continuing Studies offers a micro-credential in [Visitor and Community Engagement](#) (4 online courses), which is focused particularly on museum studies.

Outside of BC, the most comparable programs include Wilfrid Laurier University's [Community Engagement Option](#), which is an "enhanced minor" consisting of between 6-10 courses; the University of Alberta's [Certificate in Community Engagement and Service Learning](#) (4 courses plus 1 non-credit project, or 5 courses without project); McGill's minor concentration in [Quebec Studies & Community-Engaged Learning](#) (6 courses); Toronto Metropolitan University's [Community Engagement, Leadership, and Development Certificate](#) through Continuing Studies (6 courses), and St. Thomas University's [Certificate in Experiential Learning and Community Engagement](#) (3 courses, plus volunteer requirement).

What distinguishes the proposed CE Option from these other programs is that it is designed as an "option" within existing Majors rather than serving as a stand-alone credential. This will enable students to better integrate community-engaged learning within the coursework in their major area of study.

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

The proposed change will likely increase enrollment in CE 300 (formerly SOSC 300), which has been offered during both Fall and Spring terms since 2012 with prior enrollments averaging around 14.5 students per section (38 max in Spring 2017 and closer to the average from 2020 onward). With the addition of CE 200 as a gateway to the CE Option, we anticipate that enrollments in CE 300 and other CEL-related electives may increase. If enrollments in CE 300 increase significantly, there will be a need to offer additional sections of the course and work with academic units to consider whether additional sections of other upper-level CEL electives are needed.

I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate (provide emails/letters of support in an appendix).

See Appendix for evidence of consultation and letters of support.

APPENDIX

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

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

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

Part I: Background Information

Department/School/Faculty: Faculty of Social Sciences (participating academic units: ANTH, ES, GEOG, SOCI)

Name of Program: Community Engagement Option

Credential Level:

Diploma/Certificate Undergraduate Master’s Doctoral

Type of Proposal:

New Degree New Program Revision of Program Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This proposal outlines a plan to add an Option in Community Engagement (CE) within existing BA, BSc, and Honours programs in the Faculty of Social Sciences for academic units that opt-in to this Option (currently including Anthropology, Environmental Studies, Geography, and Sociology). The CE Option will consist of CE 200 (Introduction to Community Engagement) and CE 300 (Working in the Community) as well as 2 additional courses from a list of electives. The proposed CE Option will enable students to incorporate CEL experiences as part of their primary degree program in an organized way that is formally recognized on their university transcript. In doing so, the CE Option will provide a ladder framework for students to develop skills in community engagement that can complement their major area of study, help students build reciprocal relationships with community partners, and advance the university’s vision of being a “community-minded” institution where students can actively participate with community partners to “transform ideas into meaningful impact” (UVic Strategic Plan, January 2023).

Rationale for the proposal (approximately 200 words)

UVic is centrally committed to community engagement and students are coming to UVic to benefit from community engaged learning opportunities. CEL courses involve community in reciprocal ways in the learning experience. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. Most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences, which limits the range and depth of learning and community engagement that is possible. Additionally, students who participate in CEL courses develop unique and specialized skill sets yet currently have no way to be formally recognized for this work.

The central benefits of creating a Community Engagement Option are:

1. To formally recognize students who integrate CEL experiences throughout their degree;
2. To create a scaffolded framework that provides a common foundation of knowledge in community engagement at the introductory level (CE 200: Introduction to Community Engagement), which will prepare students for more effective participation in upper-level CEL course experiences (CE 300: Working in the Community, and related CEL-focused courses within participating academic units);
3. To raise the profile of CEL opportunities across campus and support their flourishing.

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

Currently, the academic units that will participate in the CE Option have a combined total of 39 Indigenous student majors in their BA, BSc, and Honours programs:

Academic Unit	Number of Indigenous Student Majors
Anthropology	13
Environmental Studies	4
Geography	13
Sociology	9
TOTAL	39

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

N/A

Part III: Proposal Information

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

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

The proposed CE Option aims to attract and retain students in each of the participating academic units (ANTH, ES, GEOG, and SOCI), including Indigenous student majors within these fields of study. Each of the

academic units already enrolls Indigenous students as part of their existing programs, and the CE Option will provide an opportunity for those students to take coursework with a focus on community-engaged learning. Although the CE Option is designed to attract and retain all students within the participating academic units, the emphasis on community-engaged learning may be particularly attractive to Indigenous student majors.

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

Community engagement is a core aspect of the proposed CE Option, and engagement with community partners (both Indigenous and non-Indigenous) will be the centerpiece of the CE Option in participating academic units. This will take different forms in each of the academic units. In some units, course instructors already have pre-established relationships with Indigenous community partners. In other cases, the course instructor may connect with the Community-Engaged Learning Coordinator as an entry point to begin building relationships with community partners (if the latter cases involve Indigenous community partners, the course instructor, CEL Coordinator, and/or the Tri-Faculty Indigenous Resurgence Coordinator may consult with IACE for guidance).

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

The CE Option will be a concentration within existing BA, BSc, and Honours programs in participating academic units. As such, it is based upon existing teaching capacity and course offerings within academic units rather than the recruitment of new faculty members. In some cases, a course in the CE Option may be taught by an Indigenous faculty member, but the attraction and retention of Indigenous faculty is a broader question for academic units to consider for their programs more generally rather than being a focus of the present proposal.

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

An understanding of Indigenous ways of knowing and protocols for working with Indigenous community partners will be included in the two core courses (CE 200 and CE 300) and are already included in a number of the electives for the CE Option. The pedagogical values associated with community-engaged learning foreground building respectful relationships with community partners and a commitment to ethical practices of relational accountability as the basis of community engagement. To put these values into practice, the introductory course for the CE Option (CE 200) will be developed in consultation with Indigenous faculty members who currently offer CEL courses. CE 200 will play an important role in laying the groundwork for this CEL approach and will incorporate course content related to Indigenous ways of knowing and protocols so that students are prepared to potentially engage with Indigenous community partners in upper-level CEL courses.

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

Many of the electives for the CE Option include existing experiential learning and field courses within participating academic units. These courses span across different fields of study and consider diverse

topics ranging from cultural heritage, historical archaeology, coastal and marine management, wildlife conservation, and community-based participatory research. Although the focus and geographic location of each of these courses vary, some have an explicit engagement with Indigenous territories, lands, and/or waters.

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

The proposed CE Option envisions following IACE protocols for engaging with Indigenous community partners but does not anticipate resulting in a significantly higher workload for IACE staff or elders. There may be some cases in which the Associate Dean Academic, Undergraduate Advisors, CEL Coordinator, or a course instructor may seek to consult with IACE for guidance regarding protocols for Indigenous community engagement and course content development. Otherwise, the level of IACE resources drawn upon will not be significantly different from current levels by participating academic units.

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

Community engagement is a core value of UVic's institutional vision, which positions UVic as a "community-minded, globally engaged university" that aims to work collaboratively with community partners to "transform ideas into meaningful impact" ("Our Vision," UVic Strategic Plan, January 2023 Draft). UVic's current Strategic Framework also prioritizes experiential learning "so that every student has the opportunity to engage in, and be recognized for, research, work-integrated, community-engaged or other forms of experiential learning" ("Intensify Dynamic Learning," Strategy 3.1, UVic Strategic Framework). Various other institutional plans at UVic also highlight the importance of community engagement. For instance, the current Indigenous Plan underscores UVic's "commitment to civic and community engagement" and notes that the university's "programs of education and research are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders" ("Postscript," UVic Indigenous Plan). Similarly, UVic's Equity Action Plan includes a commitment to "[b]uild robust community partnerships with organizations to increase relationships with systematically and historically marginalized communities" ("Relationality & Belonging," UVic Equity Action Plan). The proposed CE Option aims to advance UVic's strategic priority of enhancing community-engaged learning opportunities for students and seeks to ensure that students are recognized for this work as part of their degree.

Part IV: Consultation and Approvals

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



Kundoqk, Jacquie Green
Executive Director

September, 26, 2023

Date

Office of Indigenous Academic and
Community Engagement

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

IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



August 21, 2023

Re: Letter of Support for the CE Notation in SOSC

Dear Program Review Committee and other relevant groups,

UVic is committed to providing high quality dynamic learning opportunities; to engaging meaningfully with our external communities—locally, regionally, nationally and internationally; and to promoting civic engagement and global citizenship. The proposed Community Engagement (CE) Notation in Social Sciences (specifically Environmental Studies, Geography, Anthropology and Sociology) supports these important commitments.

In 2017, the Faculty of Social Sciences (SOSC) completed the first Faculty-based strategic plan for Community-Engaged Learning at UVic. I co-chaired the SOSC CEL Working Group that brought this work to fruition alongside the then Associate Dean Academic, Rosaline Canessa. The strategic plan called for streamlined coordination and support for CEL in SOSC. The proposed CE Notation in SOSC is an extension of that plan and contributes to key considerations for quality CEL.

The CEL Office recognizes three key benefits of the proposed CE Notation. The CE Notation:

- 1) Creates a clear path (and therefore clarifies opportunities) for applied learning within a student's area of study;
- 2) Provides foundations (via CE 200 and 300) for meaningful learning with community; and
- 3) Recognizes a student's applied learning journey.

It has been a pleasure working with the SOSC Associate Dean Academic, Reuben Rose-Redwood, and project lead, Ryan Hilperts, as they thoughtfully developed this proposal with consideration of students, instructors, staff, and community partners. I fully support this proposal and look forward to working with the Faculty of Social Sciences to bring it to fruition. Please contact me if you have any questions about the benefits and/or challenges of the proposed program.

Sincerely,

Original signed by Rhianna Nagel

Rhianna Nagel
Manager, Community-Engaged Learning Office
Division of Learning and Teaching Support and Innovation
University of Victoria
celc1@uvic.ca; 250-472-5667



VANCOUVER ISLAND UNIVERSITY

August 31, 2023

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Provided by email to soscasdn@uvic.ca.

RE: Letter of Support for the new Community Engagement Option, Faculty of Social Sciences

As Director of Vancouver Island University's Master of Community Planning Program (an accredited program with the Canadian Institute of Planners), I wholeheartedly support the proposed Community Engagement Option that would be applied to existing BA, BSc, and Honours Programs among participating academic units within the Faculty of Social Sciences at the University of Victoria.

I understand that the overall aim of this option is to enhance community-engaged learning (CEL) opportunities for undergraduate students. I commend the university for considering the expansion of this form of learning and involvement: the role of universities is changing, and expanding outreach to surrounding communities and partners is critical to remaining relevant in a rapidly evolving world. Additionally, formalizing this Option speaks strongly to UVic's commitment to faculty who are currently involved in creating these experiences for students.

Creating mechanisms to formally recognize CEL as part of their UVic experience will benefit students by adding depth and detail to their transcripts. This would certainly be of interest should students apply to VIU's Master of Community Planning Program. We ask for evidence of a student's previous engagement in planning or related activities, and having this background identified on a transcript would serve students well in a highly competitive application process.

Beyond this, the proposed Community Engagement Option will identify the University of Victoria as a leader in CEL and I am certain this option will be an attractor for prospective students. The framework that provides foundational knowledge followed by pathways to upper-level options sets out an adventure for students, one that could potentially be life-changing. It will be interesting to map the benefits to students, the university, and the wider community from this Option in years to come.

I am delighted to report that our graduate program has benefitted from the enrolment of many UVic undergraduate students over the past decade. The new Community Engagement Option will certainly prepare students for future academic involvement at a graduate level, open options for careers as planners, activists, and urbanists, and ultimately contribute to the students' experiences as a contributing citizen.

I offer my full support to this proposal.

Sincerely,

Original signed by Pamela Shaw

Pamela Shaw, PhD RPP FCIP FRCGS
Director, Master of Community Planning Program



August 28, 2023

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Dear Reuben,

Thank you for sharing the very exciting proposal for the future of Community-Engaged Learning (CEL) at the University of Victoria. I am always thrilled to see the university “think beyond the Ring” as I think it is the necessary next step in future success for universities to be well-connected to their communities.

I am a huge proponent of community-engaged learning. I have been involved for years as a mentor and student placement recipient for students from SOSC 300, which I understand will now be CE 300 – Working in the Community. In my role as Community Animator and founding member of the Greater Victoria Alliance for Literacy, my involvement with CEL has been transformational for the Alliance. The CEL students have helped us accomplish projects and tasks that would have taken months of extra time due to our small size. The work that has been done for the Alliance helps all the Alliance members, including Victoria Literacy Connection, Story Studio, Here in Canada and the Greater Victoria Public Library, to name a few.

I am very interested in the proposal you have set forth for the future of CEL. I think it is crucially important for the University of Victoria to continue to connect with the community and become more embedded in community organizations. I like the idea of CEL work being part of an existing framework within certain faculties, rather than a stand-alone certificate or diploma. The richness of learning for the students while they are working on their education in their chosen area will also be of mutual benefit to both the students and the community organizations. I think allowing CEL work as an option in their academic program will accomplish the goals of further community engagement; it will give the students valuable work skills and insight into the realities of working life, something they cannot get from classwork alone. Therefore, as a CEL Champion in the Greater Victoria area, I heartily endorse this proposal and wish you the best of luck with the process.

Sincerely,
Janine Hannis
Board Chair, Victoria Literacy Connection
Founding Member and Community Animator: Greater Victoria Alliance for Literacy

September 8, 2023

To Whom It May Concern

RE: Support letter Community Engagement Option Proposal in Social Sciences at UVic

Dear Sir, Madam,

I am writing in support of a proposal to include and expand Community Engagement education within the academic programs at the University of Victoria.

Planning for the future of our communities requires both analytical and community engagement skills and expertise. Society needs professionals that can integrate analytical thinking with the view points from various communities and groups of people. Engaging with people affected by issues or policy interventions is essential to understanding the issues and to effectively plan for changes. In that light integrating Community Engagement education in the curriculum is a very worthwhile addition.

Sincerely,

Original signed by Andre Boel

André Boel, RPP, MCIP

Director of Community Building and Planning Services
District of Oak Bay

District of Saanich
Administration
770 Vernon Ave.
Victoria BC V8X 2W7

t. 250-475-5471
f. 250-475-5430
saanich.ca



September 14, 2023

Dr. Reuben Rose-Redwood
Associate Dean, Academic, Faculty of Social Sciences
Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

RE: Option in Community Engagement

Dear Dr. Rose-Redwood,

I hope this email finds you well. I wanted to take a moment to express my appreciation for your recent proposal. Your focus on community engagement aligns well with our values at the District of Saanich.

I believe that community engagement is foundational to local government and a thriving society, and, as a planner, I am committed to fostering strong connections with our residents. Your proposal highlights the importance of enabling students with valuable skills to better integrate community-engaged learning within their major area of study, and I'm excited by this proposal.

I value the contributions that students can bring to our community. Their skills and fresh perspectives can make a significant impact on our initiatives, ensuring that we continue to serve our residents effectively.

Thank you once again for your thoughtful proposal. I support the University of Victoria developing an option in community engagement and look forward to exploring opportunities for collaboration and community-based learning.

Sincerely,

Original signed by Lindsay Chase

Lindsay Chase, RPP, MCIP
Director of Planning

LC/kb



August 28, 2023

Re: Letter of support for the Community Engagement Option proposal – Faculty of Social Sciences

Dear Curriculum Committee Colleagues,

On behalf of the International Centre for Students (ICS), I am writing this letter to express my enthusiastic support for the proposal to introduce an Option in Community Engagement within existing BA, BSc, and Honours programs for participating academic units in the Faculty of Social Sciences. I appreciate the connection with this program option to the work of the ICS' Global Community Programs. This Social Sciences initiative will enrich the educational experience of undergraduate students, promote connections between UVic and surrounding communities, and contribute to fostering global mindsets.

Community engagement is a vital aspect of a holistic education. It not only empowers students with practical skills and real-world experiences, but it can also inspire in them a sense of social responsibility. By integrating community-engaged learning opportunities into existing programs, we will be equipping UVic students with the tools and mindset needed to be active and responsible citizens in a complex and globalized world.

The benefits of this proposal extend beyond the classroom. The proposal aligns with UVic's commitment to social responsibility, community development, and the promotion of positive societal change. Additionally, this program option may enhance the reputation of the academic units within the Faculty of Social Sciences, attracting prospective students who value a holistic education that extends beyond traditional curriculum and gives an opportunity to actively engage in community development.

This proposal also aligns well with the objectives of our Global Community programs in the International Centre for Students. These include sharing perspectives, embracing diversity, fostering intercultural connections, and cultivating an inclusive and globally-minded campus. Offering a community engagement option will have a significant impact on our students and provide opportunities to apply their academic knowledge in real-world contexts. These opportunities can foster critical thinking, expose students to diverse perspectives and lived experiences, and promote intercultural competence and empathy.

In conclusion, I strongly support the proposal to introduce a Community Engagement Option within our existing undergraduate programs in the Faculty of Social Sciences. I am confident that this initiative will benefit our students and academic units and make a positive impact on many communities.

Please do not hesitate to reach out if you require any further information or support in the implementation of this proposal.

Sincerely,
Tricia Best, MA
Director, International Centre for Students

From: "Tricia Best - Director, International Centre for Students" <icsdir@uvic.ca>
Date: Thursday, August 31, 2023 at 12:37 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thank you again for the opportunity to consult about the Community Engagement Option Proposal in Social Sciences. Please see attached my letter of support and below our recommendation for the program note in the proposal:

International students interested in the Community Engagement Option need to contact the [International Centre for Students](#) (ICS), as soon as possible, to discuss what authorization and work permit is required to participate in this experiential learning opportunity.

Please let me know if you have questions or need more information. Wishing you and your colleagues all the best in the next steps of this process.

Kind regards,
Tricia



Tricia Best (she/her)
Director, International Centre for Students
Division of Student Affairs
[University of Victoria](#)
Phone: +1-250-721-6020
www.uvic.ca/ics

We acknowledge and respect the Lkwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Friday, August 25, 2023 2:43 PM
To: Tricia Best - Director, International Centre for Students <icsdir@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Tricia,

Great, thanks for taking the time to review the proposal. I look forward to hearing from you again soon after your team has considered the details.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
Pronouns: he/him

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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From: "Tricia Best - Director, International Centre for Students" <icsdir@uvic.ca>
Date: Thursday, August 24, 2023 at 5:49 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Reuben,

Thank you for your message. This is an exciting development for the Faculty of Social Sciences and I greatly appreciate the opportunity to consult. I've reviewed the proposal and will get back to you next week with our feedback. We will also be happy to provide a letter of support for the Community Engagement Option proposal.

Thank you for including us in the consultation process. This option will be an excellent opportunity for UVic students.

Kind regards,
Tricia



Tricia Best (she/her)
Director, International Centre for Students
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
Phone: +1-250-721-6020
www.uvic.ca/ics

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Thursday, August 24, 2023 12:24 PM
To: Tricia Best - Director, International Centre for Students <icsdir@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Tricia,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft. Based on our prior discussions, I have added a program note into the proposal to indicate the following:

- International students interested in the Option in Community Engagement should contact the International Centre for Students to confirm whether they have the requisite permit to engage in off-campus community engagement.

If you think any revisions are needed for this program note or elsewhere in the proposal, there is still time to make revisions to the document.

Lastly, I was wondering if one of the lead staff from the UVic Global Community might be willing to write a short letter of support for this Community Engagement Option proposal by sometime during the first week of September if possible.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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ThursSep7, 2023

Reuben Rose-Redwood, PhD
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Jonathan Bengtson
University Librarian
University of Victoria

Jonathan & Reuben,
Having heard about and reviewed the *Option in Community Engagement* proposal, UVicLibraries fully supports the proposal and agrees students should have more direct CE/CEL as outlined in the proposal. In addition, the proposal states:
"For the most part, the proposed CE Option draws upon existing course offerings and resources. It does not require any additional faculty/staff appointments, space, or library resources."
Agree; UVicLibs currently collects materials in the various Social Sciences disciplines and specifically in regards to CE/CEL.

For now, daniel

daniel Brendle-Moczuk, MLIS
Geospatial Librarian
Liaison to Social Sciences Curriculum Committee
University of Victoria



From: Daniel Brendle-Moczuk <danielbm@uvic.ca>

Date: Thursday, September 7, 2023 at 4:47 PM

To: Reuben Rose-Redwood <redwood@uvic.ca>, Jonathan Bengtson <bengtson@uvic.ca>, "Reuben Rose-Redwood - Associate Dean Academic, SOSOC" <sosocasdn@uvic.ca>

Cc: Matt Huculak <huculak@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Tina Bebbington <bebbingt@uvic.ca>

Subject: consultation for Community Engagement Option proposal in Social Sciences

Hello Reuben & JB. See attached Re: consultation for Community Engagement Option proposal in Social Sciences

UVic Libraries fully supports the proposal and agrees students should have more direct CE/CEL as outlined in the proposal.

As the proposal states:

"For the most part, the proposed CE Option draws upon existing course offerings and resources.

It does not require any additional faculty/staff appointments, space, or library resources."

Agree; UVicLibs currently collects materials in the various Social Sciences disciplines and specifically in regards to CE/CEL.

For now, daniel

Geospatial Librarian

Liaison to Social Sciences Curriculum Committee(s)

University of Victoria

From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 22, 2023 at 2:52 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thank you very much for the update and for incorporating our recommended changes into the proposal. My team and I are in complete agreement and fully support this new Option going forward.

Cheers,
Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Thursday, September 21, 2023 1:55 PM
To: Kelly Colby, Academic Adviser <adviser3@uvic.ca>; Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>
Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi all,

Kelly, thank you for clarifying that the CE Option can be incorporated into either the primary or secondary major of a double-major and for discussing the transfer credit question over the phone. Below are my responses to the initial set of feedback that Amanda provided (see yellow highlights below):

- Kelly Colby in Tri-Fac advising had previously reached out and we've done some testing in our preprod environment. Kelly confirmed:
 - Only available to students in the Faculty of Social Sciences [RR: The CE Option is only available to students in participating academic units that have a CE Option as part of their BA, BSc, or Honours program. In the case of a double major, a student whose primary Faculty is outside of Social Sciences could still receive a CE Option if their secondary major was in a participating academic unit in Social Sciences.]
 - Students pursuing a double major in ANTH, ES, GEOG, SOCI or another faculty are not eligible (does this need to be explicitly stated in the proposal?) [RR: Students pursuing a double major are eligible for the CE Option so long as either their primary or secondary major is a participating academic unit with a CE Option, as noted in the above comment. We have added a program note indicating the following: "For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study."]
 - Not available to students pursuing a General program (does this need to be explicitly stated in the proposal?) [RR: In the SCP proposal, we have added a statement indicating: "the CE Option will not be available for General, Minor, or non-degree programs."]

- Can receive the option only once e.g., a student cannot have a concurrent degree, second degree or double major where the option is listed more than once (does this need to be explicitly stated in the proposal?) [RR: As noted above, we have added a program note indicating: “For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study.”]
- If a student is already pursuing a concentration, the option would be placed second (options are coded as concentration in Banner and attached to a major code). [RR: This is fine. Thank you for the clarification.]
- The rationale states that students will be formally recognized. Does it need to be stated that the option will appear in the student’s program on their transcript? [RR: The SCP proposal now states: “This will enable students to incorporate CEL experiences into their degree program in an organized way that is formally recognized on their university transcript.”]
- Are any of the courses in the option able to be satisfied by transfer credit from another institution? If yes, how many units? Does this detail need to be included in the proposal? [RR: Based upon a follow-up phone conversation I had with Kelly Colby, my understanding is that the transfer credit question should be handled following the same procedures as the major/honours programs of participating units as a whole rather than as part of this CE Option proposal, so I have not included language related to transfer credits in the proposal. This can be added if needed.]
- Presently, CE 300 requires permission to register by an application and third-year standing. CE 200 is not required but recommended. The option requires both CE 200 and CE 300. Can the two courses be taken concurrently? Or will CE 200 become a prerequisite for CE 300 and replace the need for an application? If so, additional calendar changes will be required. [RR: Currently, CE 200 is recommended for taking CE 300. We plan to make CE 200 a prerequisite for CE 300 in a future cycle, but since CE 200 will be offered for the first time in Fall 2024, we are concerned that making it a prerequisite this first year could negatively impact registration for CE 300 in Spring 2025 (the current course instructor advised against doing so and recommended waiting a year to make this change). However, the plan is to submit a curriculum proposal for Cycle 1 in Fall 2024 to make CE 200 a prerequisite for CE 300, which would allow a full year to build up a group of students who have taken CE 200 and would therefore meet the prerequisite requirement to take CE 300 in Spring 2025. In the meantime, for 2024-25, we plan to offer CE 200 in the Fall and CE 300 in the Spring, so they would not be taken concurrently even without the prerequisite in this first year of the program while we wait to make it a prerequisite.]
- On page 4, both option and concentration are used “What distinguishes the proposed CE Option from these other programs is that it is designed as an “option” or concentration within existing majors rather than serving as a stand-alone credential.” This brought up a really interesting discussion in my team. Currently, there isn’t a definition for what distinguishes a concentration from an option and there is a lot of variability in the academic calendar. There had been some work done previously to come up with a standard definition for the two terms and the distinguishing factor was that an option was used when the courses were taken outside of the major (e.g. Computer Science major with a Business option). This proposal has CE courses as well as courses from the same major. I’m not suggesting that any changes are needed, but I wanted to let you know that this proposal raised an interesting point and a plan for future work. [RR: For clarity, I have deleted the use of the phrase “concentration” from the proposal, so it only uses the phrase “option” in the revised draft.]

As well, there are a couple of system changes that will be needed:

1. There is a known issue where students with multiple options/concentrations do not appear on the custom UG graduation report (SZRUGCV). Developer resources are required in order to fix this (we already have a Jira created with a deadline of May 2024 to have this report fixed). [RR: Thank you for alerting us to this issue. Based on the timeline, it sounds like this technical problem will likely be fixed before the CE Option is available to students, or soon thereafter.]
2. In the current version of the DeclareMe portal, students can only select one concentration/option and the application does not have the functionality to restrict a student from selecting the Community Engagement option if they are pursuing a general or double degree in another faculty. Developer resources will be required if we want to adjust the functionality that currently exists (to reduce the manual work or back and forth with the student and Tri-Fac Advising staff). [RR: It is my understanding that the CE Option can only be selected if a student is completing a BA, BSc, or Honours in one of the participating academic units (ANTH, ES, GEOG, SOCI), so a student completing a general degree that combines two minors into a General would not have the ability to select the CE Option, because they can only select it if they have a major/honours. If they are completing a double major in another Faculty, they are able to complete the CE Option so long as one component of their double major is in a major/honours program that has a CE Option.]

Thank you very much for providing the above feedback on the CE Option proposals. If you have any further questions or concerns that you would like us to address in our proposal, please feel free to let us know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>
Date: Monday, September 18, 2023 at 12:54 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thank you for your email. I apologize for the delay in responding during this busy time of year.

Because the CE Option is associated with a major or honours program, it can be declared on either the primary or secondary major in a double major program. For example, a student could do a double major English and Sociology with CE Option through the Faculty of Humanities or a double major Sociology with CE Option and English through the Faculty of Social Sciences.

This would be consistent with all how the other options function in the Tri-Faculties.

Best regards,
Kelly

Kelly Colby
Academic Advising Consultant
Advising Centre (Humanities, Science and Social Sciences)
Student Services | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-7567 ext 6 | F: 250-472-5145 | E: adviser3@uvic.ca
Web: <http://web.uvic.ca/advising/>

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Thursday, September 14, 2023 10:06 AM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>; Kelly Colby, Academic Adviser <adviser3@uvic.ca>

Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi all,

Thanks, Amanda, for your response, and I look forward to hearing from Kelly with further details. I had assumed that for a double major the CE Option could count toward the Social Sciences portion of the major even if this was the secondary major in a double major, so it would be helpful to know if this is not the case. Is there a reason why a CE Option couldn't be pursued in the secondary major for a double major?

On a related note, in the example provided for:

SS-BA-MAJR Sociology & Environmental Studies

Does this mean that a student could pursue the CE Option as part of the Sociology component (primary major) but not the Environmental Studies component (secondary major) in a double major?

Below is what I currently have listed in the Program Notes section of the proposal:

- For students pursuing a double-major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study.

Kelly, I welcome your guidance if this statement needs to be revised to indicate that the CE Option can only be added to the primary component of a double major (although my preference, of course, would be that a student could include the CE Option in either primary or secondary major).

Thanks,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Thursday, September 14, 2023 at 9:39 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>, "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Rueben,

Sorry for the delay in replying to you.

I've copied Kelly Colby from Tri-Fac Advising on this reply as well because the information originally came from her and I don't want to get anything wrong as I'm relaying information third-hand.

My understanding is that the student has to be in the Faculty of Social Sciences and students doing a double major where the first major subject is in a different faculty wouldn't qualify for the CE Option (e.g., HU-BA-MAJR English & Environmental Studies wouldn't qualify, however, SS-BA-MAJR Sociology & Environmental Studies would qualify). Kelly: can you please confirm that is correct?

I think we need to be really clear about this (if I'm struggling) so that students don't start taking courses towards the CE Option and then go to Advising only to find out they're not eligible.

I hope Kelly will also be a good resource for the transfer credit question, especially with respect to the common practice for other options/concentrations at UVic (which I am not familiar with at all).

From my understanding, the very basic set-up in CAPP will just look for the course required doesn't look at how the course credit was obtained (by transfer credit or taken at UVic).

This questions also brought up another question from my team with respect to if the courses taken towards the option can be double counted towards other program requirements. Again, it is my understanding that there is quite a bit of variability in this regard with other options/concentrations at UVic.

I hope this helps,
Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Monday, September 11, 2023 3:05 PM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>

Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Amanda,

Thanks for providing this detailed feedback on the Community Engagement Option proposal. We'll do our best to address the queries in the proposal. A few points of clarification:

- My understanding is that a student doing a double major can still do the CE Option as part of one of their majors (i.e., Environmental Studies requires a double major, so I had assumed that this is indeed possible to combine with the CE Option, as I had not heard otherwise from Academic Advising). Can you clarify this point?
- I had not previously considered the transfer credit question. Is there a common practice related to the use of transfer credits for options/concentrations at UVic?

Again, thanks for your feedback on this proposal.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 8, 2023 at 2:41 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thank you for the opportunity to review the proposed new Option of Community Engagement in Social Sciences. My team and I feel that this is a very relevant and timely addition that many students will want to take advantage of. We even anticipate that other academic units will want to add this option as well to their programs and/or create something similar.

Here are our thoughts (in no particular order):

- Kelly Colby in Tri-Fac advising had previously reached out and we've done some testing in our preprod environment. Kelly confirmed:
 - o Only available to students in the Faculty of Social Sciences
 - o Students pursuing a double major in ANTH, ES, GEOG, SOCI or another faculty are not eligible (does this need to be explicitly stated in the proposal?)
 - o Not available to students pursuing a General program (does this need to be explicitly stated in the proposal?)
 - o Can receive the option only once e.g., a student cannot have a concurrent degree, second degree or double major where the option is listed more than once (does this need to be explicitly stated in the proposal?)
 - o If a student is already pursuing a concentration, the option would be placed second (options are coded as concentration in Banner and attached to a major code).
- The rationale states that students will be formally recognized. Does it need to be stated that the option will appear in the student's program on their transcript?
- Are any of the courses in the option able to be satisfied by transfer credit from another institution? If yes, how many units? Does this detail need to be included in the proposal?
- Presently, CE 300 requires permission to register by an application and third-year standing. CE 200 is not required but recommended. The option requires both CE 200 and CE 300. Can the two courses be taken concurrently? Or will CE 200 become a prerequisite for CE 300 and replace the need for an application? If so, additional calendar changes will be required.
- On page 4, both option and concentration are used "What distinguishes the proposed CE Option from these other programs is that it is designed as an "option" or concentration within existing majors rather than serving as a stand-alone credential."

This brought up a really interesting discussion in my team. Currently, there isn't a definition for what distinguishes a concentration from an option and there is a lot of variability in the academic calendar. There had been some work done previously to come up with a standard definition for the two terms and the distinguishing factor was that an option was used when the courses were taken outside of the major (e.g. Computer Science major with a Business option). This proposal has CE courses as well as courses from the same major. I'm not suggesting that any changes are needed, but I wanted to let you know that this proposal raised an interesting point and a plan for future work.

As well, there are a couple of system changes that will be needed:

1. There is a known issue where students with multiple options/concentrations do not appear on the custom UG graduation report (SZRUGCV). Developer resources are required in order to fix this (we already have a Jira created with a deadline of May 2024 to have this report fixed).
2. In the current version of the DeclareMe portal, students can only select one concentration/option and the application does not have the functionality to restrict a student from selecting the Community Engagement option if they are pursuing a general or double degree in another faculty. Developer resources will be required if we want to adjust the functionality that currently exists (to reduce the manual work or back and forth with the student and Tri-Fac Advising staff).

Please let me know if you have any questions with respect to the information provided. I understand that you've asked other areas in OREM to review as well (e.g., Undergraduate Records) so I've copied Ashley on this reply.

Cheers,
Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Wednesday, September 6, 2023 11:28 AM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Amanda,

Thanks for your message. I look forward to hearing from you about the CE Option proposal once your team has had a chance to review it.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 1, 2023 at 8:57 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

A quick message to confirm that I've received your message.
My team and I are currently reviewing the proposal and I'll get back to you with our feedback by the end of next week.

Happy September!
Amanda

Amanda Hawkins
Director, Registrar Information Systems
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria
T: 250-472-5633 | E: riss@uvic.ca
uvic.ca/registrar
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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Wednesday, August 23, 2023 1:55 PM
To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Amanda,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Date: Thursday, September 28, 2023 at 9:10 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

I am terribly sorry for this very delayed response during what has been a busy start of term! I shared this proposal with my teams (Registrar Information Systems and Curriculum & Calendar) back in early September and learned that they had both been in touch with you directly about the proposal already, but realized this evening that I had not followed up with you personally.

Amanda kindly copied me in on all of her correspondence with you and Kelly Colby – thank you very much for all of the time and effort you have put into addressing their comprehensive feedback.

Asia Longphee, our Director of Curriculum and Calendar, also let me know that you had been in touch with her team regarding the placement of the requirements for CE Option, so I trust that you have received any necessary guidance in that regard, but please do let me know if there is anything further you require from me or my team.

This sounds like a wonderful Option for students and I am pleased to see it go forward!

Best,
Ashley

Ashley de Moscoso, BA, MEd (she/her)
Acting Associate Registrar
Office of the Registrar and Enrolment Management
Division of Student Affairs | University of Victoria

PO Box 3025 STN CSC | Victoria BC V8W 3P2
P: 250-472-5328 | E: oregar@uvic.ca | W: www.uvic.ca/registrar

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From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: Thursday, August 31, 2023 10:10 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Susan Corner, Associate Registrar <diradv@uvic.ca>; Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Subject: FW: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thanks for your email and for reaching out to consult with our department. By way of this reply, I've cc'ed Susan Corner and Ashley de Moscoso, two of the Associate Registrars. Susan and Ashley will review your proposal, consult with their teams, and follow up with you with feedback.

Best,
Wendy

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Wednesday, August 23, 2023 1:33 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Office of the Registrar,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Andrea Giles <agiles@uvic.ca>
Date: Tuesday, October 3, 2023 at 4:22 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thanks for the time and opportunity to consult further with my staff. Through my consultation, we are still in agreement with your assessment that the curricular CEL option and the Co-op option should be considered distinct but related programs for all the reasons articulated below. We thought that should it arise that students are interested in using their co-op work terms to satisfy their CEL option, we can revisit this idea at a later date. I think it would be appropriate to monitor student appetite for this – and should there be interest, we can look to find a process that addresses both student need and unit workload issues.

Regards,

Andrea

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

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

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Thursday, September 28, 2023 12:43 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Andrea,

I'm following up regarding our correspondence below about the Community Engagement Option proposal in Social Sciences. I'm planning to submit the proposal to SCP for their November meeting, so if you are able to provide any further feedback from your team within the next week if possible, I would greatly appreciate it.

Thanks,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Andrea Giles <agiles@uvic.ca>
Date: Sunday, August 27, 2023 at 12:46 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thanks for forwarding your Option in Community Engagement planning document for consultation – I was part of some early consultation in June 2022 with Lois. It's interesting to see how this CEL option has developed.

I agree with your assessment that the curricular CEL option and the Co-op option should be considered distinct but related programs. I also agree that adding "co-op courses" into the highlighted bullet below would add an extra layer of workload for your Undergraduate Advisors and our co-op office to distinguish what Co-op placements do (or do not) involve civic engagement. As workload is an issue for most units on campus, it's important to look for ways to ensure efficiencies.

I don't want to hold up the movement of this planning document as I see the CEL option as an excellent addition to the types of learning available in your Faculty. However, I would like to consult further with my leadership team on this option and any potential synergy we can maximize to enhance community-engaged learning opportunities. While I note you consulted with Anais, there are other relevant members of my leadership team who should have the opportunity to discuss the potentials available with regard to this proposal.

I'll circle back you once I've consulted more broadly.

Regards,

Andrea

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

[University of Victoria](#)
Business and Economics Building, Room 414
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
T 250-721-6211 or 250-721-7628 F 250-721-8996
Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
<cooped@uvic.ca>
Sent: August 23, 2023 1:31 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: FW: Consultation for Community Engagement Option Proposal in Social Sciences

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC
Sent: August 23, 2023 1:30:48 PM (UTC-08:00) Pacific Time (US & Canada)
To: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
Cc: Anaïs Holdaway, Social Sciences Co-op Coordinator
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Andrea,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

For context, I am attaching correspondence from last Spring that we had with Anaïs about the relation between the proposed CE Option and Co-op. Based on that discussion, we had decided to keep the CE Option and Co-op as related, but distinct, programs. We could potentially add a reference to co-op in the program note below (see highlighted text), but doing so would add an extra layer of workload for Undergraduate Advisors and your office to distinguish what Co-op placements do (or do not) involve civic engagement, which is why we decided to omit it in the current proposal draft:

- Some special topics, directed study, honours, **and co-op** courses that have a significant community-engaged learning component can also be included in this Option as electives. Please contact your department's Academic Adviser for more information.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Date: Tuesday, September 12, 2023 at 11:31 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: RE: CE Notation

Excellent! Thanks, Reuben.

Best always,
Renée

Sent from my Samsung Galaxy smartphone.

----- Original message -----

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: 2023-09-11 3:52 p.m. (GMT-08:00)
To: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: Re: CE Notation

Hi Renee,

Thanks for following up about the CE Option proposal. You are correct that you will not have any administrative responsibilities in managing the CE Option for LE,NONET students. This will be handled through the student's primary academic unit (either ANTH, ES, GEOG, or SOCI) and the Tri-Faculty Academic Advising Centre staff. The promotion of the CE Option to students will occur via the dean's office in the Faculty of Social Sciences, the academic unit that the students are majoring in, and guidance from the academic advisors in the Academic Advising Centre. If any students in the LE,NONET courses ask about the CE Option, you can direct them to discuss this with the Undergraduate Advisor in their home department for their major.

Hope this helps,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Date: Monday, September 11, 2023 at 3:42 PM
To: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>, "Reuben Rose-Redwood - Associate Dean Academic, SOSOC" <sosocasdn@uvic.ca>
Subject: RE: CE Notation

Hello Reuben and Rhianna,

My apologies for the delayed response. I was away at a conference last week and had limited access to email. Thank you for your good work with this. I, too, am leaning into Option 2, as that seems most appropriate.

Am I understanding correctly that I will not have any administrative duties with students' records and access to this notation? How will the SS students know they can access the CE Option?

When I have SS students enrolled in IS 310D, should I expect that they know about the CE Option? Or will I be referring them to you, Rhianna?

I look forward to the work ahead!

Tshinashkumitin!
Thank you!

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To subscribe or unsubscribe from the Indigenous Co-op and Career Mailing List, follow the link below:

<https://lists.uvic.ca/mailman/listinfo/indigenous-coop-and-career>

Renée Livernoche, MA
LE,NONET Experiential Learning Coordinator
Office of Indigenous Academic and Community Engagement | First Peoples House
University of Victoria | PO Box 1700 STN CSC, Victoria BC V8W 2Y2

T: 250-721-6326 | F: 250-472-4952 | Email: lenonetlc@uvic.ca Website: www.uvic.ca/iace

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From: Rhianna Nagel - Manager, Community-Engaged Learning <celc1@uvic.ca>
Sent: Thursday, September 7, 2023 1:26 PM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; Renee Livernoche, LE,NONET Experiential Learning Coordinator <lenonetlc@uvic.ca>
Subject: RE: CE Notation

Hi Reuben and Renee,

I think option 2 makes more sense as well.

Renee, I clarified the following with Reuben this morning:

The process for documenting participation/completion of the CE Option is that students choose the CE Option in the same portal and the same way that they declare their major. Then the Advising Centre checks everything off when they are reviewing program requirement completions. So, pretty straight forward in that sense and we can create information sheets that clarify that for students.

Kind regards,
Rhianna

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: September 6, 2023 11:47 AM
To: Rhianna Nagel - Manager, Community-Engaged Learning <celc1@uvic.ca>; Renee Livernoche, LE,NONET Experiential Learning Coordinator <lenonetlc@uvic.ca>
Subject: Re: CE Notation

Hi Rhianna and Renee,

Thanks for the update. It seems that there are two options to consider:

Option 1: Adding the LE,NONET courses to the electives list for the CE Option proposal.

Option 2: Adding a program note in the proposal indicating that students in the LE,NONET program may receive elective credit counted toward to the CE Option from their LE,NONET courses.

I'm more inclined to go with Option 2 since it makes it more clear that the LE,NONET courses will only be counted for students in the LE,NONET program, whereas if we were to go with Option 1 above, then


students who are not on the LE,NONET program might think they could take those courses as well. As long as this program note is included, then the Academic Advising team would be able to approve the LE,NONET courses as fulfilling the electives in the CE Option, hopefully without having to create more administrative paperwork.

Would that work?

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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The UVIC logo consists of the letters 'UVIC' in a bold, blue, sans-serif font. The letter 'V' is stylized with a vertical orange and yellow bar running through its center.A decorative horizontal bar with a wavy, undulating top edge. It features a color gradient from blue on the left to red on the right, with a yellow/orange section in the middle.

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From: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Date: Tuesday, September 5, 2023 at 1:28 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Subject: CE Notation

Good afternoon,

Reuben, Renée and I discussed the CE Notation and she brought the proposal to Rob Hancock for approval. They are in agreement that Le,NONET students (in SOCI, ES, GEOG and ANTH, and more if other SOSC departments join the notation) can use their IS 310D, IS 320 and IS 321 course credits towards the CE notation. I think this is wonderful news!

In terms of instrumentation, how will the courses be tracked/recorded towards the CE Notation? My understanding was that advising and OREG will take care of this. Do students and/or staff (such as Renée) need to formalize/submit this somehow? Or, is this something that we all still need to brainstorm?

I look forward to hearing your thoughts, Reuben.

Kind regards,
Rhianna



Rhianna Nagel

Manager, Community-Engaged Learning
Learning and Teaching Support and Innovation (LTSI)
University of Victoria

Phone: 250-472-5667

Email: celc1@uvic.ca

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From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Thursday, September 7, 2023 at 1:24 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: Lisa Kealohapa'aokahaleole Hall- Director of Indigenous Studies <isdirector@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Reuben: Thank you for consulting. I have cc'd Lisa Hall, Director of IS, for her feedback.

The LE,NONET program is indeed not an official 'program' in the academic calendar that includes specific program requirements. The LE,NONET courses do count towards (but are not required in) the IS degree. They appear in the list of courses under **Community and Land-Based Learning**:

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/S1qYpQ0zV?searchTerm=Indigenous&bc=true&bcCurrent=Indigenous%20Studies&bcltemType=programs>

However, because they are not part of a program's requirements, I think it would be fine to count them to your new CE option, as long as they are not double counted.

Lisa may have other views or comments.

Lisa.

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Thursday, September 7, 2023 at 9:55 AM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Lisa,

I've recently been in discussion with Rhianna Nagel (CEL/LTSI) and Renée Livernoche (LE,NONET), and with Rob Hancock's review of the CE Option proposal, they suggested that we could consider including the LE,NONET courses to fulfill the elective credits for the CE Option for students in the LE,NONET program (IS 310D, IS 320, IS 321). Given that these courses are offered in Humanities, I thought I would check with you for feedback. The only issue I can think of would relate to double-counting courses, from the academic calendar:

"An upper-level course required by two or more programs or credentials will be applied to the requirements of only one program, and must be replaced by another upper-level course, in the same area of study, in the second and additional programs or credentials."

So, for instance, if a Geography major with CE Option who is also in the LE,NONET program were to use IS 320 and IS 321 for the CE Option as part of their major, would this cause any problems with also counting toward their LE,NONET program requirements? Or is the LE,NONET program not an official

'program' in the academic calendar that includes specific program requirements (i.e. more akin to the Scholars program than a degree program, as I can't find any program information in the calendar beyond the LE, NONET courses themselves)?

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Thursday, August 31, 2023 at 4:50 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Reuben, Thank you for consulting. We have no concerns. Good luck with this interesting initiative. Lisa.

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Wednesday, August 23, 2023 at 3:25 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Lisa,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft. We're hoping to launch this 'option' first in Social Sciences as a proof of concept, but this is something that has the potential to expand to other undergraduate majors across campus if there is interest in the future.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Anthropology Undergraduate Advisor <anthua@uvic.ca>
Date: Tuesday, August 22, 2023 at 10:44 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben,

I wish to confirm that ANTH has approved the CE option, and that your proposal has my support. I do not have many suggestions, and only very minor ones.

Perhaps add a question mark in Questions C on Page 3 and F on Page 5, after "etc."?

There is a typo on Page 7 "recipocal" that is red-underlined in the text.

And at the bottom of Page 9, where it says
"There may be some cases in which the Associate Dean Academic, Undergraduate Advisor, CEL Coordinator, or a course instructor..."; I just thought that "Undergraduate Advisor" should be plural.

As with the international students, I would be very interested to have a list of the students in ANTH who have declared as indigenous. Would you be able to share this with me?

Thank you very much for your help and for all of your work on this. I have updated our program entries in Kuali following your template; we have a number of other changes to make before I can submit for approval.

Thanks,
Yin

Yin Lam (he/him), Undergraduate Advisor
Department of Anthropology, University of Victoria, PO Box 1700 STN CSC, Victoria, BC, Canada V8W 2Y2
Territories of the Songhees, Esquimalt, and WSÁNEĆ peoples

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC
Sent: Monday, August 21, 2023 3:52:18 PM
To: Anthropology Undergraduate Advisor; James Rowe; Ryan Hilperts; Shannon Fargey; Janette DeLong; Peyman Vahabzadeh
Cc: Rhianna Nagel - Manager, Community-Engaged Learning
Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kuali proposals that I've developed for each

academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

1. Confirmation that your academic unit has approved moving forward with the Community Engagement Option.
2. Confirmation of your support for the attached proposal, along with any feedback or suggested edits (using track-changes) for the proposal draft.

I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Rowe James <jkrowe@uvic.ca>
Date: Wednesday, August 23, 2023 at 6:29 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: Ryan Hilperts <ryzome@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben,

I hope all is well. Yes on both counts.

All the best,

James

James K. Rowe
Associate Professor
School of Environmental Studies
University of Victoria
Office - Turpin A143
Phone - 250.853-3574
Pronouns: he/him/they

Forthcoming book:

[*Radical Mindfulness*](#)

I acknowledge and respect the lək̓ʷəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

On Aug 21, 2023, at 3:52 PM, Reuben Rose-Redwood - Associate Dean Academic, SOSC
<soscasdn@uvic.ca> wrote:

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kualii proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

1. Confirmation that your academic unit has approved moving forward with the Community Engagement Option.

2. Confirmation of your support for the attached proposal, along with any feedback or suggested edits (using track-changes) for the proposal draft.

I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Shannon Fargey <fargey@uvic.ca>
Date: Tuesday, August 22, 2023 at 10:03 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, Ryan Hilperts <ryzome@uvic.ca>, Janette DeLong <geog2@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben, Ryan and Rhianna.

Thank you for all your hard work on this.

I included edits, but only in redefining what GEOG courses meet the criteria of the option. Added three and removed two.

To confirm Geography voted and approved participation with this option (March 3, 2023 Department Meeting). I support this proposal and draft.

Kind Regards,
Shannon

Shannon Fargey, PhD ([she/her](#))
Associate Teaching Professor
Department of Geography, University of Victoria
Victoria, British Columbia, Canada
Email: fargey(@)uvic.ca
X: @fargetmenot
<https://www.shannonfargey.org>
[pronunciation](#)

I acknowledge and respect the lək'wəjən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. I am an uninvited guest and settler on these lands.

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC
Sent: 21 August 2023 15:52
To: Anthropology Undergraduate Advisor; James Rowe; Ryan Hilperts; Shannon Fargey; Janette DeLong; Peyman Vahabzadeh
Cc: Rhianna Nagel - Manager, Community-Engaged Learning
Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kuali proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

1. Confirmation that your academic unit has approved moving forward with the Community Engagement Option.
2. Confirmation of your support for the attached proposal, along with any feedback or suggested edits (using track-changes) for the proposal draft.

I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SANEĆ peoples whose historical relationships with the land continue to this day.

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From: Peyman Vahabzadeh <peymanv@uvic.ca>
Date: Thursday, August 24, 2023 at 7:22 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben.

To answer your questions.

1. I confirm that the CE option was approved by our Departmental meeting of 22 Mar 2023.
2. I support the attached proposal and have no feedback.

Best
Peyman (Sociology)

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Monday, August 21, 2023 at 3:52 PM
To: Anthropology Undergraduate Advisor <anthua@uvic.ca>, James Rowe <jkrowe@uvic.ca>, Ryan Hilperts <ryzome@uvic.ca>, Shannon Fargey <fargey@uvic.ca>, Janette DeLong <geog2@uvic.ca>, Peyman Vahabzadeh <peymanv@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Quali proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

1. Confirmation that your academic unit has approved moving forward with the Community Engagement Option.
2. Confirmation of your support for the attached proposal, along with any feedback or suggested edits (using track-changes) for the proposal draft.

I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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Community Engagement Certificate Program in the Faculty of Social Sciences Consultation Brief

May 13, 2022

The following brief outlines the reasoning behind a proposed Community Engagement Certificate in the Faculty of Social Sciences, and poses questions for collaboration and input during this development phase.

Why a Community Engagement Certificate? Why Now?

Current landscape:

We have many of the pieces and momentum needed to create this designation. UVic is putting itself forward as a leader in Community-Engaged Learning (CEL), and students are coming to UVic to benefit from this type of learning. We have an active CEL Office at LTSI that can support this work, as well as a supportive Dean's Office in the Faculty of Social Sciences. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. However, most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences. This limits the range and depth of learning and community engagement that is possible, constraining its benefit both for students and for community partners.

There are three main issues in current CEL offerings that this designation would seek to address. First, CEL offerings are uneven across disciplines; for example, CEL is predominantly offered in GEOG and ES, and there are few offerings in ECON. Second, there are few introductory-level courses that prepare students for the intensive or complex CEL that often happens in upper-level courses. Third, students are not necessarily receiving a scaffolded experience that helps them integrate, understand and articulate the meaning and purpose and outcomes of their community-engaged learning. Addressing these three issues will enhance the student experience as well as the potential benefits of CEL to community partners.

Purpose:

To support students across the social sciences and beyond in meaningful, effective, and ethical community-engaged learning (CEL) by developing an introductory-level CEL course and core curriculum.

To provide a better structured and scaffolded learning experience and the opportunity for students to systematically integrate CEL and deepen their community engagement skills throughout their degree programs.

To offer formal recognition for students who have developed core community engagement skills.

To cultivate an interdisciplinary cohort of CEL learners with the capacity to engage community partners in addressing real-world issues from a diverse range of perspectives.

Draft program-wide learning objectives

The consultation will expand and shape these program learning objectives.

Students will:

- Identify community engagement opportunities in their own community and describe the role that these opportunities play in the functioning of civil society.
- Describe and practice principles of ethical reciprocity in community engaged settings.
- Articulate their self-location and the ways that it shapes their roles in community engagement.
- Demonstrate awareness of power and privilege in various settings from the classroom to the wider community.
- Use self-reflection in a variety of formats to deepen personal awareness and set goals for learning.
- Effectively demonstrate skills in knowledge mobilization, from public and peer presentations to other forms of communication.
- Exhibit proficiency in active listening and giving and receiving feedback in peer and supervisor relationships.
- Demonstrate and practice professional communication skills.

Possible Curricular Model

The following is a potential working model based on the Mount Allison [Certificate and Minor in CEL](#) and UVic’s other certificate programs:

Core Courses	Electives
<p>CE 200 (NEW: Introduction to Community Engagement) CE 300 (Working in the Community) CE 400 (NEW: Capstone Seminar in Community Engagement)</p>	<p>4 courses (1.5 credits each) totalling 6 elective credits across multiple faculties/departments from a list of approved CEL electives.</p>

Consultation Questions

Overall certificate concept:

Please share your thoughts about the overall idea for the CE certificate.

How do you see this supporting the needs of students, community members, instructors, departments and/or programs?

What would make this appealing for students and instructors?

Do you have any concerns, questions or suggestions?

Core curriculum design:

[Attached is a draft content outline](#) for core course content at the 200, 300, and 400 levels which indicates scaffolding to support learning outcomes mentioned above.

Please comment on content in this proposed course progression; what would you change or add in terms of learning outcomes and/or content?

What resources or teaching activities/practices could you share that might support the content of these classes?

What community engagement opportunities might support learning objectives set out in the course sketches?

Elective courses:

As part of the requirement for the certificate, students will choose four courses from a list of approved CEL electives that meet predetermined criteria. What key attributes do you think should be considered when determining what courses could be included in the program? These attributes can be distinct within different learning levels.

Are there particular courses that you/your unit currently offer, **or would like to offer**, that could be integrated into this certificate?

Capstone experience design:

A capstone experience would be a powerful way for students to complete the CE certificate. It would offer an opportunity for students to synthesize and reflect on their collective CE experiences throughout the program, and offer their developed skills to an in-depth project or research question.

How do you think a capstone experience might be best framed for this certificate program? Below are a few ideas.

- A stand-alone capstone course designed for this program, perhaps culminating in a public presentation, conference or other engagement session.
- Cross-list existing upper-level courses with CE 400, and CE students complete an extra assignment or activity that helps to serve the synthesis purposes of a capstone experience.
- Making existing 400-level capstone classes within units interdisciplinary, opening up to participation by CE students from other disciplines who will bring a deep CE experience to the class. (ie. students in ECON, who have taken the prerequisite CE courses, could take SOCI or GEOG as a capstone course)
- Host a non-credit seminar series for students in the CE cohort that culminates in a public presentation, conference, or other engagement session.
- [Please see attached list](#) of potential existing upper-level capstone courses; are there others you think might support the purposes of this program?

Further consultation:

[See our consultation process outline](#) at the end of this document.

Who else might have valuable insight to contribute to this consultation process?

CONSULTATION PROCESS

Program Development Process

- Stage 1 (currently underway; led by SOSC & CEL office): constitute an ad-hoc program committee; identify current CEL opportunities and gaps at UVic; assess CEL designations at other universities; identify key gaps and opportunities for enhancing CEL; submit ELF grant for development support.
- Stage 2 (April-July 2022; led by SOSC Associate Dean Academic with support from Ryan Hilperts and ad-hoc program committee): develop proposal: identify learning outcomes; draft program structure; develop course descriptions and draft curriculum for core courses; consult widely on program structure and opportunities within SOSC, across UVic, and with community partners; identify instructors and administrative framework; finalize program proposal.
- Stage 3 (September-November 2022; led by SOSC Associate Dean Academic): final consultations with all potential stakeholders; submit program proposal to curriculum committee; draft complete outlines for CE 200, CE 300, CE 400; schedule core courses for 2023-24 academic year; prepare for program launch.

Parties Consulted

SOSC Community Engaged Working Group

Margo Matwyhuk (Anthropology)

Anaïs Holdaway (Co-op)

Reuben Rose-Redwood (Associate Dean Academic, SOSC)

Lydia Toorenburgh (Tri-Faculty Indigenous Resurgence Coordinator)

Renee Livernoche (LE, NONET Experiential Learning Coordinator)

Lisa Mort-Putland (Volunteer Victoria)

Cameron Owens (Geography)

Erica Woodin (Psychology)

Bruce Ravelli (Sociology)

Ken Josephson (Geography)

Crystal Tremblay (Geography)

Avigaile Eisenberg (Political Science)

Anthropology

Helen Kurki (director)

Yin Lam (Undergraduate Adviser)

Brian Thom

Iain McKechnie

Andrea Walsh

Erin McGuire

Economics

Vasco Gabriel—Director

Chris Willmore—Undergraduate Adviser

Nilanjana Roy

Sociology

Steve Garlick–Director

Bruce Ravelli–Undergraduate Adviser

Geography

David Atkinson–Director

Cameron Owens–Undergraduate Adviser

Deondre Smiles

Jutta Gutberlet

Chris Dairmont

Chris Bone

Denise Cloutier

Environmental Studies

Brian Starzomski–Director

Laurel Currie–Undergraduate Adviser

James Rowe

Sarah Hunt

Darcy Matthews

John Volpe

Natalie Ban

Deb Curran

Eric Higgs

Psychology

Stephen Lindsay–Director

David Medler–Undergraduate Adviser

Nigel Mantou-Lou

Louise Chim

Paweena Sukhawathanakul

Political Science

Scott Watson–Director

Simon Glezos–Undergraduate Director

Michelle Bonner–Undergraduate Adviser

Will Greaves–Undergraduate Adviser

Jamie Lawson

Office of Indigenous Academic and Community Engagement

Lalita Kines–Executive Director

Renee Livernoche

Lydia Toorenburgh

Rob Hancock

Libraries

Co-op and Career

Proposed Core Course Content for Community Engagement Certificate

This proposed course progression scaffolds learning outcomes in self-awareness and regulation, metacognitive processing, and social awareness and responsible citizenship (See Bowering, et al. (2020)). Course activities and material will teach students how to build safe learning environments and to develop capacities for participating in interdisciplinary conversations. The course progression also supports the development of professional skills required for effective engagement in community partner settings related to time management, project planning and professional communications. Skills for reflective practice—which are central to effective experiential learning (Kolb 1984)—will be taught and developed throughout the core course progression (e.g. Davis 2019; Mollee 2011; Ash & Clayton 2004).

The type of community engagement at each level is informed by Howe et al. (2014) who uses student development theory to recommend a progression of instructor role, community contact, type of engagement, and relative level of student responsibility in community engaged programs. As students build on their learning, their level of responsibility and independence in community engaged settings increases, while the instructor's role moves from being an authority and coordinator to more of a coach.

	200-level: Introduction to Community Engagement	300-level: Working in Community	400-level: Capstone Experience
Type of CE Experience	Two or three discrete whole class experiences; variety of guest speakers from SOSC departments and community organizations	Individual or pair 40-hour placements with nonprofits; guest speakers and panels with third sector experts and leaders; one whole class service event	Small group project-based; potentially research focused or carrying forward previous term projects; all with the same partner, or a small number of partners. Thematically organized? Content expert (from community and UVic) guest speakers.
Topical Content	What is community? Interdisciplinary perspectives	Structure, organization, and role of nonprofits in society	Thematic content
	What is community-engaged learning?	Deconstructing knowledge, power divides and hierarchies	Community Engagement beyond the University experience
	The Kolb Learning Cycle	Issue-specific content related to partner organizations	Civic engagement in the 21st Century: tackling 'wicked problems' in community contexts
	What is positionality?	Civic engagement in the 21st Century: caring for self and community	Community-engaged methodological theory and practice
	What is education for?		

Ethical Content	Reciprocity	Organizational ethics	Thematic and/or methodologically focused issues
	Understanding power and privilege	Equity and diversity in nonprofits	Institutional research ethics
	Individual self-location	Decolonizing the third sector	Upholding community protocols
	Colonization and decolonizing education	Self-location, power and privilege in the community context	Self-location, power and privilege beyond academia, as a professional in the community
	Working with vulnerable populations		
Skill Development	Self-reflection in an academic context	Self-reflection in academic and professional contexts	Self-reflection as a lifelong practice
	Presentations to peers	Presentations and workshop facilitation	Presentations and workshop facilitation for public
	Active listening	Active listening (continued)	Interview, focus group skills (including arts-based and asset-based approaches to inquiry)
	Interdisciplinary conversations	Interdisciplinary conversations (continued)	Interdisciplinarity in project/research design
	Collaboration Skills: decision making processes	Resume/CV and cover letters	Creating supportive teams
	Time management	Professional communications	Knowledge mobilization (e.g. brief writing, infographics, video production)
	Giving, requesting, and receiving feedback (peers)	Giving, requesting, and receiving feedback (professional contexts)	Supporting individual and collective goals
		Personal and professional goal setting	Conflict resolution
		Project management	
		Intro to grant writing/fundraising	

Sources

- Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137–154.
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- Davis, J., Cronley, C. Beaman, K. & Madden, E. (2019). Voices from the Field: A Qualitative Exploration of Community Partners’ Definitions of Service-Learning. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 10(1), 146-156.
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- Kolb, D. (1984). Experiential Learning: Experience As The Source Of Learning And Development. In *Journal of Business Ethics* (Vol. 1).
- Molee, L. M., Henry, M. E., Sessa, V. I., & Mckinney-Prupis, E. R. (2011). Assessing Learning in Service-Learning Courses through Critical Reflection. *Journal of Experiential Education*, 33(3), 239–257.

Examples of some upper-level courses that could serve as capstone experiences

SOCI 439A	Community Engaged Sociology I
SOCI 439B	Community Engaged Sociology II
GEOG 380	Community Mapping
GEOG 407	Activism and Community-Based Planning
GEOG 347B	Geographies of Development
ES 481	Advanced Environmental Topics in Ethnoecology
ES 380/381/370	Redfish School of Change
ES 403	Field Course in Reconciliation, Ecology, and Place-Based Law
ANTH 460/520	Ethnographic Mapping and Indigenous Cartographies



Date: November 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to dissolve the centre status for the Centre for Youth and Society (CFYS), and transition the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH)**

At its meeting on November 1, 2023, the Senate Committee on Planning considered the proposal to dissolve the centre status for the Centre for Youth and Society (CFYS) and transition the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH).

The proposal to dissolve the centre status for the Centre for Youth and Society (CFYS) and transition the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH) is in response to a review of the 2023 External Evaluation Report, the 2017 External Evaluation Report and CFYS's foundational records.

The review concluded that the CFYS cannot continue its current trajectory, and next steps were discussed and agreed upon by the Office of the Vice President Research and Innovation, and the CFYS Research Affiliates in October 2023.

The transition to a cluster within IALH will allow CFYS Fellows, Affiliates, Students, and Community Partners to have greater access to administrative support, space and interaction with researchers in adjacent fields.

The following motion is recommended:

Motion: that Senate approve the proposal to dissolve the Centre for Youth and Society (CFYS), and transition to a Cluster for Youth and Society (CFYS) within the Institute on Aging and Lifelong Health (IALH), as described in the memorandum dated October 18, 2023.

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair	Dr. Cynthia Milton
Dr. Eva Baboula	Ms. Tania Muir
Dr. Alexandrine Boudreault-Fournier	Dr. Pablo Restrepo Gautier
Dr. Alexandre Brolo	Dr. Maureen Ryan
Dr. Jane Butterfield	Ms. Ada Saab
Dr. Adam Con	Dr. Kristin Semmens
Ms. Andrea Giles	Dr. Henning Struchtrup
Dr. Robin Hicks	Ms. Wendy Taylor
Dr. Sandra Hundza	Khushi Wadhwa
Mr. Cole Kennedy	Dr. Jie Zhang
Dr. Annalee Lepp	Ms. Sandra Duggan (Secretary)



Office of the Vice-President, Research & Innovation
Michael Williams Building, Room A110 PO Box 1700 STN CSC Victoria BC V8W 2Y2
Canada
T 250-472-5416 | F 250-472-5477 | uvic.ca/research

MEMORANDUM

DATE: October 18, 2023

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

FROM: Dr. Lisa Kalynchuk, Vice President, Research and Innovation

RE: Transition of the Centre for Youth and Society (CFYS) into the Institute on Aging and Lifelong Health (IALH)

Recommendation

The Office of the Vice-President Research and Innovation (OVPRI) recommends to the Senate Committee on Planning that the Centre for Youth and Society (CFYS) transition from a standalone research centre into a cluster within the Institute on Aging and Lifelong Health (IALH).

I recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning approve and recommend to Senate that it dissolve the Centre-status for the Center for Youth and Society (CFYS) and approve the transition of CFYS as a cluster into the Institute on Aging and Lifelong Health.

This recommendation is based on an OVPRI review of the 2023 External Evaluation Report, the 2017 External Evaluation Report and CFYS's foundational records (all available upon request). This review concluded that the CFYS cannot successfully continue its current trajectory. The OVPRI convened a meeting with the CFYS Research Affiliates on October 12, 2023, where CFYS centre status and transition were discussed, and next steps agreed upon.

The challenges faced by CFYS are not new. The 2023 External Review Report was conducted on January 25-26 and reiterated many of the same concerns as the 2017 External Review Report, such as financial instability, the lack of faculty linking their grants with the centre, little joint faculty collaboration, and limited national and international collaborations. This transition to a cluster within IALH will allow CFYS Fellows, Affiliates, Students and Community Partners will have greater access to administrative support, space and interaction with researchers in adjacent fields.

Background

The CFYS was created in 2002. It is under the direction of Dr. Frederick Grouzet and is housed at UVic's University House 3. The OVPRI acknowledges CFYS's strengths in community partnerships, students and experiential learning that respond to emerging priorities affecting youth and their families. The long-standing connections the CFYS has built within the community are important for research and knowledge mobilization. The OVPRI appreciates the work that Dr. Frederick Grouzet has done to direct

the centre during these difficult past years due to the global pandemic, and acknowledges his role in positioning CFYS as a place to connect different child and youth-focused organizations.

The CFYS was created with a sizeable grant from the Provincial government, and the express intent of establishing additional, ongoing sustainable funding sources. CFYS has modest endowment funds that are primarily earmarked for student support. In recent years, the CFYS has been almost entirely funded by the OVPRI's office.

- In 2015, Faculties stopped contributing to CFYS.
- From 2017-2021, the OVPRI contributed \$321,820 total in funding, including \$221,820 to operating and administrative costs and \$100,00 toward the directorship.
- In 2021-2022, the OVPRI reduced its funding contribution to \$52,000 per year.

Given UVic's ongoing budgetary and space constraints, the OVPRI cannot continue to support the CFYS in its current form.

Summary

There is alignment between the IALH's mission and the research focus of CFYS Fellows:

- Nearly a quarter of CFYS fellows are currently IALH fellows
- Two CFYS fellows are currently co-leads at IALH
- Three-quarters of CFYS fellows fit within IALH's mission

Further, discussions are ongoing to grow IALH's mandate to include the full life course perspective. This would support more research focused on youth and serve nearly all CFYS fellow; this suggests a significant overlap of these two centres.

The OVPRI recognizes the importance of the community relationships built and maintained by CFYS and whole-heartedly agrees with the External Evaluators' concluding remarks that *"the university must value longitudinal research studies, but also the longitudinal relationships that make those possible."* The transition of CFYS into IALH will allow for these relationships to be maintained, as well as provide support for CFYS research affiliates, students and community partners.

This transfer to a "Cluster for Youth and Society (CFYS)" would:

- maintain community engagement that the External Review report found as CFYS' strength;
- continue to support interdisciplinary, experiential development of trainees (from undergraduate to postdoctoral fellows to community-based researchers);
- maintain ongoing endowments for student support;
- recognize that many CFYS Fellows are already IALH affiliates and/or also work in IALH fields;
- maintain the "CFYS" acronym in name and its focus on child and youth wellbeing;
- provide CFYS access to significant IALH space (IALH would offer the CFYS cluster co-lead an office; access to desk space for CFYS students; access to two boardrooms and extensive common space in R-Hut building, etc.);
- support from IALH's four full-time staff for CFYS work as with other IALH clusters;
- give CFYS early-career faculty better supports (workshops, CV support, grant writing, post award support, etc.);
- reinforce IALH's "lifelong" research by realizing a "youth" cluster and strength, mirrored by a long history of expertise in older person's "aging."

Timeline

- April 2002, CFYS established as a Senate-Approved Centre
- 2017 External Review conducted; some concerns raised but centre-status renewed
- November 2020 Fred Grouzet is notified that the CFYS was not financially sustainable and that there was concern about the lack of interdisciplinary collaboration of faculty members; discussion of potential transition to IALH (attendees: Lisa Kalynchuk, Cynthia Milton, Scott Hofer-IALH director, and Fred Grouzet)
- April-May 2021, consultation between Cynthia Milton and relevant deans (SOSC, HSD, EDUC)
- 2021-23 periodic meetings with Jane Potentier regarding CFYS endowments
- June 18, 2021, meeting between Cynthia Milton and Mitzi Dean (via Zoom) as former member of CFYS Advisory Board
- June 22, 2021, Town hall (attendees: AVPR, AVPRO Deans HSD, SOSC, EDUC, Director CFYS and 21 faculty members, including 3 emeriti, 5 full professors, 3 associate professors, 9 assistant professors, 1 adjunct professor)
- June 22, 2021, CFYS affiliates requested to complete an OVPRI survey on centre activity. None submitted.
- January 25-26, 2023, External Evaluation; including meeting with relevant deans
- February 8, 2023, External Evaluation Report
- May 5, 2023, Senate approves CFYS extension for six months until December 31, 2023
- October 12, 2023, OVRPI meeting with CFYS research affiliates
- December 31, 2023, CFYS centre status ends
- December 2023 - February 2024 CFYS transitions into IALH (TBD)
- Mid-February 2024 An open-house welcoming CFYS community partners to IALH (TBD)

cc: F. Grouzet, CFYS Director

Appendix A Research Affiliates (from the CFYS 5-year Self-Evaluation)

Current RESEARCH FELLOWS



Appendix B Community Partners and Advisory Board (from the CFYS 5-year Self-Evaluation)

CFYS PARTNERS



SCHOOLS

School districts including public primary and secondary schools within the Greater Victoria and Vancouver area. For example: *Sooke School District 62, Greater Victoria School District 61, Gulf Islands School District 63.*



INDIGENOUS SERVICES

Indigenous led organizations that promote Indigenous culture, ways of knowing, and mental and physical health through programs, workshops, events, jobs, and community. For example: *Victoria Native Friendship Centre, First Peoples' Cultural Council, Hulitlan Family and Community Services Society.*



RECREATION & NATURE

Multiple recreation centres in Victoria that provide various programs and opportunities for children, youth, and their families including youth workshops, summer camps, and recreational activities. For example: *BC Children's Hospital, Power to Be.*



PHYSICAL & MENTAL HEALTH

Organizations that aim to give everyone equal and accessible access to different resources that promote mental health. For example: *Foundry, Island Health, Vancouver Island Crisis Line, Alberta Men's Network.*



CULTURE, ARTS & LITERACY

Promoting music, literacy, and culture for children and youth through programs and classes. For example: *BC Music Educators' Association, Pacific Opera, Victoria Literacy Connection.*



FUNDING

Funding partners provide grants for a variety of projects and causes, all with an emphasis on youth well-being. For example: *SSHRC, CIHR, Michael Smith Foundation, Victoria Foundation.*



GOVERNMENT

Municipal and Provincial Government that focuses on the overall health and safety of all individuals including children and youth. For example: *Ministry of Health, CRD, Ministry of Education, Ministry of Children and Family Development.*



IMMIGRANT & REFUGEE SERVICES

These organizations prioritize the welcoming, settling, physical and mental health and safety of newcomers to Canada. For example: *Victoria Immigrant & Refugee Society, Inter-Cultural Association of Greater Victoria, Victoria Island Counselling Centre for Immigrants & Refugees.*



YOUTH/FAMILIES/PARENTS

Various resources and services that administer childcare, youth care, programs, workshops, and events that help foster knowledge, support, and health within the community and families. For example: *Big Brothers Big Sisters Canada, United Way, Quadra Village Community Centre, Family Services of Greater Victoria, Burnside Gorge Community Centre.*



WORK TRANSITION

Organizations that prioritize the distribution of jobs and volunteer opportunities within the community. For example: *Phoenix Human Services Association, Volunteer Victoria.*



RESEARCH

CFYS partners with various academic and research institutes within BC and beyond to conduct research on and promote the welfare of youths. For example: *UBC, VU, SFU, University of Calgary.*

COMMUNITY ADVISORY BOARD

The Centre for Youth and Society began hosting Community Advisory Board meetings with the goal of involving a wide range of community partners, researchers, and youth representatives. The purpose of these meetings is to update community partners on the current research and work being conducted at CFYS, receive feedback from community leaders, foster new partnerships, expand the CFYS network, and discuss emerging issues pertaining to youth, children, and families. Community Advisory Meetings serve to steer the efforts of CFYS in response to the issues identified during the meeting.

The Centre for Youth and Society hosts Community Advisory Meetings approximately every two months, with some meetings exploring a particular topic in depth. The structure of each meeting includes:

- An update on the recent activities of CFYS
- Brief updates on recent research conducted by CFYS research fellows and student affiliates
- Insights from community partners and youth on the emerging issues affecting youth in the community
- Identifying the priorities of CFYS in response to the emerging issues that affect youth, children, and families



The Community Advisory Board is comprised of both returning and new members in order to include a wide range of perspectives in identifying emerging issues and steering directions for the Centre. The Community Advisory Board is comprised of:

- Representatives of community partners from each of the following sectors: youth and family-serving organizations, municipal and provincial government, health authorities, school districts, immigrant and refugee services, Indigenous services, funding agencies, and organizations supporting recreation, arts, and literacy
- CFYS research fellows
- CFYS student affiliates
- Youth community members



A visualization made from the minutes of the Community Advisory Meetings





University
of Victoria

Ad hoc Senate
Committee on Academic
Health Programming

MEMO

Date: November 22, 2023
To: Senate
From: Ad hoc Senate Committee on Academic Health Programming
Re: **Proposed Rationale for the Faculty of Health**

The [Senate Committee on Academic Health Programming](#) is pleased to provide Senate with a proposed rationale for a new health-related faculty, a suggested name and a list of proposed initial units, for discussion and feedback. The Committee will make revisions to this document following the Senate discussion and as we continue to engage in consultations. The Committee intends to bring an updated version of this document to Senate in early 2024, along with interim appointment procedures for a new dean. A vote would likely occur in February or March, depending on feedback.

The Board of Governors, following the approval of Senate, establishes faculties as well as procedures for the recommendation and selection of candidates for deans.

In addition to providing some certainty to our campus community—including faculty and staff directly impacted by the creation of a new faculty—the rationale will allow for the recruitment of the new dean to lead this work in consultation with the initial units.

Our proposed rationale is based on extensive consultations, including the campus-wide survey and townhall, as well as discussions with academic units, chairs and directors, Deans' Council and Academic Leadership, Integrated Planning and Executive Council. In addition to the proposed rationale, the attached document contains explanatory notes and additional considerations.

There continues to be great enthusiasm across campus for this initiative. Among the benefits is the opportunity to attract high-performing students, including by providing experiential learning and training opportunities as well as research-enriched learning from experts in health-related fields. As well, a new health faculty will improve UVic's ability to respond to pressing local and global health challenges through expanded research opportunities, enhanced partnerships with health care organizations, and increased access to funding and resources. There is also support for increased collaboration and interdisciplinary approaches among units.

Additional information about this initiative is available on the [project web page](#).

Attached: Draft rationale for the Faculty of Health

Respectfully submitted,

Ad hoc Senate Committee on Academic Health Programming

Helga Hallgrímsdóttir, (Chair), Deputy Provost

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Carrie Andersen, University Secretary

Vanessa Andreotti, Dean, Faculty of Education

Lisa Bourque Bearskin, Faculty of Human and Social Development

Tony Eder, Associate Vice-President Academic Resource Planning

Lindsay Gagel, Director, Academic Communications and Projects

Lois Harder, Dean, Faculty of Social Sciences

Robin Hicks, Dean, Faculty of Graduate Studies

Fraser Hof, Associate Vice-President Research

Sandra Hundza, Faculty of Education

Cole Kennedy, Graduate student representative

Darryl Knight, Providence Health Care (President's nominee)

Nathan Lachowsky, Associate Dean Research, Faculty of Human and Social Development

Peter Loock, Dean, Faculty of Science

Lynne Marks, Faculty of Humanities

Simon Minshall, Faculty of Human and Social Development

Nathaniel Sukhdeo, Undergraduate student representative

Wendy Taylor, Acting Registrar

Bruce Wright, Head, Division of Medical Sciences

Ashley Fitterer, Senior Project Officer (support)

Proposed Rationale for a Faculty of Health*

Confidential draft as of November 21, 2023

**rationale for proposed name is included below*

The Faculty of Health encompasses a balanced approach to health programming that includes biological and social determinants of health. This comprehensive faculty highlights our existing strengths in health and wellness education, training and research and provides a stronger external profile to attract and foster a diverse and talented community of students, faculty and partners committed to addressing systemic barriers to health care and creating healthier communities. Through the Faculty of Health, UVic will innovate solutions and advance services that support healthy communities and address local and global health care issues.

Students are engaged in research-enriched undergraduate and graduate programs that include significant experiential learning opportunities, such as work-integrated learning in health care settings (e.g., co-op placements, practicums, and interdisciplinary team-based programs on campus). Many of these programs will have external accreditation requirements, qualifying students to work in health care settings upon completion of their program. Initial programs offered in the Faculty of Health will primarily be related to existing programs offered by academic units that move into the faculty. Future programming could include new undergraduate and graduate degrees, as well as micro-credentials, certificates, diplomas, laddering, community outreach, and professional master's programs related to health and wellness.

Indigenous perspectives are embedded throughout the Faculty of Health, including through a distinctions-based approach. The Faculty of Health will prioritize Indigenous ways of knowing and scholarship, including by incorporating these perspectives into future programming, courses and curriculum related to health and wellness.

Initial programs to be included in the Faculty of Health, as part of the first phase:

- School of Public Health and Social Policy
- School of Health Information Sciences
- School of Nursing
- School of Exercise Science, Physical and Health Education
- Division of Medical Sciences

The Social Dimensions of Health interdisciplinary program, currently housed with the School of Public Health and Social Policy, will sit in the Faculty of Health.

Considerations and other recommendations

The Senate Committee on Academic Health Programming (the Committee) offers Senate the following considerations and recommendations related to the proposed rationale.

Name

Several names were put forward to the Committee for consideration. The Committee recommends “Faculty of Health” as it encompasses the existing programs that we have proposed including, while also providing space for future and interdisciplinary programming.

The name is concise, clear, serious and reflects the draft rationale. Importantly, it is a name that will be understood by prospective domestic and international students; prospective faculty and researchers; potential donors; and community, business, government and post-secondary stakeholders and partners.

Impact on other faculties and divisions

The Committee’s mandate is to not create a net-new faculty. Given that three of the proposed initial units are from the Faculty of Human and Social Development (HSD), the Committee recommends disestablishing the Faculty of Human and Social Development.

As well, the Committee recommends moving the Division of Medical Sciences into the Faculty of Health.

The ad-hoc Senate Committee on Academic Health Programming is committed to working with all units in HSD to find a new home faculty that aligns with their teaching and research strengths, either in the Faculty of Health or an existing faculty. The new home faculties will be determined in consultation with those units. Units in HSD whose homes are yet to be recommended include:

- School of Child and Youth Care
- School of Indigenous Governance
- School of Public Administration
- School of Social Work

Units and structure

The Committee recommends that departments and schools generally move as a whole, with their existing faculty members. There may be exceptions to this that will be determined during the second phase of the project, and as the Committee consults on additional units to be included in or connected to the Faculty of Health (e.g., clinical psychology, counselling psychology, etc.).

It will be important to “right size” the Faculty of Health, including so as not to draw resources away from existing faculties. It will also be important to ensure units are appropriately sized, including to reduce administrative and service burden on faculty members, which can occur if departments are too small.

The final structure of the new Faculty of Health will be considered in consultation with the new Dean. It is recommended that the structure—whether it be fully departmentalized or otherwise—allows for collaboration and synergy among faculty, staff and students, as well as provide for interdisciplinary programming and research related to health and wellness. Efforts should be made to break down silos and foster cooperation between health-related disciplines, including those outside of the Faculty of Health. For example, students should have opportunities to take courses and electives from outside of the Faculty of Health, to promote multi-disciplinary learning. This could be supported by the cross-appointment of faculty.

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: November 14, 2023

TO: Members of Senate

FROM: Elizabeth Croft, Vice-President Academic and Provost

RE: Intention to deliver two UBC distributed programs

Summary

In response to urgent health services needs in British Columbia and to further build capacity for health care and health education and research on Vancouver Island, UVic and the University of British Columbia (UBC) are proposing a partnership to expand medical education offered by the UBC Faculty of Medicine into Vancouver Island and coastal communities. Through this proposed partnership, UVic would offer UBC's Master of Physical Therapy and Master of Science Program in Speech-Language Pathology. UVic and UBC have begun drafting a Memorandum of Agreement (MOU).

Background

For 20 years, UVic has offered UBC's Island Medical Program (IMP)—a mutually beneficial distributed education model that led to the creation of UVic's Division of Medical Sciences. The IMP has contributed to the number of physicians on Vancouver Island and coastal communities.

To address a shortage of healthcare professionals in other critical fields, the Ministry of Health and the Ministry of Post-Secondary Education and Future Skills have provided funding to expand the UBC Faculty of Medicine's Master of Physical Therapy (MPT) and Master of Science Program in Speech-Language Pathology (SLP) outside the BC lower mainland and provide training on Vancouver Island.

Specifically, the funding is for the delivery of the:

- Master of Physical Therapy program at UVic (MPT-VIC), as a fully distributed academic program of the UBC MPT to increase recruitment and retention of physiotherapists in areas of BC outside the lower mainland; and

- Master of Science Program in Speech-Language Pathology program at UVic (SLP-VIC), as a fully distributed academic program of the UBC SLP to increase recruitment and retention of speech-language pathologists in areas of BC outside the lower mainland.

The establishment of these distributed programs at UVic, together with the IMP, will provide opportunities for UVic students, faculty and researchers in health and allied health areas to work collaboratively with those in the distributed programs to promote holistic health education, practice and research.

This timely proposal also aligns with UVic's direction to establish a new health faculty, including through new inter-professional training, practice and research opportunities. Offering these two UBC programs will help to raise UVic's health profile, advancing the goals and priorities of our Strategic Plan and Aspiration 2030 while also supporting a diverse community of interdisciplinary health scholars to achieve excellence and address critical societal challenges.

Key terms of the agreement

UBC and UVic wish to begin the MPT-VIC program in August 2024 with 20 seats in the program and the SLP-VIC program in August 2024 with 8 seats in the program. The two institutions are currently drafting an MOU that includes governance structure, programming and curriculum, faculty and staffing, space and equipment, and communications responsibilities.

It is proposed that three committees with membership from UBC and UVic be established to assist with the development and operation of the programs: a steering and advisory committee, an MPT-VIC implementation committee, and an SLP-VIC implementation committee.

Next steps

The establishment of the MPT-VIC and SLP-VIC programs as distributed education sites of the UBC MPT and SLP programs is contingent upon and subject to the approval of UVic and UBC Senates and Boards of Governors. A motion for the approval of the two programs will be proposed at a subsequent UVic Senate meeting and, if approved, to the Board of Governors for final approval. UBC is simultaneously working through their governance processes.

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: November 14, 2023

TO: Members of Senate


FROM: Elizabeth Croft, Vice-President Academic

RE: Generative Artificial Intelligence Tools Use Position Statement

The attached position statement for use of generative artificial intelligence tools in learning and teaching and summary report are presented to Senate for information only and will be posted on the LTSI Teach Anywhere and Learn Anywhere websites.

The launch of ChatGPT in November 2022 created excitement about the possibilities as well as concerns or even panic about how GenAI can change teaching and assessments, especially, concerns about academic integrity. The VPAC Office released statements on GenAI use in learning and teaching at UVic, emphasizing that we embrace the technology, but noting that it should be used responsibly, ethically, etc. The UVic community (and to some extent, the broader community) wanted a more definitive statement about GenAI use in learning and teaching as my office continues to receive questions about the use of GenAI in learning and teaching at UVic.

In February 2023, under the direction of Elizabeth Adjin-Tettey, AVP Academic Programs, the Division of Learning and Teaching Support and Innovation (LTSI) formed the Artificial Intelligence and Assessment Redesign Working Group (AI Working Group) to review and evaluate the benefits and limitations of GenAI tools like ChatGPT in the post-secondary environment. The AI Working Group analyzed a total of 150 publications from 34 peer-reviewed journals and blog posts, short articles and commentaries published between 2013 and 2023, focusing on GenAI tools and their use in learning and teaching in higher education. The AI Working Group also conducted an environmental scan, reviewing policies and guidelines on the use of GenAI on the Higher Education Strategy Associates' Observatory on [AI Policies in Canadian Post-Secondary Education](#). Using a set of guiding questions, the AI Working Group conducted a total of 13 consultations between March and June 2023 in person and virtually with students, faculty/librarians, and campus stakeholders.



The AI Working Group drafted a summary report of their findings, which constituted the basis for the UVic position statement for the use of GenAI tools in learning and teaching. The following groups were consulted on the summary report and position statement: Executive Council, Deans' Council, Associate Deans' (Academic) Advisory Council, Senate Committee on Learning and Teaching and Senate Committee on Academic Standards.

The position statement is intended to support faculty/instructors and students in the responsible, effective and ethical use of artificial intelligence tools in learning and teaching. The position statement also supports principles of academic integrity and intellectual property rights and help to prepare students for a future where GenAI use continues to evolve. It is important to note that the position statement is a helpful resource and not university policy. Faculty/instructors make ultimate decisions about the use of GenAI tools in their courses and must clearly communicate that to students in course outlines.

LTSI will provide resources to ensure faculty/instructors and students continue to be well supported and positioned to work with learning and teaching tools including the use of GenAI tools as appropriate.

Attachments:

Position Statement

Summative Report

Position Statement for Use of Generative Artificial Intelligence Tools for Learning and Teaching

Introduction

The University of Victoria (UVic) encourages innovative teaching practices and supports instructors who may like to adopt new pedagogical approaches and learning technologies. Generative Artificial Intelligence (GenAI) is a form of machine learning with the capabilities to produce text, images, video, music, code, etc. Using machine learning algorithms, GenAI can generate content requested by a human user based on prompts. GenAI tools (GAITs) are rapidly evolving and becoming more widely available. Harnessed appropriately and ethically, this technology can offer exciting new approaches to learning and teaching and prepare students to engage with GAITs beyond the post-secondary education context.

UVic does not have a general ban on the use of GAITs including ChatGPT. Instead, UVic embraces the appropriate and ethical use of GAITs in learning and teaching. We recognize potential concerns associated with the use of GAITs, including potential biases in the algorithms and the possibility that GenAI might be used in ways that violate academic integrity principles and intellectual property rights. Faculty and instructors are best positioned to make decisions about the use of GAITs in their courses. We offer the guidelines below to support faculty, instructors and students in the responsible, effective, and ethical use of artificial intelligence tools. These guidelines also support principles of academic integrity and help to prepare students for a future where the use of GAITs continues to evolve.

Position Statement

The University of Victoria

1. Embraces the integration of GAITs in a responsible, ethical and equitable manner that enhances learning and teaching as appropriate. However, UVic does not permit instructors to use GAITs to grade students' work at this time. The use of GAITs for self-assessment is encouraged.
2. Commits to supporting faculty, instructors, students and staff to understand how GenAI works and to develop skills for effective and responsible use of GenAI and other digital tools, through workshops, podcasts and toolkits offered by the Division of Learning and Teaching Support and Innovation.
3. Provides course syllabi templates and sample statements on use of GAITs; suggestions for teaching and assessments integrating the use of artificial intelligence; and opportunities to share knowledge and experience teaching with artificial intelligence within and across disciplines.
4. Supports the integration of GAITs in learning and teaching where it is appropriate, responsive to disciplinary needs and respectful of intellectual property rights.
5. Encourages faculty and instructors to determine when and how GAITs may be used in their courses and to provide in the course outline clear instructions to students regarding permissible use of GenAI tools. Faculty and instructors who integrate artificial intelligence in their courses are encouraged to discuss the benefits, risks, and limitations of such tools and to teach students about ethical and responsible use of GAITs.
6. Recognizes that the un-cited or unauthorized use of GenAI in course work may constitute a violation of the university's Academic Integrity policy. To avoid academic integrity violations, students must familiarize themselves with UVic's Academic Integrity policy and with the permissible use of GAITs in each course as determined by the instructor and as explained in the course outline.
7. Commits to evaluating, responding to and supporting research on the use of GAITs in higher education.

Generative Artificial Intelligence and Assessment

A summative working group report

Last updated: November 22, 2023



**University
of Victoria**

Learning and
Teaching Support
and Innovation

Prepared by:

Sharon Dias, Research Assistant; Shailoo Bedi, Executive Director; Hannah Rose, Strategic Projects & Communications Coordinator

In consultation with:

Artificial Intelligence and Assessment Working Group:

Shailoo Bedi (Chair), Executive Director LTSI; Sharon Dias, PhD Candidate, GEOG; Erin Kelly, Director, ATWP; Erin McGuire, Associate Teaching Professor, ANTH; Ammie Kalan, Assistant Professor, ANTH; Hayley Hewson, Manager, Learning Experience Design; Alex Warrington, Manager, Educational Technology; Nan Ami, Manager, Centre for Academic Communication; Karen Munro, Director, Engagement & Learning – Libraries; Hajime Kataoka, Associate Director Online Learning, UVCS; Nico De Marco, Administrative Assistant to the Executive Director – LTSI

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Background and Purpose

The use of Generative Artificial Intelligence (GenAI) in higher education has become a topic of discussion in the post-secondary education sector. GenAI is a form of machine learning with the capabilities to produce text, images, video, music, code, etc. Using machine learning algorithms, GenAI can generate content based on prompts requested by a human user. These conversations have focused on concerns relating to impacts on teaching and assessment practices, academic integrity issues, and the learning environment more broadly. Although there are potential opportunities with the use of GenAI in the higher education context, there are also ethical concerns regarding the use of these tools that must be addressed.

In February 2023, under the direction of Dr. Elizabeth Adjin-Tettey, Associate Vice-President, Academic Programs, the LTSI formed the Artificial Intelligence and Assessment Redesign Working Group (AI working group) with the purpose to “carefully review and evaluate the strengths and limitations of GenAI tools like ChatGPT.” Detailed goals of the working group are included in the terms of reference, [see Appendix A](#). The working group membership consisted of widespread representation including faculty members, a Librarian, and the division of Learning and Teaching Support and Innovation (LTSI) staff. The AI working group reports to Dr. Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs.

Methods

The AI working group met 9 times between February and June, 2023. Over the summer months, group members contributed by offering suggestions and edits to deliverables, a literature review¹, environmental scan², and to plan and execute a campus consultation process. Details are as follows:

1. **Literature review:** critically analyzed a total of 150 publications from 34 peer-reviewed journals and some non-academic readings for the purpose of illustrating current use including blog posts, short articles and commentaries, published between 2013 and 2023, focused on higher education and included relevant data on GenAI tools and their use in learning and teaching in higher education with a focus on content generator tools and language model.
2. **Environmental scan:** examining websites from 24 research intensive universities and a review of the policies and guidelines housed in the [Observatory on AI Policies in Canadian Post-Secondary Education](#) created by Higher Education Strategy Associates.
3. **Consultation process:** including developing a set of guiding questions to be used to prompt discussion and customized for each participant group. A total of 13 consultations were then held in person and virtually with students, faculty/librarians, and campus stakeholders taking place between March and June, 2023. Results from the consultations were then analysed and grouped into themes by the AI working group. For a thorough overview of consultation process, questions asked and stakeholder groups consulted, [see Appendix B: schedule](#) and [Appendix C: questions](#).

¹ Dias, S., & Bedi, S. (2023). AI and Higher Education: Generative Tools in Teaching and Learning - Understandings, Current Uses and an Agenda for Debate. University of Victoria, Learning and Teaching Support and Innovation.

² Dias, S., & Bedi, S. (2023). *Generative Artificial Intelligence: Teaching and Learning in Canadian Universities*. University of Victoria, Learning and Teaching Support and Innovation.

Results

Literature review

Although the literature on the implications of GenAI in higher education is evolving, the literature review highlighted themes for consideration. Overall, the literature added theoretical and conceptual context to the effects of GenAI in higher education. While there has been a lot more attention and even panic regarding GenAI, especially with the rise of ChatGPT, other forms of GenAI and automation have impacted learning and teaching. Examples include Grammarly, spell and grammar checkers in MS Word, and even aggregated search engines like Google.

The literature discussed both the potential benefits and concerns of using GenAI in higher education. The potential benefits include opportunities for personalized learning and direct educational support to students. As a tool for personalized learning, it was shown that GenAI supported more timely and immediate feedback to students. Furthermore, it was helpful in the research process for students since GenAI tools like ChatGPT used Internet resources across multiple platforms. Another benefit was that it supported language barriers for students, including English as an additional language learners. Furthermore, GenAI tools, especially ones like ChatGPT were shown to be adopted more widely in various industries. By using these tools, students were shown to build more robust digital literacy skills that they could utilize in the workforce.

The literature also addressed concerns and potential issues with the use of GenAI in higher education, including reinforcing inequities between students around access to certain tools (free vs. paid versions), increasing plagiarism, and the potential to “replace” educators. Although there were legitimate concerns regarding appropriate use of GenAI for student assessments, the literature suggested that being suspicious of students’ ethics on the use of GenAI by completely banning such tools would be challenging to enforce and would add to inequities. Instead, the literature suggested that instructors should clarify expectations, discuss with students the role of GenAI in the course if there is any, and be curious about some of the potential uses of GenAI to enhance teaching, assessment and feedback.

While examining the scholarly literature, potential insights emerged on how to address GenAI in higher education such as providing:

- 1) Training opportunities for instructors, faculty, and academic community on GenAI language model tools and content generator tools;
- 2) Open discussions and guidelines on using GenAI in the classroom as a learning tool;
- 3) Training opportunities for students on Gencoding, AI language models and content generator, including appropriate use to support learning and limitations of GenAI tools;
- 4) Policies and guidelines for academic integrity to ensure relevancy and clarity on GenAI for use in learning and teaching;
- 5) Encouragement to redesign assessments to promote originality, critical thinking and creativity.

Environmental Scan

The environmental scan aimed to identify developments on the topic of GenAI by Canadian research universities, including resources, new policies and changes to existing policies, particularly on academic integrity. The working group scanned information from 24 Canadian universities which were publicly available from the university sites as well as the [Higher Education Strategy Associates Artificial Intelligence Observatory](#). Questions examined through this review include: “*What actions are other universities in Canada taking to address the surge of generative artificial intelligence tools such as ChatGPT?*”, and “*How is*

academic integrity addressed at the institutional level in the time of generative artificial intelligence (AI?)”. The environmental scan found similarities and differences within Canadian higher education research institutions and debates practices regarding to GenAI tools (Dias & Bedi, 2023).

Of all the Canadian universities that updated their academic integrity guidelines in this repository, most of them had similar statements on the use of AI. They stated that unless explicitly permitted by an instructor, the use of GenAI on assessments is academic misconduct. Instructors were not required to allow the use of GenAI, but all were permitted to, and a few encouraged the use of GenAI, such as instructors at Seneca. Instructors who incorporate GenAI into their teaching are encouraged to discuss the benefits and risks of GenAI with their students.

Most universities mentioned dangers such as inherent bias, ownership issues, false information, and data collection. Some universities, such as Kwantlen Polytechnic, suggested instructors mediate GenAI usage with their students. Additionally, all universities in the repository stipulate that instructors cannot require students to set up GenAI accounts. As another measure to manage risk of data collection, all universities in the repository suggested that instructors do not use GenAI detection software on student work. Instead, to limit the student use of AI, some universities, such as McMaster University and Wilfred Laurier, suggest that instructors rethink how they assess students altogether.

While the sentiments of most Canadian universities in the repository were similar, there were a few outliers and conflicting policies. For example, at McMaster University, instructors may use GenAI to give feedback on student work. However, the University of Toronto explicitly states that instructors may not use GenAI to grade student work. Although the decision to use GenAI ultimately fell on individual instructors, they were clear in their statement that learning about GenAI is an important opportunity to the current generation of students.

Some universities were more inclined to incorporate AI into their teaching. Wilfred Laurier, for example, is willing to set up workshops to teach instructors about the use of AI, and Kwantlen Polytechnic supplied an extensive list of recommended uses of AI in the classroom in their guidelines.

Consultations

Findings from the consultations concluded the following themes ([listed in detail in Appendix D](#)):

1. **Policy and guidelines** including a formal statement and policies regarding AI, standards and limitations for its use in class and during assignments (including proper citation), and differentiation between what is a policy and what is a guideline, as well as who is responsible.
2. **Potential misuses of AI** including its impact on academic integrity, ethical and legal implications, GenAI bias on systemic issues, and perception of additional workloads.
3. **Training and literacy** including general training and customized training for various audiences (faculty/instructors and students) on how to interpret AI outputs, learning and teaching resources related to ethical usage of GenAI in course design and training, building of assignments and initiating open conversation about tools between instructors and students.
4. **Implications on pedagogy and opportunities for students** including addressing grade inflation, impacts on critical thinking, supporting learning differences and usage for international students who want to develop more academic English skills and usage for careers in GenAI.
5. **Data security and privacy** including how information is stored and shared using GenAI, who has access, as well as equity concerns around paid subscriptions of tools.



The consultation process did its best to consider the breadth and depth of AI related issues in higher education. It was noted that there has been significant development in GenAI in the past several months, and the landscape is constantly evolving.

Recommendations

Upon completing the literature review, environmental scan and consultations, the AI working group has provided the following recommendations:

UVic - Guidelines and policies

1. Develop guidelines for use of artificial intelligence tools in learning and teaching
2. Encourage the creation of discipline specific guidelines, including standards and limitations for the use of GenAI in teaching, assessments, thesis and dissertations.
3. Ensure that the academic integrity policy is up to date and includes reference to the use of GenAI.
4. Continue to develop and revise guidelines and policies related to GenAI to ensure compliance with copyright legislation.

LTSI - Training opportunities and resources

1. Provide information on Teach Anywhere and UVic website in the form of articles written by instructors, students, and staff, as well links to other external sources that contribute to GenAI knowledge and applications for teaching and learning.
2. Provide contact information and frequently asked question information to instructors for specific questions regarding GenAI in relation to teaching and learning, policies and privacy considerations.
3. Create training opportunities³ which include workshops, webinars, lectures, infographics, and group discussions. Potential workshops could include: GenAI literacy training for students and faculty, course (re)design and assessment (re)design.
4. Provide syllabus statements that instructors can use or adapt for permitting or preventing the use of GenAI tools in their courses to provide transparent direction to students. [For draft sample statements, see Appendix E.](#)
5. Provide funding initiatives such as teaching grants to support experimentation, usage and issues related to GenAI in teaching and learning.
6. Create faculty or teaching awards to recognize instructors who are (re)designing their course to address ethical use of GenAI, highlighting best practices that faculty can learn from.

Conclusion and next steps

This report has provided a comprehensive overview of the implications of GenAI in higher education, with findings that highlight the potential benefits and concerns associated with the integration of GenAI tools and technologies into learning and teaching in the post-secondary context. This includes possible learning opportunities, facilitating research processes, and enhancing digital literacy skills among students. However,

³ Workshops to be hosted by Learning and Teaching Support and Innovation (LTSI) in collaboration with the Libraries and faculties on discipline specific needs.

it also raised legitimate concerns, including issues of access, academic integrity, and perceived threats to education.

There is a spectrum of policies and practices among Canadian research universities regarding GenAI use, with most institutions addressing concerns relating to academic integrity and ethical use. The consultations further enriched the AI working groups' understanding by highlighting themes related to policy development, misuse of AI, the need for training and literacy initiatives, implications for pedagogy, and data security and privacy concerns. These discussions underscored the evolving nature of GenAI and the pressing need for proactive strategies.

In light of these findings, it is evident that a balanced approach to GenAI in higher education is essential. We must harness the benefits while mitigating the challenges.

The next steps are for LTSI to create a strategic implementation plan that outlines timelines, responsible parties and collaboration with stakeholders, and resource allocation for each of the above recommendations. This plan should prioritize clear communication and collaboration among all stakeholders, ensuring that guidelines, training initiatives, and resources are developed and disseminated effectively. Additionally, continuous monitoring and adaptation mechanisms should be established to keep pace with the rapidly evolving landscape of GenAI in higher education. By systematically executing this plan, the LTSI along with relevant stakeholders can guide and support the university toward a responsible and effective integration of GenAI tools and technologies in learning and teaching.

Appendix A: Working Group Terms of Reference

Context

Over the past few years, there has been an increase in artificial intelligence (AI) tools and predatory practices targeting students, openly selling papers and answer keys to students. Vendors of AI tools now make up a multi-billion dollar industry. Although, in some instances, the use of these AI resources are in direct violation of UVic's Academic Integrity Policy, we also recognize that tools such as ChatGPT are only going to get better and more tools like it will be emerging. Furthermore, students may be in future positions such as in an employment setting where they will be using tools like ChatGPT.

Given this context, we need to investigate when it might be appropriate to prohibit the use of these tools, the value of knowledgeably incorporating such tools into learning and teaching as well as educating students on how to best use these tools in ethical and responsible ways. Through supported educational approaches, student can gain and further develop critical thinking and analysis skills when using AI tools.

Furthermore, we believe taking an educational stance will promote better learning and appropriate use of AI tools as learning opportunities will ensure that we do not fall into the defensive or offensive binary when it comes to either banning and barring such tools or implementing AI detection tools. However we must also note that faculty cannot require students use AI tools as they are open source and require students to create an account with personal information.

Purpose

The purpose of this working group (Made up of LTSI staff with the support of faculty members), is to carefully review and evaluate the strengths and limitations of AI tools like ChatGPT. The working group must consider ways to support faculty/instructors in the (re)design of their assessments to ensure that they showcase student original work and that AI tools are not able to produce the final product or student deliverable or where appropriate, that students use AI tools responsibly and ethically.

Guiding Principles

- Educate faculty/instructors about the possibilities and limitations of AI tools in learning and teaching (recognizing these tools are rapidly evolving) as well as provide context around privacy related issues regarding student access of AI tools
- Support faculty/instructors in how they might integrate AI tools into their teaching (where possible)
- Promote the principles of universal design for learning among faculty/instructors as a way to address some of the concerns with AI tools and student assessments
- Provide options to faculty/instructors on (re)design approaches for student assessment

Goals

The goals of this working group include:

- develop a deep understanding of AI tools through experimentation and tests to discover their strengths and limitations;
- review existing and emerging literature on AI tools and their impacts;
- conduct an extensive consultation process with faculty, students and staff on issues related to AI tools in higher education;
- conduct an environmental scan to learn of approaches used by other higher education institutions regarding the use of AI tools for assignments and other assessment deliverables;

- create evidence-based learning resources for faculty/instructors to support assessment design/redesign that address AI software strengths and limitations;
- develop guidelines for the use of AI tools in teaching, assessments (where appropriate), and ethical use of these tools;
- work with disciplinary experts to determine how to best design and assess discipline specific assignments given the potential of existing AI tools;
- provide students with a background on how these tools work and how best to engage with them in an ethical way.

Timeline

This working group will commence in February and will meet in person with a hybrid option every two weeks. The goals will be completed by June 2023, in order to help support training and development of faculty/instructors over the summer months in preparation for the Fall 2023 Term.

Proposed Membership

- Shailoo Bedi (Chair)
- Sharon Dias, Graduate Research Assistant
- Erin Kelly, Director, ATWP
- Erin McGuire, Associate Teaching Professor, ANTH
- Ammie Kalan, ANTH
- Hayley Hewson, Manager, Learning Experience Design
- Jens Webber, CSE
- Nan Ami, Manager, Centre for Academic Communication
- Karen Munro, Libraries
- Hajime Kataoka, UNEX
- Hannah Rose, Communications Coordinator and Strategic Initiatives, LTSI

Also, where appropriate and identified by the working group, additional sub-groups will be created to help guide the work and to provide additional perspectives. For example, a sub-group to engage with the Libraries on how AI tools impact library research for students, as well as sub-groups that may be specific to disciplinary learning and teaching needs will also be considered.

The chair is responsible for setting the meeting schedule, assigning action items to the working group members, liaising with Dr. Elizabeth Adjin-Tettey, A/AVP Academic Planning, to seek guidance or have questions addressed. All working group members are responsible for the action items assigned by the chair and attend meetings scheduled by the chair.

Appendix B: Consultation Schedule

Faculty

100-Level Instructors Working Group	March 31st	2:30-3:30	Virtual
TAC's	April 24th	3:00-3:30	In-Person
Librarians	April 25th	1:00-2:00	Virtual
Faculty (Timeslot 1)	May 5th	1:00-2:00	Virtual
Faculty (Timeslot 2)	May 9th	11:00-12:00	Virtual
Faculty (Timeslot 3)	May 10th	2:00-3:00	Virtual
Faculty (Timeslot 4)	May 11th	1:00-2:00	Virtual

Students

Students Zoom Timeslot 1	April 11th	3:00-4:00	Virtual
Students Zoom Timeslot 2	April 19th	1:30-2:30	Virtual
Students Zoom Timeslot 3	May 31st	1:00 - 2:00	Virtual

Campus Stakeholders

Continuing Studies	March 27th	1:00-2:00	In-Person
Centre for Accessible Learning	June 5th	1:00-2:00	Virtual
Centre for Academic Communication	May 30th	2:30 - 3:30	Virtual



Appendix C: Consultation Questions

Librarians

1. When it comes to AI tools (including but not limited to ChatGPT, Grammarly, Dall-E, Quillbot):
 - a. What do you know?
 - b. What do you want to know more about?
 - c. What are you worried about?
 - d. What worries you about AI and academic integrity? (if not already addressed?)
2. What is the role of AI in the discipline(s) you support?
 - a. What are the current discussions in that discipline about research involving AI tools?
 - b. What about teaching with AI tools?
 - c. How do you think university education might address these discussions and emerging practices?
3. Are you already addressing or using AI in your librarian work, for instance in teaching or reference?
 - a. If yes, in what ways?
 - b. What do you like or dislike about it?
4. What strategies have you employed in either teaching students to use AI or to have them not engage with AI?
5. What kinds of institutional supports or changes might help with dealing with AI (e.g. class size, marking loads, etc.)?
6. What PD opportunities would you like to see around AI, either for yourself or for faculty or students?
 - a. Have you already done or are you doing any professional development around the topic?
 - b. How would you like to access these PD opportunities?
7. What kind of questions are you getting from faculty or students that you work with?
 - a. What kind of support as you being asked to offer?
 - b. Can you provide examples?

Faculty

1. What do you know about Artificial Intelligence (AI) tools (such as: ChatGPT, Grammarly, Dall-E, Quillbot etc.)?
2. What questions or concerns do you have about AI tools?
3. Are there roles that AI tools may play in your discipline or area and have they been discussed within your faculty/departments?
4. How do you think students are using or benefitting from these tools?
5. Do you use AI in your teaching and/or assessments?
6. What strategies have you employed with your students around these tools?
7. What can UVic do to support you in regards to these tools (ie. Supports)?

Campus Stakeholders

1. What do you know about Artificial Intelligence (AI) tools (such as: ChatGPT, Grammarly, Dall-E, Quillbot etc.)?
2. How do you think students are using or benefitting from these tools?
3. What concerns you most regarding AI tools and your area?

4. What recommendations do you have regarding how to deal with AI tools and academic integrity and ethical use of these tools?
5. What can UVic do to support you in regards to these tools (ie. Supports)
6. Any other topics you would like to raise at this point about AI tools?

Students

1. What do you know about Artificial Intelligence (AI) tools (such as: ChatGPT, Grammarly, Dall-E, Quillbot etc.)?
2. What questions or concerns do you have about AI tools?
3. Are there roles that AI tools can play in your field or studies, or outside of school that interest you?
4. Have your instructors demonstrated how to use these tools in class? If so, what did you learn?
5. What can UVic do to support you in regards to these tools?



12. The role of instructors in making decisions concerning the use or not of GenAI.
13. The roles and responsibilities of faculty in plagiarism detection related to GenAI.
14. Ethical and legal implications of AI.
15. Dealing with potential misuses of AI.
16. GenAI bias on systemic issues.
17. Support for instructors.
18. Keeping up with all and new AI tools.
19. Assessment design (e.g. adapting assessments to allow GenAI use/ Redesigning assessments to prevent the use of AI).
20. Addressing grade inflation in an era of AI.
21. Citing GenAI tools.
22. Standards and limitations for requiring the use of AI in class and for course assignments (especially given AI tools are open source and are not sanctioned as a learning tool by UVic).
23. Impact on critical thinking.
24. Clarification needed on what is a policy and what is a UVic guideline.
25. Perception of additional workloads related to dealing with potential or actual academic integrity violations.
26. Acceptable uses of AI and how to encourage them.
27. LTSI resources needed to support UVic community related to GenAI (course redesign, training, etc.)
28. Need to have more spaces for dialogues new pedagogical approaches and forms of assessments.
29. Understanding the role of AI in supporting students with learning differences.
30. Information on using GenAI ethically for instructors and students.
31. Clarification on who and which sector can/will develop the UVic policies and guidelines on AI use.
32. How to detect work done with GenAI.
33. How to use GenAI for marking.
34. Need for guidance on a statement that can be put into syllabi.
35. Need for student centred approach and teaching students how to interpret AI outputs.
36. AI tool for international students who wants to develop more academic English skills.
37. Using AI to build assignments.
38. Concern that CAC or other offices may be become responsible for navigating AI with students.
39. Data security/privacy
40. Impact on student literacy (Positive? Negative?)
41. How to initiate open conversation about AI tools between instructors & students



Appendix E: Syllabus statements regarding GenAI

Depending on the course and/or discipline some instructors may want to allow, or even encourage the use of GenAI by their students, while others may want to limit or prohibit their use. Instructors who allow the use of artificial intelligence tools in their courses must provide clear instructions to students about their expectations regarding use of GenAI in their courses in course outlines. Instructors are encouraged to discuss the benefits, risks, and limitations of such tools and to teach students about ethical and responsible use of GenAI. Below are draft statements intended to help instructors shape their statements on appropriate use of GenAI or reinforce a shared understanding of what is permitted and what is not for a course. These statements can be used for undergraduate or graduate level courses.

Situation 1: Instructor does not allow the use of GenAI in any stage of the course completion.

*Please be advised that in this course you are **not authorized** to use any form of generative AI. In order to successfully complete course activities, generative AI is not required nor welcomed. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the University of Victoria states in its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.”. Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.*

Situation 2: Instructor partially allows the use of GenAI during course completion for (e.g., assignments, brainstorming ideas, generating topics, images, among others)

In this course, students may use GenAI such as ChatGPT in limited ways. Below are the specific assignments and activities that students are permitted to use generative AI. In order to not violate academic integrity, you must cite ChatGPT or any other tool properly using one of the following styles: APA style, Chicago [insert any other style accepted by instructor]. Additionally, you must add all the prompts and questions used within the generative AI to create content as an appendix. For all the other activities in this course, please refrain from using any generative AI. Please note that you can successfully complete all the courses requirements without the use of generative AI.

[list assignments and/or activities that students are permitted to use GenAI if they wish]

Situation 3: For instructors who wish to work with GenAI

*In this course I welcome the use of generative AI for assignments completion and during activities in the classroom. Therefore, **you are authorized** to use generative AI tools such as ChatGPT. Please note that you can opt not to use generative AI to complete any or all the course assignments successfully, but in case you opt to use generative AI, you must provide proper citation of the tools you used. Although the course allows the use of generative AI, please be aware of the following flaws when using the tools:*

- *Generative AI does not fact check*
- *Generative AI may provide bias and inaccurate answers*
- *Generative AI hallucinates and may provide false or/and made up information*
- *Generative AI does not cite the sources of information*
- *Generative AI does not critically analyzed content*

*Please note when allowing students to use GenAI for a course, some AI applications may require a subscription fee. Consider offering students a choice to opt-out of using a system if they have concerns

about cost, security, or privacy issues related to the application.

