**THE UNIVERSITY OF BRITISH COLUMBIA**

Okanagan Senate

THE FIFTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2021/2022 ACADEMIC YEAR

**THURSDAY, 27 JANUARY 2022**

**3:30 P.M. | VIA ZOOM**

1.  **Call to Order – Dr Santa Ono**

2.  **Senate Membership – Dr Kate Ross** (information) (docket page 3)
    New Members:
    Dr Ying Zhu, Assistant Professor of Management, Elected by the Joint Faculties
    until 31 August 2023 and thereafter until replace, to fill a vacancy.
    Dr. Marie Tarrant, Dean *Pro Tem.* of the Faculty of Health and Social
    Development, to replace Dean Gordon Binsted (resigned).

3.  **Minutes of the Meeting of 16 December 2021 - Dr Santa Ono** (approval)
    (docket pages 4-19)

4.  **Business Arising from the Minutes – Dr Santa Ono**

5.  **Remarks from the Chair - Dr Santa Ono** (information)

6.  **Remarks from the Deputy Vice-Chancellor – Dr Lesley Cormack**
    (information)

7.  **Remarks from the Provost – Dr Ananya Mukherjee-Reed** (information)

8.  **Admissions & Awards Committee – Ms Tamara Ebl**

    New and Revised Awards (approval) (docket pages 20-23)

9.  **Agenda Committee – Dr Jan Cioe**

    a.  2021 Winter Term 2 Drop Date (approval) (docket pages 24-25)

    b.  2022-2023 Senate Meeting Dates (approval) (docket page 26)

**10.**      **Curriculum Committee - Dr Yves Lucet**

Curriculum proposals from Faculties of Applied Science, Arts & Social Sciences, Science, and Creative & Critical Studies (approval) (docket pages 27-75)

**11.**      **Joint Report of the Admissions & Awards and Curriculum Committees – Ms Tamara Ebl and Dr Yves Lucet**

New Program: Bachelor of Nłeʔkepmx Language Fluency (approval) (docket pages 76-231)

**12.**      **Learning & Research Committee – Dr Sally Willis-Stewart**

Canada Research Council Chairs Distribution (approval) (docket pages 232-234)

**13.**      **Nominating Committee – Dr Jannik Eikenaar**

Appointments to President's Advisory Committees (approval) (docket pages 235)

**14.**      **Report from the Provost – Dr Ananya Mukherjee-Reed**

2020/2021 Enrolment Report – With Dr Stephanie McKeown and Ms Michelle Davis (information) (docket pages 236-238)

**15.**      **Report from the Registrar – Dr Kathleen Ross**

2022-2023 Academic Year (information) (docket pages 299-300)

**16.**      **Report from the Faculty of Arts & Social Sciences – Dr Silvia Tomášková**

Faculty Motion Regarding Scheduling (approval) (docket page 301)

**17.**      **Other Business**

*The Rules and Procedures of the Okanagan Senate* states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

*UBC Senates and Council of Senate website: http://www.senate.ubc.ca*

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**THE UNIVERSITY OF BRITISH COLUMBIA**

27 January 2022

**To:** Okanagan Senate

**From:** Dr Kate Ross, Registrar

**Re:** 2022 Okanagan Senate By-Election results

Set out below are the by-election results.

## Faculty Member Representative of the Joint Faculties

Further to the call for nominations for faculty members of the Okanagan campus to fill one (1) vacancy on the Okanagan Senate for the remainder of the 2020-2023 triennium issued on 6 December 2021, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member is acclaimed as elected as representative of the Joint Faculties on the Okanagan Senate for a term ending 31 August 2023 and thereafter until a successor is elected:

- Dr Ying Zhu, Assistant Professor, Faculty of Management

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All vacancies have been filled in this by-election.

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# OKANAGAN SENATE

## MINUTES OF 16 DECEMBER 2021
### DRAFT

**Attendance**

**Present:** S. Ono (Chair) K. Ross, L. Cormack, A. Mukherjee-Reed, H. Berringer, P. Simpson, R. Sugden, S. Tomaskova, G. DiLabio, B. Traister, J. Olson, P. Barker, M. Evans, R. Campbell, J. Cioe, T. Ebl, L. Markley, J. Eikenaar, I. Parkins, K. Hodges, R. Johnson, S. Hutchinson, Y. Lucet, S. Hilton, P. Arthur, P. Lasserre, J. Picault, S. Willis-Stewart, M. Legault, B. Marcolin, R. Lalonde, S. McNeil, M. Libben. M. Reeves, R. Frost, M. Arthur, R. Herzberg, J. Lee, J. Low, D. Rogers, A. Schatzko, R Sharma,

**Regrets:** S. Point, J. Hare, G. Binsted, J. Jakobi, J. Holzman, S. Cherkowski, J T. Forneris, G. Gerrard, A. Alnaar, M. Lunde, H. Khan, B. Heerema, J. Anderson, R. Somal, J L. Prakesh, J. Udochi, K. Morgan

**Clerk:** C. Eaton

## Call to Order

The Chair of Senate, Dr Santa Ono called the meeting to order at 3:36 pm

## Minutes of the Previous Meeting

| Jan Cioe<br>Lesley Cormack | } | *That the Minutes of the Meetings of 25 November 2021 as corrected;* |
|---|---|---|
| | | *Senator Hodges' comments were omitted on how instructors would find out if students were de-registered.* |
| | | *Dr Ross replied that we would take efforts to inform faculty.* |
| | | *Senator Shatzko was present.* |

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| Approved |
|---|

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## Business Arising from the Minutes

**COVID HEALTH ACADEMIC REGULATIONS**

The President advised the Senate that the Vancouver Senate had approved these recommendations the previous evening, with an amendment to clarify that de-registration would still be possible in Term 2 for continued or repeated non-compliance with the rules.

Patricia Lasserre          }          *That the Senate amend the COIVD Health*
Barb Marcolin                *Academic Regulations as set out below:*

**Recommended Amendments to COVID Health Academic Regulations (new text in bold, removed text struck through)**
The following academic regulation is in effect 1 January 2022.

**Compliance with Health Safety Requirements for Maintaining Registration**

In response to the pandemic caused by COVID, UBC Risk Management Services has created the COVID-19 Campus Rules, pursuant to the UBC Board of Governors Health and Safety Policy, to impede the spread of COVID at UBC. The COVID-19 Campus Rules can be found here:
https://riskmanagement.sites.olt.ubc.ca/files/2021/09/COVID19-Campus-Rules.pdf.

All students at UBC must comply with the COVID-19 Campus Rules, including but not limited to the requirements (in accordance with UBC's instructions) to:
• complete the UBC Declaration of COVID-19 Vaccination Status; and
• if not declared to be vaccinated, participate in regular rapid testing if physically attending at UBC's Point Grey campus or Okanagan campus.

Compliance with the COVID-19 Campus Rules is required **for all students.** ~~to maintain registration at UBC in those courses with in-person attendance in class or other activities, including examinations or other assessment.~~ For those students who are enrolled exclusively in courses that do not require any in-person attendance in class or other activities at any facilities operated by UBC, including examinations or other assessment, exceptions may be made at the discretion of the Dean of the Faculty in which the student is registered.

In addition to the requirements of the COVID-19 Campus Rules, some Faculties and Schools may require proof of approved COVID vaccination for certain programs or courses to comply with the requirements of third parties, including but not limited to health authorities, governments, employers, and other institutions through which practica, co-operative education programs, or other experiential learning opportunities are offered. Compliance with those requirements may be required to remain registered in those programs or courses.

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The Registrar shall be responsible for **placing** ~~de-registering~~ students who fail to comply with the COVID-19 Campus Rules **on an academic hold that blocks access to grades, transcripts, application to new/changed programs and registration in subsequent terms/sessions**; and Deans of Faculties shall be responsible for de-registering students who fail to comply with Faculty or School based regulations. **Prior to a student being place on an academic hold, the Registrar must make reasonable efforts to communicate to students informing them of this regulation and how they may comply with the COVID-19 Campus Rules to have the hold either not applied or removed.** Prior to de-registration, ~~the Registrar or~~ Deans must make reasonable efforts to communicate with affected students and advise them of options available to them, including possible academic accommodations [hyperlink] or academic concessions [hyperlink].

**The above notwithstanding, the University may subject a student to student discipline [hyperlink] or require them to Withdraw for Unsatisfactory Conduct [hyperlink]
for failure to abide by any University Regulations, including this regulation.**

Students who believe these regulations are being improperly applied by either the Registrar or
their Dean may appeal such a matter as an appeal of academic standing [hyperlink].

Dr Ross noted that at the previous meeting, concerns around equitable treatment for faculty, staff and students who do not comply with the COVID-19 Campus rules. In consideration of the approach being taken with faculty and staff, she was recommending that a gradual approach be taken with students to first provide for an academic hold for students who were not in compliance.

Senator Ebl asked what the action would be for faculty and staff.

*Senator Cormack assumed the Chair*

The President said that he and the Board has decided that there will be progressive consequences, starting with letters of expectation and up to and including leave without pay.

Senator Cioe commended the President for taking strong action in such matters.

Senator Hodges asked when we would be doing this.

    The President replied that he expected we would take actions throughout January.

    The Registrar said that our problem seemed to be one of failure of responsiveness.

Senator Cioe said that some sort of soft deadline would be helpful in terms of communication of consequences. He noted that the longer non-compliant people were in classes, the greater the risk of transmission and so we needed to take action as soon as possible in a term.

Senator Reeves commented on students still be on campus for a term if they do not comply with the regulation. She also noted that we would need to deal with the transition of COVID-19 from pandemic to endemic disease.

> The Registrar replied that a similar concern had caused the Vancouver Senate to adopt an amendment that would call for the de-registration of students in a current term for continued or repeated contravention of the regulation.

The Clerk advised the Senate on the text of the amendment passed by the Vancouver Senate the previous evening.

Senator Johnson asked if he would be aware of any non-compliant students in their classes, and if there would be opportunities for students to only attend via remote means if they did not comply with rapid testing.

> The Clerk advised that students only studying remotely could request an exception to the rapid testing requirements.

> The Registrar said that we would not be able to provide the names of those non-compliant but if de-registered they would cease to appear on class lists.

**AMENDMENT**

| Mike Evans<br>Jan Cioe | } | *That the proposal be amended to add the following* "Continued or repeated non-compliance shall lead to de-registration from courses that required in-person attendance in class or other activities at any facilities operated by UBC, including examinations or other assessment, in the current term and for any subsequent terms and sessions. The Registrar shall be responsible for de-registering such students.*".* |

> Amendment Approved

Senator Ebl encouraged the Senate to be cautious and to ensure that there was clear communication with potentially affected students.

**PREVIOUS QUESTION**

> Bryce Traister               }      *That the previous question be put.*
> Marianne Legault

| Approved |
|---|

*NB: Senator Ebl abstained*

| Main Motion Approved as ~~amended~~ |
|---|

*NB: Senator Ebl abstained*

*The President assumed the Chair.*

**Remarks from the Chair**

The President advised that with the regards to faculty and staff, the planned next step, which was still in discussion with unions and staff associations and thus not final, was that starting in January 2022, faculty and staff who were non-compliant with COVID-19 Campus Rules would receive a letter of expectation making it clear what is expected with a deadline of 21 January 2022 to be in compliance with the rules. As of 24 January, those who are not in compliance would be placed on a non-disciplinary unpaid leave effective immediately. Initial conversations had shown all our trade unisons supported this policy and process.

Dr Ono noted that UBC was not currently seeing a spike in COVID-19 infections, unlike at some other institutions. We have been assured by Public Health officers that given current measures, examinations are safe. Dr Ono said he recognized that the situation was fluid and could change. With respect to Totem Park on the Vancouver campus, in an abundance of caution, a notice was given to all residents there; however, the numbers were so low that they couldn't be shared due to privacy considerations.  Dr Ono said that the University had been assured by experts from both Vancouver Coastal and Interior Health that in-person examinations were safe on both campuses given the control measures in place. That said, the President acknowledged the concerns of faculty and students about examination rooms being crowded.

Dr Ono noted that last week, the Office of the University Counsel sent out revisions to the student misconduct rules. The new rules create a diversionary path for misconduct cases without a history of misconduct and where the student admitted to the conduct in question. While these changes were discussed with student leaders over five years ago, their implementation was

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delayed due to other priorities, and Dr Ono said that he now understood that more recent consultation did not occur. That was an oversight that was brought to the President's attention by the students and he thanked them for that.

Dr Ono advised the Senate know that he had rescinded the approval of those revisions and directed the University Counsel to consult with the current student leadership before bringing the matter back to me for reconsideration.

The President noted that the previous day he had the honour to address the Surrey Board of Trade for the first time and to speak about UBC's presence in the South Fraser region. UBC recently announced the acquisition of a 135,000-square-foot property at the intersection of King George Boulevard and Fraser Highway in Surrey. Although the completion of this site is some years away, Dr Ono said that he already received many messages from residents of Surrey who welcome a stronger UBC presence in the city.

Dr Ono said he working closely with the Deans and with Senate to guide our academic planning for the site. UBC would also dialogue with the First Nations whose traditional territory this is, and also want to listen to the South Fraser community about the kind of facility that will serve Surrey and the South Fraser Economic Region in the best way possible.

Senator Ebl asked about availability of PCR Testing at the Okanagan Campus.

> Dr Cormack said that we were moving to voluntary rapid testing for the vaccinated but we didn't have the facilities for the more complex PCR testing.

Senator Lasserre asked where we expected modes of instruction to go for Term 2.

> The President replied that this was understandable on the minds of many people. He noted that several universities in central and eastern Canada have already announced their plans. He advised that UBC was in active conversations with the health authorities and the provincial government and the Research Universities Council of BC (RUCBC) was meeting the next day with the ministry and public health. Dr Ono said they understood the importance of timely communication.

> Dr Lasserre suggested having a different strategy for exams if the term is moved online.

Senator Cioe said he'd understand a limited period but he would have concerns with moving the entire term online.

Senator Ebl asked when faculties would know of their faculty members or staff being placed on leaves of absence, as we needed to ensure that there was sufficient notice to address situations.

> The President replied that very few faculty were not in compliance and we hoped many had simply made errors in uploading information or missed requests for action.

The Provost, Dr Ananya Mukherjee-Reed said that faculties had already been provided with the names of those not in compliance.

Dean Traister expressed a concern that those who were in compliance would be overburdened with work transferred from those not.

## Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor and Principal, Dr Lesley Cormack welcomed a new Associate Vice-President University Relations, Marten Youssef, to the Okanagan campus. Starting 4 January 2022, he will head up marketing and communications efforts.

Dr Cormack noted that in the new year we hoped to start a process for a new memorandum of agreement with the Okanagan Nation Alliance, as well as report back to the Senate on our progress with the Truth and Reconciliation Commission commitments. She also noted that new degree programs in indigenous language fluence would be coming before the Senate for consideration.

Finally, Dr Cormack thanked everyone who participated in "Nobel Night" the previous evening.

Senator Cioe asked when a Provost *Pro Tem.* for the Okanagan campus and a *Dean Pro Tem.* for the Faculty of Health and Social Development would be announced.

Dr Cormack advised that a Provost Pro Tem. would be announced in the new year.

## Remarks from the Provost

Dr Mukherjee-Reed reminded the Senate that this would be her second-to-last meeting and expressed her thanks for the privilege of working with everyone.

She noted that the Dean *Pro Tem.* for the Faculty of Health and Social Development would be Dr Marie Tarrant. She noted that search processes for a new dean had commenced.

Finally, with respect to reviews, the Provost noted that the strategic health review as almost completed and a review of Management was commencing.

## Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Ms Tamara Ebl, presented.

**NEW AND REVISED AWARDS**

*See Appendix A: Awards Report*

| | | |
|---|---|---|
| Tamara Ebl<br>Barb Marcolin | } | *That the Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.* |

In response to a question from Senator Eikenaar, the Clerk advised that bursaries are adjudicated on the basis of financial need.

> **Approved**

**COLLEGE OF GRADUATE STUDIES – ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS**

| | | |
|---|---|---|
| Tamara Ebl<br>Barb Marcolin | } | *That Senate approve changes to English Language Proficiency requirements for applicants to Master's Degrees and Doctoral Degrees in the College of Graduate Studies, effective until the 2025 Summer Session only.* |

Senator Lasserre asked why the proposal was limited to until 2025

> Senator Simpson said that things were evolving and they expected further changes to come forward for English proficiency for graduate students.

> **Approved**

**COLLEGE OF GRADUATE STUDIES: REQUIRED DOCUMENTATION**

| | | |
|---|---|---|
| Tamara Ebl<br>Rhys Herzberg | } | *That Senate approve changes to documentation requirements for applicants to Master's Degrees and Doctoral Degrees in the College of Graduate Studies, effective for entry to the 2022 Winter Session and thereafter* |

Senator Cioe asked how programs could identify if they wanted more than two references.

> Senator Simpson said they should contact the College; they will be communicating with programs to prompt them to consider this.

> **Approved**

## Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

**DECEMBER CURRICULUM PROPOSALS**

See Appendix B: Curriculum Report

| | | |
|---|---|---|
| Yves Lucet<br>Tamara Ebl | } | *That the revised program, degree requirements,<br>and academic regulations brought forward by the<br>Faculties of Arts and Social Sciences, Science,<br>and Management be approved.* |

Senator Eikenaar asked about the Indigenous content requirements for the Bachelor of Science. He asked for a rationale for the extension.

> Senator Lucet replied that consultation process started but there were staff changes and then the issues in the summer and fall with extreme weather made consultation challenging with first nations.

> Dean DiLabio said that Science was committed to meaningfully indigenizing the curriculum in the Bachelor of Science degree, and was undertaking consultations to ensure we did that we care and consideration for all stakeholders.

> > Approved

## Learning & Research Committee

The Chair of the Senate Learning & Research Committee, Dr Sally Willis-Stewart, presented.

**EMERITUS APPOINTMENTS**

*See Appendix C: Emeritus Report*

| | | |
|---|---|---|
| Sally Willis-Stewart<br>Bryce Traister | } | *That the attached list of individuals for emeritus<br>status be approved and that, pursuant to section<br>9(2) of the University Act, all persons with the<br>ranks of Principal Emerita and Professor<br>Emeritus be added to the Roll of Convocation* |

Senator Arthur raised a concern with the second name on the list, noting that this person was on leave from UBC and yet was at the same time a Dean at another institution.

Senator Willis-Stewart suggested that we should divide the motion to look at each appointment separately. She said that if someone was appointed elsewhere, we would need to confirm their eligibility.

Dean Traister objected to the idea of division, stating that he would like to understand the basis of the concern being raised.

Senator Arthur said that the question was if someone who had a different appointment elsewhere would still be eligible.

> Dean Traister said that as dean of the relevant faculty, he could advise that this faculty member would not be employed at UBC past 31 December 2021 and that there was nothing irregular with this recommendation. He said we should not care if a former colleague has another appointment at another institution when considering granting emeritus status here.
>
> The Clerk advised that Section 1(c) of Policy O-250 stated that a person was not eligible if they were "retiring or resigning from the University in order to take up a faculty appointment in another university. If an individual is retiring or resigning from the University in order to take up such appointment, he or she may be considered for emeritus status once he or she has retired or resigned from that or any other such subsequent appointment."
>
> Dean Traister expressed his incredulity at that being UBC's policy.

**MOTION TO DIVIDE**

| | | |
|---|---|---|
| Jan Cioe | } | *That the motion be divided to consider each* |
| Sandy Hilton | | *appointment separately.* |

> Approved

**EMERITUS APPOINTMENTS – PRINCIPAL EMERITA**

| | | |
|---|---|---|
| Sally Willis-Stewart | } | *That the individual for emeritus status be* |
| Bryce Traister | | *approved and that, pursuant to section 9(2) of the* |

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*University Act, that she be added to the role of convocation.*

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| Approved |
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**EMERITUS APPOINTMENT – PROFESSOR EMERITUS**

Sally Willis-Stewart      }      *That the individual for emeritus status be*
Bryce Traister                   *approved and that, pursuant to section 9(2) of the*
                                       *University Act, that he be added to the role of*
                                       *convocation*

At the request of Senator Cormack, the Clerk read out the relevant sections of Policy O-250.

Senator Cioe suggested that this matter should be referred back to Committee to ensure compliance with the policy or to consider if a change was needed to the policy.

Senator Willis-Stewart said that his matter had only come up shortly before the meeting and so that they had not had time to consider the matter.

# REFERRAL TO COMMITTEE

Jan Cioe                 }      *That this recommendation for emeritus status be*
Sally Willis-Stewart               *referred back to the Senate Learning & Research*
                                       *Committee for review, and that the Committee be*
                                       *further directed to review Policy O-250 with*
                                       *respect to its eligibility criteria and report back to*
                                       *Senate with such recommendations as they see fit.*

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| Referral approved |
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**Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

**APPOINTMENT TO COMMITTEE OF SENATE**

Jannik Eikenaar             }      *That Shirley Hutchinson be appointed to the*
Jan Cioe                        *Senate Curriculum Committee until 31 August*

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*2023 and thereafter until replaced, to fill a vacancy*

<div style="border:1px solid gray; background:#c0c0c0; padding:8px; text-align:center; width:200px;">Approved</div>

## Adjournment

Seeing no other business, the meeting was adjourned at 5:10 p.m.

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## Appendix A: Awards Report

### New awards

Proposed Title:         **2021 Vernon Film Society Media Prize**

A $5,000 prize is offered by the Vernon Film Society to a second- or third-year student in the Bachelor of Fine Arts program or Bachelor of Media Studies program in the Faculty of Creative and Critical Studies at the University of British Columbia, Okanagan campus. Preference is given to a student specializing in film, video or advanced media who has demonstrated a combination of academic excellence and superior achievement in production. The award is made on the recommendation of the Faculty of Creative and Critical Studies. (First award available for the 2021/2022 Winter session)

Proposed Title:         **Peto Family Bursary**

A $2,000 bursary has been made available through an endowment established by the Peto family, along with matching funds from the University of British Columbia, to an undergraduate student enrolled in any program in the Irving K. Barber Faculty of Arts and Social Sciences or the Irving K. Barber Faculty of Science at the University of British Columbia, Okanagan campus. The bursary is made in recognition of the family's long-time residence in the British Columbia Interior. The bursary will be conferred on students in the Irving K. Barber Faculty of Arts and Social Sciences for odd-numbered years and in the Irving
K. Barber Faculty of Science for even-numbered years. The bursary will be adjudicated by Enrolment Services.  (First award available for the 2022/2023 Winter session)

### Revisions:
**Previously approved award with changes in terms or funding source:**
Existing description (2016):
Award Title:
**Faculty of Creative and Critical Studies** ~~French & Spanish~~ <span style="color:red">Languages</span> **Scholarship**

A $1,000 scholarship is offered by the Faculty of Creative and Critical Studies to an outstanding returning undergraduate student with second-year standing or higher who is majoring in ~~French and Spanish~~ <span style="color:red">Languages</span>. The award is made on the recommendation of the Faculty.

Amended description:         **Faculty of Creative and Critical Studies Languages Scholarship**

A $1,000 scholarship is offered by the Faculty of Creative and Critical Studies to an outstanding returning undergraduate student with second-year standing or higher who is majoring in Languages. The award is made on the recommendation of the Faculty.

Rationale:  The Faculty now has a Languages major which replaces the French and Spanish major.

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Existing description (2013):

Award Title:

**Faculty of Creative and Critical Studies ~~Interdisciplinary Performance~~ Media Studies Scholarship**

A $1,000 scholarship is offered by the Faculty of Creative and Critical Studies to an outstanding returning undergraduate student with second-year standing or higher who is majoring in ~~Interdisciplinary Performance~~ the Bachelor of Media Studies. The award is made on the recommendation of the Faculty.

Amended description:          **Faculty of Creative and Critical Studies Media Studies Scholarship**

A $1,000 scholarship is offered by the Faculty of Creative and Critical Studies to an outstanding returning undergraduate student with second-year standing or higher in the Bachelor of Media Studies. The award is made on the recommendation of the Faculty.

Rationale: Interdisciplinary Performance is no longer a major so the Faculty would like to scholarship on Media Studies.

## Appendix B: Curriculum Report

**FACULTY OF ARTS AND SOCIAL SCIENCES**

i. Bachelor of Arts Programs > Political Science

ii. Bachelor of Arts Programs > International Relations

**FACULTY OF SCIENCE**

 i. Bachelor of Science Programs > Degree Requirements for students entering the program in 2020/2021 or later

**FACULTY OF MANAGEMENT**

i. Bachelor of Management for students entering the program as first years in 2017/2018 or later… > Academic Regulations

ii. Bachelor of Management for students entering the program as first years in 2017/2018 or later… > Degree Requirements

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## Appendix C: Emeritus Report

| Last Name | First Name | Current Rank | Emeritus Title | UBCO Faculty | Effective Date |
|---|---|---|---|---|---|
| Buszard | Deborah | Professor (former Deputy Vice Chancellor and Principal) | Principal Emerita | Irving K. Barber Faculty of Science, Department of Biology | 12/31/2021 |
| Foster | Stephen | Professor | Professor Emeritus | Faculty of Creative and Critical Studies, Department of Creative Studies | 12/31/2021 |

UBC THE UNIVERSITY OF BRITISH COLUMBIA

14 January 2022

**To:** Okanagan Senate

**From:** Okanagan Admissions and Awards Committee

**Re:** New and Revised Awards (approval)

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New and Revised Awards

The Admissions and Awards Committee has reviewed and recommends to Senate for approval the attached list of new and revised awards.

> *Motion: That the Senate accept the new and revised awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Respectfully submitted,

Tamara Ebl, Chair
Senate Admissions and Awards Committee

# T H E   U N I V E R S I T Y   O F   B R I T I S H   C O L U M B I A

**Development and Alumni Engagement**
The University of British Columbia l Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211
http://supporting.ok.ubc.ca/welcome.html

**January 10, 2022**

**From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus**

**To:     Okanagan Senate Admissions and Awards Committee**

**Re:     Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

# New awards for consideration:

Proposed Title:          **Economic Trust of the Southern Interior Student Entrepreneur of the Year Award**

A $2,500 award has been made available through a gift from the Economic Trust of the Southern Interior for the most successful student entrepreneur to have completed the program at Entrepreneurship@UBCO. The award is made on the recommendation of the Office of the Vice-President, Research and Innovation. (First award available for the 2021/2022 Winter session)

Proposed Title:          **Mastercard Scholarship for Women in Computer Science**

Renewable scholarships totalling $20,000 have been made available annually through a gift from Mastercard Corporation for female, second-year, undergraduate students, majoring in computer science in either the Bachelor of Science or Bachelor of Arts programs at the University of British Columbia, Okanagan Campus. Preference will be given to First Nations, Inuit, or Métis students of Canada. Subject to continued academic standing, the awards will be renewed for the third and fourth year. The awards are made on the recommendation of Enrolment Services. (First award available for the 2022/2023 winter session)

1

Proposed Title:      **Ted Rogers Centennial Indigenous Scholars Entrance Award**

Renewable entrance awards totalling $40,000, valued at $10,000 each per year, have been made available annually through a gift from Rogers Communications Inc, in memory of Ted Rogers (1933-2008), for First Nations, Inuit, or Métis students of Canada entering an undergraduate program at the University of British Columbia, Okanagan campus directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and extra-curricular achievement. Preference will be given to students entering a STEM program. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Ted (B.A., LL.B.) was born in Toronto, Ontario, and studied at the University of Toronto and Osgoode Hall Law School. In 1960, he purchased his first radio station, CHFI, which went on to become Canada's biggest radio station, and in 1967 established Rogers Communications Inc, which became Canada's largest cable company in the late 1970s. This award was established as part of Rogers' commitment to increase diversity in Canada's telecommunications industry. The award is made on the recommendation of the adjudication committee. (First award available for the 2022/2023 winter session).

# Revisions:
# Previously approved award with changes in terms or funding source:

Existing description (2021):
Award Title:                Walley Lightbody Award in Law

Awards totalling $4,000 have been made available through an endowment established by alumnus Walley Lightbody for a student graduating with any degree from the Department of Economics, Philosophy and Political Science in the Irving K. Barber Faculty of Arts and Social Sciences at the University of British Columbia, Okanagan campus who have demonstrated their intention to pursue a career as a lawyer. The award is created in recognition of Walley Lightbody, Q.C., BA '56, LLB '59, and his decades-long career in law and many contributions to the profession. Preference will be given to students who have demonstrated their intention to pursue a career as a lawyer. The award is made on the recommendation of the Irving K. Barber Faculty of Arts and Social Sciences.

Amended description:       Walley Lightbody Award in Law

Awards totalling $4,000 have been made available through an endowment established by alumnus Walley Lightbody for a student graduating with any degree from the Department of Economics, Philosophy and Political Science in the Irving K. Barber Faculty of Arts and Social Sciences at the University of British Columbia, Okanagan campus who have demonstrated their

2

intention to pursue a career as a lawyer. The award is created in recognition of Walley Lightbody, Q.C., BA '56, LLB '59, and his decades-long career in law and many contributions to the profession. The award is made on the recommendation of the Irving K. Barber Faculty of Arts and Social Sciences.

Rationale:  To have the award description match the purpose in the endowment trust agreement. The inconsistency is that the current award description indicates that the intention to become a lawyer is a preference, while in the endowment trust agreement its expressed as a criteria.

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To:    Senate
From: Senate Agenda Committee
Re:    Drop Date for 2021 Winter Session Term 2

It has come to the Senate Agenda Committee's attention that last week, the following motion came from the floor at the January Meeting of the Vancouver Senate where; after lengthy debate, it was approved:

> "That the faculties be directed to allow students to drop Term 2 courses for the 2021 Winter Session without a formal W-Withdrawal standing if such a request is made prior to 23:59:59 on 6 February 2022."

The rationale considered by Vancouver in favour of the motion was to allow student to withdraw from courses without penalty while instruction was primarily online, and to extend the Drop deadline to a time after greater certainty was expected regarding the mode of instruction for the remainder of this term. The proponents further argued that this should be a choice made by students rather than a concession offered by their faculties. The arguments against the motion focused on concerns around students dropping courses in haste and impeding their degree progression, compromising eligibility for awards and student loans, and the potential for an unknown financial impact for the University.

The Agenda Committee has considered the matter and believes a similar motion should be approved for the Okanagan campus. The Agenda Committee has elected to bring the matter forward itself as given the limited time available, the usual Committee responsible for such academic regulations, the Academic Policy Committee does not have a meeting prior to the Senate to be able to consider this matter.

The Registrar has advised that the actual Add/Drop date in the SIS will not be changed due to system limitations, and as a result, students would need to request these drops through Enrolment Services or their faculties.

In the case of a course being dropped without a formal W standing, tuition fees are automatically refunded. Other fees may or may not change or be refunded depending on the basis of their calculation or agreements with third parties.

The Committee is aware that there are a limited number of courses where the above rationales may not apply due to particular circumstances of that course. For the sake of simplicity in administration and communication, the Committee still recommends that this change apply to all Term 2 courses.

As the drop date is 24 January 2022, should the Okanagan Senate resolve similarly, W-withdrawal standings for any courses dropped in the intervening 3 days before the Senate meeting would need to be manually removed from student records by the Registrar.

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The Agenda Committee would recommend that the Okanagan Senate resolve as follows:

> **"That the faculties be directed to allow students to drop Term 2 courses for the 2021 Winter Session without a formal W-Withdrawal standing if such a request is made prior to 23:59:59 on 6 February 2022, and that the Registrar be directed to remove the W-Withdrawal standing for any Term 2 courses dropped before that time."**

Respectfully submitted,

Jan Cioe
Chair
Senate Agenda Committee

**a place of mind**
THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**
University Centre │ UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

17 January 2022

| | |
|---|---|
| **To:** | Senate |
| **From:** | Agenda Committee |
| **Subject:** | Senate Meeting Schedule 2022-2023 |

Rule 15 (a) of *the Rules and Procedures of Senate* provides:

> *15. Regular Meetings*
> *a. The Senate shall schedule nine regular meetings each academic year, normally on either the third, fourth, or fifth Thursday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.*

The Senate Agenda Committee would therefore recommend:

*That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2021-2022 be established as follows:*

- *29 September 2022*
- *27 October 2022*
- *24 November 2022*
- *15 December 2022*
- *26 January 2023*
- *23 February 2023*
- *30 March 2023*
- *27 April 2023*
- *18 May 2023*

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**Office of the Senate**
University Centre │ UNC 322
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Phone 250.807.9619
Fax 250.807.8007
www.senate.ubc.ca

27 January 2022

**To:** Okanagan Senate

**From:** Curriculum Committee

**Re:** Curriculum Proposals (approval)

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The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

**Motion:** *That the new minor, program name change, discontinuation of program, revised degree requirements, revised certificate and new courses brought forward by the Faculties of Applied Science, Arts and Social Sciences, and Creative and Critical Studies be approved.*

    a. From the Faculty of Applied Science

        i. New Minor: Minor in Arts

    b. From the Faculty of Arts and Social Sciences

        ii. Program Name Change: Gender, Women and Sexuality Studies

        iii. Discontinuation of Program: Latin American Studies

        iv. Bachelor of Arts Programs > Degree Requirements for students entering the program in 2021/2022 or later

        v. ANTH 452 – New Course

        vi. GWST 272 – New Course

        vii. GWST 340 – New Course

        viii. GEOG 470 – New Course

    c. From the Faculty of Creative and Critical Studies

   i.      Undergraduate Certificate in Communications and Rhetoric – Revised Certificate

   ii.      CCS 320 – New Course

  iii.      CRWR 360 – New Course

  iv.      CRWR 475 – New Course

   v.      SPAN 303 – New Course

  vi.      ENGL 239 – New Course

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee

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# Curriculum Proposal Form
## New Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **School of Engineering** <br> **Faculty of Applied Science** <br> **Faculty/School Approval Date:** 2021.11.15 <br> **Effective Session:** 2022W | **Date:** 2021.11.03 <br> **Contact Person:** Dr. Yang Cao <br> **Phone:** 250.807.9643 <br> **Email:** Yang.Cao@ubc.ca |

**Type of Action: New Minor to Engineering Program**

**Rationale:** The Minor in Arts is designed to allow students to pursue other interests outside of Engineering and receive recognition on their transcripts. The minor shall consist of 18 upper-level credits, all of which must count towards a B.A. degree. The decision to not specify a typical 30 credits that is more common with a minor was made in recognition of the fact that only 3 credits of arts courses may be used to satisfy the requirements of the Bachelor of Applied Science degree, and students pursuing this degree typically carry a substantial burden of required courses. Preliminary scan of the curriculum in FASS and FCCS also indicates that students will need to take lower-level courses as prerequisites, which will result in a total of more than 24 credits in most cases.

| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:** <br><br> **https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,0** <br><br> **Present Academic Calendar Entry:** <br><br> N/A |
|---|---|

## Minor in Arts

This minor consists of courses in the Faculty of Arts and Social Sciences and the Faculty of Creative and Critical Studies that are for credit toward a B.A. degree and must consist of 18 upper-level credits. The School of Engineering will provide a list of eligible course codes with some exemptions outlined.

All courses must be acceptable for a B.A. Students should design a coherent and academically sound plan of studies for the proposed minor based on their interests and goals, considering desired upper level courses and their prerequisites when choosing lower-level courses. Students will likely need to take additional lower-level courses to complete the Minor. Minor in Arts courses may be used to

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fulfill the Humanities/Social Sciences Elective program requirement.

Application to the Minor in Arts is open to all students eligible for at least second-year standing in the Bachelor of Applied Science program. Admission will be based on sessional average in conjunction with a statement of intent to be submitted at the time of application.

Enrolment in the program is limited. Applications for admission must be made through Engineering Academic Services by May 31st.

Students might encounter difficulty fitting the courses for the Minor into their program timetable; careful planning is essential, and completion of the Minor program will likely require an additional term or terms beyond that required to complete the B.A.Sc. degree alone. Space in many courses is limited. Admission to the minor does not guarantee access to courses required for the minor. To accommodate scheduling conflicts students may take courses in the Summer Session.

Entry into and continuation in the Minor requires that the student remains in Good Standing. Upon successful completion of the Minor program, the notation "Minor in Arts" will be added on the student's transcript.

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** Faculty of Arts and Social Sciences | **Date:** 20211020 |
| **Dept./Unit:** CCGS | **Contact Person:** Ilya Parkins |
| **Faculty/School Approval Date:** 20211203 | **Phone:** |
| **Effective Session:** 2022S | **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**
1. Program Name Change
2. Discontinuation of Program (LTAS)
3. Revision to Program Requirements and calendar clean up

**Rationale:**

1. Following the evolution of the interdisciplinary field of Gender Studies, we are undertaking a slight shift in the name of our program, from Gender and Women's Studies, to Gender, Women and Sexuality Studies. In the 1980s, when both fields were consolidating, there came to be a cleavage between women's studies (now more typically referred to as Gender Studies or Gender and Women's Studies) and gay and lesbian studies (now commonly known as Sexualities Studies). Over the past 20 years and especially the past decade, the distinction between these fields has crumbled. Now, leading-edge research tends much more commonly to pertain to **both** gender and sexuality (and indeed race and disability), and to recognize the interconnection of these categories. Taking a cue from the changing field, at many universities – including this campus – programs now fully integrate sexuality studies into what were formerly programs focused mainly on gender. In many cases, programs' names have changed. In Canada, for example, one can find the department of Gender, Sexuality, and Women's Studies at Simon Fraser University, the School of Gender, Sexuality and Women's Studies at York University, the department of Gender and Sexuality Studies at University of Calgary, and the program in Gender, Sexuality, Feminist, and Social Justice Studies at McGill University. In the US, examples of gender studies programs, departments or schools that have changed their names to include a reference to sexuality can be found (among others) at University of Washington, New York University, Duke University, Ohio University, Ohio State University, and Emory University.

In our program, we already integrate sexuality studies into our curriculum, so the change of the name would more accurately reflect the approaches taken in the program at the present time. For example, the titles of the two companion introductory courses include "Sexuality," and we have a core second-year course (GWST 223) in Critical Sexuality Studies. Theories and methodologies from sexuality studies are <u>central</u> in upper-division required theory and methodology courses. New fourth-year cross-listed courses about themes in sexuality studies are being developed by faculty members in other programs (ANTH, GEOG) with primary research interests in sexuality. All six GWST faculty members draw on work in critical sexualities studies in their research.

**The course code/prefix, GWST, would <u>not</u> need to be changed.**

2. Due to the lack of replacement positions for faculty who specialized in Latin America, a temporary suspension of the program was approved in late 2017.

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The program remained open to those students who were already in it as per the Academic Calendar http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,296,0,0; however, the last registered student in the program graduated in June 2020.

This is to remove the program from the GWST Major page.

3. In addition to some calendar clean up, we are adding GWST 272 (proposed new course) and 240 (new course approved 2020W) as additional courses to fulfill the lower-level requirements for the major and minor.

---

**Proposed Academic Calendar Entry:**

## Gender**, Women** and **Sexuality** Studies

 [16234] Major in Gender**, Women** and **Sexuality** Studies

[…]

**[14668] Note:** The UBC Okanagan campus offers other interdisciplinary programs, including the Major in International Relations and the Major in Philosophy, Politics, and Economics.

*[16235]* **First and Second Years**

 [16236] B.A. requirements, including the following:
　**[16237]**

- GWST 100;
- GWST 110; and
- One of INDG 100 or 102.

**[16238]** At least **6 credits of** 200-level **courses**, including:

　**[16239]**

- One of GWST 216, GWST 223; and
- One of the following: ANTH 205; ENGL 270; GWST 215, 216, 223, 235**, 240, 272;** SOCI 217.

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**Draft Academic Calendar URL:**
http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1258

**Present Academic Calendar Entry:**

## Gender and ~~Women's~~ Studies

 [16234] Major in Gender and ~~Women's~~ Studies

[…]

**[14668] Note:** The UBC Okanagan campus offers other interdisciplinary programs, including the Major in International Relations~~, the **Major in Latin American Studies,**~~ and the Major in Philosophy, Politics, and Economics.

**[16235]** ~~Lower-Level Requirements~~

**[16236]** B.A. requirements, including the following:
　**[16237]**

- GWST 100;
- GWST 110; and
- One of INDG 100 or 102.

**[16238]** At least ~~six credits at the~~ 200-level, including:

　**[16239]**

- One of GWST 216, GWST 223; and
- One of the following: ANTH 205; ENGL 270; GWST 215, 216, 223, 235~~;~~ SOCI 217.

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**[16240] Third and Fourth Years**

**[20014]** 30 credits of 300- and 400-level courses, including:

**[16241]**

- One of GWST 323, 335;
- GWST 334;
- **6 credits of 400-level GWST courses**
- **18** credits from the following list: ANTH 313, 414; ARTH 410; CULT 325, 366; ECON 351; ENGL 370, 430; FREN 419, 439; GEOG 358; any 300 or 400-level GWST course**s**; INDG 310, 450; PHIL 373; POLI 372; PSYO 353, 354; SOCI 303, 305, 309, 313, 415, 485.
- **Note:** Relevant special topics courses and directed studies in other disciplines may apply with permission from the program advisor.

## [14660] Minor in Gender**, Women** and **Sexuality** Studies
*[14661] Graduation Requirements*

**[14662] First and Second Years**

**[14663]** B.A. requirements, including the following:
 **[14664]**

- GWST 100;
- GWST 110;
- one of GWST 216, 223; and
- one of the following: ANTH 205; ENGL 270; GWST 215, 216, 223, 235**, 240, 272;** SOCI 217.

**[14665] Third and Fourth Years**

**[14666]** 18 credits of 300- and 400-level courses, including:
 **[15521]**

- One of GWST 323, 335;

---

**[16240]** ~~Upper-Level Requirements~~

**[20014]** 30 credits of 300- and 400-level courses, including:

**[16241]**

- One of GWST 323, 335;
- GWST 334; ~~and~~
- ~~24~~ credits from the following list~~, of which at least 6 credits must be a 400-level GWST courses~~: ANTH 313, 414; ARTH 410; CULT 325, 366; ECON 351; ENGL 370, 430; FREN 419, 439; GEOG 358; any 300 or 400-level GWST course; INDG 310, 450; PHIL 373; POLI 372; PSYO 353, 354; SOCI 303, 305, 309, 313, 415, 485.
- **Note:** Relevant special topics courses and directed studies in other disciplines may apply with permission from the program advisor.

## [14660] Minor in Gender and ~~Women's~~ Studies
*[14661] Graduation Requirements*

**[14662]** ~~Lower-Level Requirements~~

**[14663]** B.A. requirements, including the following:
 **[14664]**

- GWST 100;
- GWST 110;
- one of GWST 216, 223; and
- one of the following: ANTH 205; ENGL 270; GWST 215, 216, 223, 235~~,~~ SOCI 217.

**[14665]** ~~Upper-Level Requirements~~

**[14666]** ~~A total of~~ 18 credits of 300- and~~/or~~ 400-level courses, including:
 **[15521]**

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| | |
|---|---|
| <ul><li>**3 credits of 400-level GWST;**</li><li>**12** credits from the following list: ANTH 313, 414; ARTH 410; CULT 325, 366; ECON 351; ENGL 370, 430; FREN 419, 439; GEOG 358; **any** 300 or 400-level GWST courses; HIST 314, 324, 351, 420, 424; INDG 310, 450; PHIL 373; POLI 372; PSYO 353, 354; SOCI 303, 305, 306, 309, 313, 415, 485.</li><li>**Note:** Relevant special topics courses and directed studies in other disciplines may be applied with permission of the program advisor.</li></ul> | <ul><li>One of GWST 323, 335; ~~and~~</li><li>~~15~~ credits from the following list~~, of which at least 3 credits must be a 400-level GWST course~~: ANTH 313, 414; ARTH 410; CULT 325, 366; ECON 351; ENGL 370, 430; FREN 419, 439; GEOG 358; 300 or 400-level GWST courses; HIST 314, 324, 351, 420, 424; INDG 310, 450; PHIL 373; POLI 372; PSYO 353, 354; SOCI 303, 305, 306, 309, 313, 415, 485.</li><li>**Note:** Relevant special topics courses and directed studies in other disciplines may be applied with permission of the program advisor.</li></ul> |

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|  | **Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,0 |
|---|---|
| **Proposed Academic Calendar Entry:** Bachelor of Arts Programs Contents [...] French → Gender**, Women** and **Sexuality** Studies → General Studies → Geography → History → Indigenous Studies → International Relations → Languages → Management (Minor) → Mathematics (B.A.) → | **Present Academic Calendar Entry:** Bachelor of Arts Programs Contents [...] French → Gender and ~~Women's~~ Studies → General Studies → Geography → History → Indigenous Studies → International Relations → Languages → ~~Latin American Studies~~ → Management (Minor) → Mathematics (B.A.) → [...] |

UBC THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** FASS | **Date:** 20211020 |
| **Dept./Unit:** CCGS | **Contact Person:** Ilya Parkins |
| **Faculty/School Approval Date:** 20211119 | **Phone:** |
| **Effective Session:** 2022S | **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**

Program Name Change – Faculties, Schools, and Colleges > Faculty of Arts and Social Sciences > Bachelor of Arts Programs > Degree Requirements for students who entered the program in 2020/2021 or earlier

**Rationale:**

The program name will be updated to Gender, Women and Sexuality Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would not need to be changed.**

| | |
|---|---|
| | **Draft Academic Calendar URL:**<br><br>**https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1084** |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| Degree Requirements for students who entered the program in 2020/2021 or earlier | Degree Requirements for students who entered the program in 2020/2021 or earlier |
| […] | […] |
| **[19715]** | **[19715]** |
| List A: Social Sciences | List A: Social Sciences |
| Anthropology | Anthropology |
| Economics | Economics |
| Gender, **Women** and **Sexuality** Studies[1] | Gender and ~~Women's~~ Studies[1] |
| Geography[2] | Geography[2] |
| Indigenous Studies | Indigenous Studies |
| Political Science | Political Science |
| Psychology | Psychology |

**THE UNIVERSITY OF BRITISH COLUMBIA**

| | |
|---|---|
| Sociology | Sociology |
| **List B: Humanities** | **List B: Humanities** |
| Art History and Visual Culture | Art History and Visual Culture |
| Chinese | Chinese |
| Creative and Critical Studies | Creative and Critical Studies |
| Creative Writing | Creative Writing |
| Cultural Studies | Cultural Studies |
| Digital Humanities | Digital Humanities |
| English[3] | English[3] |
| Film | Film |
| French | French |
| Gender**, Women** and **Sexuality** Studies[4] | Gender and ~~Women's~~ Studies[4] |
| German | German |
| Greek | Greek |
| Hebrew | Hebrew |
| […] | […] |

UBC's Okanagan campus – Curriculum Proposal Form

THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
# New/Change to Course/Program – Okanagan campus

| Category: **1** |  |
|---|---|
| **Faculty/School:** FASS<br>**Dept./Unit:** HISO/CCGS<br>**Faculty/School Approval Date:** 20211119<br>**Effective Session:** 2022S | **Date:** 20211014<br>**Contact Person:** Bernard Momer<br>**Phone:**<br>**Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**
1. Discontinuation of Program (LTAS)
2. Program Name Change – Faculties, Schools, and Colleges > Faculty of Arts and Social Sciences > Bachelor of Arts Programs > Program Overview (GWST)

**Rationale:**

Due to the lack of replacement positions for faculty who specialized in Latin America, a temporary suspension of the program was approved in late 2017.

The program remained open to those students who were already in it as per the Academic Calendar http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,296,0,0; however, the last registered student in the program graduated in June 2020.

This is to remove the LTAS program from the BA Program Overview page.

The GWST program name will be updated to Gender, Women <u>and Sexuality</u> Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would <u>not</u> need to be changed.**

| | **Draft Academic Calendar URL:**<br>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1081 |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>Program Overview<br><br>[12390] Bachelor of Arts<br><br>[…]<br>*[12395] B.A. Major Program*<br><br>**[12456]** Majors offered at the UBC Okanagan campus<br><br>include: Anthropology; Computer Science; Economics;<br><br>Gender**, Women** and **Sexuality** Studies; Geography; History;<br><br>Indigenous Studies; International Relations; Mathematics;<br><br>Philosophy; Philosophy, Politics, and Economics (PPE);<br><br>Political Science; Psychology; and Sociology.<br>[…] | **Present Academic Calendar Entry:**<br><br>Program Overview<br><br>[12390] Bachelor of Arts<br><br>[…]<br>*[12395] B.A. Major Program*<br><br>**[12456]** Majors offered at the UBC Okanagan campus<br><br>include: Anthropology; Computer Science; Economics;<br><br>Gender and ~~Women's~~ Studies; Geography; History;<br><br>Indigenous Studies; International Relations; ~~Latin American Studies;~~ Mathematics; Philosophy; Philosophy, Politics, and Economics (PPE); Political Science;<br><br>Psychology; and Sociology.<br><br>[…] |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** FASS<br>**Dept./Unit:** CCGS<br>**Faculty/School Approval Date:** 20211119<br>**Effective Session:** 2022S | **Date:** 20211020<br>**Contact Person:** Ilya Parkins<br>**Phone:**<br>**Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**

Program Name Change – Faculties, Schools, and Colleges > Faculty of Arts and Social Sciences > Academic Staff

**Rationale:**

The program name will be updated to Gender, Women <u>and Sexuality</u> Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would <u>not</u> need to be changed.**

| | |
|---|---|
| | **Draft Academic Calendar URL:**<br><br>**https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,859,0** |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| Academic Staff<br><br>Contents<br><br>Anthropology → <br>Economics → <br>Gender**, Women** and **Sexuality** Studies → <br>Geography → <br>History → <br><br>[…] | Academic Staff<br><br>Contents<br><br>Anthropology → <br>Economics → <br>Gender and ~~Women's~~ Studies → <br>Geography → <br>History → <br><br>[…] |

THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** FASS <br> **Dept./Unit:** CCGS <br> **Faculty/School Approval Date:** 20211119 <br> **Effective Session:** 2022S | **Date:** 20211020 <br> **Contact Person:** Ilya Parkins <br> **Phone:** <br> **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**

Program Name Change – Course Descriptions > Courses by Subject Code
Program Name Change – Course Descriptions > Faculty of Arts and Social Sciences
Program Name Change – Course Descriptions > Courses by Subject Name

**Rationale:**

The program name will be updated to Gender, Women and Sexuality Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would not need to be changed.**

| | |
|---|---|
| | **Draft Academic Calendar URL:** <br><br> **https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code** |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| Course Descriptions <br><br> Courses by Subject Code <br><br> This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule. | Course Descriptions <br><br> Courses by Subject Code <br><br> This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule. |

Proposed:

| | |
|---|---|
| GWST | Gender, **Women** and **Sexuality** Studies |
| HEAL | Health Studies |
| HEBR | Hebrew |
| HES | Health & Exercise Sciences |

[…]

Present:

| | |
|---|---|
| GWST | Gender and ~~Women's~~ Studies |
| HEAL | Health Studies |
| HEBR | Hebrew |
| HES | Health & Exercise Sciences |

[…]

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**Draft Academic Calendar URL:**

https://www.calendar.ubc.ca/okanagan/proof/edit/cours es.cfm?go=code&institution=3

**Proposed Academic Calendar Entry:**

## Course Descriptions

## Faculty of Arts and Social Sciences

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule.

| | |
|---|---|
| ANTH | Anthropology |
| ECON | Economics |
| GEOG | Geography |
| GERO | Gerontology |
| GWST | Gender**, Women** and **Sexuality** Studies |

[…]

**Present Academic Calendar Entry:**

## Course Descriptions

## Faculty of Arts and Social Sciences

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule.

| | |
|---|---|
| ANTH | Anthropology |
| ECON | Economics |
| GEOG | Geography |
| GERO | Gerontology |
| GWST | Gender and ~~Women's~~ Studies |

**Draft Academic Calendar URL:**

https://www.calendar.ubc.ca/okanagan/proof/edit/cours es.cfm?go=name

**Proposed Academic Calendar Entry:**

## Course Descriptions

## Courses by Subject Name

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule.

[…]

| | |
|---|---|
| FREN | French |
| GWST | Gender**, Women** and **Sexuality** Studies |
| GEOG | Geography |

**[…]**

**Present Academic Calendar Entry:**

## Course Descriptions

## Courses by Subject Name

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule.

[…]

| | |
|---|---|
| FREN | French |
| GWST | Gender and ~~Women's~~ Studies |
| GEOG | Geography |

**[…]**

**THE UNIVERSITY OF BRITISH COLUMBIA**

# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** FASS | **Date:** 20211020 |
| **Dept./Unit:** CCGS | **Contact Person:** Ilya Parkins |
| **Faculty/School Approval Date:** 20211119 | **Phone:** |
| **Effective Session:** 2022S | **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**

Program Name Change – Faculties, Schools, and Colleges > Faculty of Arts and Social Sciences > Bachelor of Arts Programs > General Studies

**Rationale:**

The program name will be updated to Gender, Women <u>and Sexuality</u> Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would <u>not</u> need to be changed.**

| | |
|---|---|
| | **Draft Academic Calendar URL:** |
| | https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1126 |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| **General Studies** | **General Studies** |
| *[19546] Bachelor of Arts, General Studies* | *[19546] Bachelor of Arts, General Studies* |
| **[…]** | **[…]** |
| • French | • French |
| • Geography[1] | • Geography[1] |
| • Gender**, Women** and **Sexuality** Studies | • Gender and ~~Women's~~ Studies |
| […] | […] |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** FASS <br> **Dept./Unit:** CCGS <br> **Faculty/School Approval Date:** 20211119 <br> **Effective Session:** 2022S | **Date:** 20211020 <br> **Contact Person:** Ilya Parkins <br> **Phone:** <br> **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**

Program Name Change – Faculties, Schools, and Colleges > Faculty of Arts and Social Sciences > Academic Staff > Gender and Women's Studies

**Rationale:**

The program name will be updated to Gender, Women <u>and Sexuality</u> Studies to better reflect approaches taken in the discipline.

**The course code/prefix, GWST, would <u>not</u> need to be changed.**

| | |
|---|---|
| | **Draft Academic Calendar URL:** <br><br> https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,859,1259 |
| **Proposed Academic Calendar Entry:** <br><br> Gender**, Women** and **Sexuality** Studies <br><br> **[14696]** <br><br> *Professor* <br><br> **A. Conway**, B.A. (UBC), M.A. York (ON), Ph.D. UC Berkeley (USA) <br> **S. Frohlick**, B.A., M.A., (S.Fraser), Ph.D. (York(Can.)) <br> ⬆Go to top <br><br> *Associate Professor* <br><br> **I. M. B. Parkins**, B.A., M.A., Ph.D. (York(Can.)) <br> ⬆Go to top <br><br> *Assistant Professor* <br><br> **H. Latimer** , B.A. (Vic.(BC)), M.A. (Br.Col.), Ph.D. (S.Fraser) | **Present Academic Calendar Entry:** <br><br> Gender and ~~Women's~~ Studies <br><br> **[14696]** <br><br> *Professor* <br><br> **A. Conway**, B.A. (UBC), M.A. York (ON), Ph.D. UC Berkeley (USA) <br> **S. Frohlick**, B.A., M.A., (S.Fraser), Ph.D. (York(Can.)) <br> ⬆Go to top <br><br> *Associate Professor* <br><br> **I. M. B. Parkins**, B.A., M.A., Ph.D. (York(Can.)) <br> ⬆Go to top <br><br> *Assistant Professor* <br><br> **H. Latimer** , B.A. (Vic.(BC)), M.A. (Br.Col.), Ph.D. (S.Fraser) |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: 1 | |
|---|---|
| **Faculty/School:** FASS<br>**Dept./Unit:** HISO<br>**Faculty/School Approval Date:** 20211119<br>**Effective Session:** 2022S | **Date:** 20211014<br>**Contact Person:** Bernard Momer<br>**Phone:**<br>**Email:** fasscurriculum.ubco@ubc.ca |
| **Type of Action:**<br>Discontinuation of Program | |

**Rationale:**

Due to the lack of replacement positions for faculty who specialized in Latin America, a temporary suspension of the program was approved in late 2017.

The program remained open to those students who were already in it as per the Academic Calendar http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,296,0,0; however, the last registered student in the program graduated in June 2020.

This is to remove the current calendar entry and officially close the program.

| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:**<br>**http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1269**<br><br>**Present Academic Calendar Entry:**<br><br>**Latin American Studies**<br><br>**[18080] This program is currently under review. Students wishing to enrol in this program must contact the Latin American Studies undergraduate program advisor.**<br>**[15076] Major in Latin American Studies**<br>**[15077] *An interdisciplinary degree program at the UBC Okanagan campus.***<br>**[15078] Note: The UBC Okanagan campus offers other interdisciplinary programs, including the Major in International Relations, the Major in** |
|---|---|

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Philosophy, Politics, and Economics, and the Minor in Gender and Women's Studies. [15080] Latin American Studies is an undergraduate program designed to give students a broad general knowledge of Latin America and its diverse peoples and to allow them to construct a truly interdisciplinary approach to study the language, culture, society, geography, political systems, and history of Latin America. The program stresses language skills, historical breadth and depth, and theme-based focus within individual programs of study; its faculty members are drawn from many departments and two faculties of the University. [15081] The Major program is intended to provide a focused approach to critical examination of Latin America in its tremendous complexity and its contemporary regional and international context. A bachelor's degree in Latin American Studies provides a solid foundation for diverse career and academic options, such as international law, international business, politics, foreign service, teaching, international NGO work, media and communication, and most discipline-based arts and professional graduate programs. Students majoring in Latin American Studies are encouraged to study and travel in other countries as part of the B.A. program. [15082] Students should meet with a program advisor for the Latin American Studies program during their first year to plan their Major. *[15083] Latin American Studies Major Degree Requirements:*
     **[15084]**

- B.A. requirements;

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| | |
|---|---|
| | • ~~Language: students completing a Major in Latin American Studies must complete at least 12 credits of Spanish language at UBC or at an approved institution in a Spanish-speaking country, at least 6 of which must be at the 300 or 400 level. Students with previous knowledge of Spanish or Portuguese should consult with the Spanish Program Advisor. Proficiency exams may be administered in lieu of this requirement, but do not exclude credit toward SPAN courses required to complete the Major.~~<br>*[15085] First and Second Years*<br>[15086]<br>• ~~SPAN 150;~~<br>• ~~HIST 151;~~<br>• ~~HIST 240 or INDG 203;~~<br>• ~~INDG 210; and~~<br>• ~~Any 200-level Spanish course.~~<br>*[15087] Third and Fourth Years*<br>[15088] ~~Students should not assume that the same courses will be offered two years in a row. When selecting courses for third year, students are advised to take as many required courses as possible. Students are advised to make themselves aware of any prerequisites to courses as they plan their degrees.~~<br>[15089] ~~Part A: Requirements~~<br>[15090] ~~Students are required to complete the following:~~<br>[15091]<br>• ~~POLI 318 and 319;~~<br>• ~~SOCI 440;~~<br>• ~~6 credits of HIST 351, 352, 353, 354, 444, 450, 452, 453, 454, or INDG 310;~~ |

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- ~~6 credits of ANTH 320, 323, 363, or 411; and~~
- ~~6 additional credits of SPAN 310, 311, 408, 410, 411, 412, or 420.~~

~~[15092] Part B: Electives~~

~~[15093] Students are required to take 9 credits of additional 300- and 400-level courses with relevant content approved by the program advisor.~~

## ~~[15094] Minor in Latin American Studies~~

~~[15095] This is an interdisciplinary program intended to provide students with a broad exposure to the cultures, histories, and languages of Latin America. Ideally, the Minor complements a major in one of the participating disciplines that comprise Latin American Studies, but it can be combined with any major program in Arts or Sciences. The Minor in Latin American Studies requires completion of 30 credits, organized into 12 lower-level credits and 18 upper-level credits from the following list. Completion of SPAN 302 is strongly recommended for the Minor, but not required. For Science students, the Minor requires the completion of 18 lower-level credits and 12 upper-level credits drawn from the following:~~

~~[15096] Lower-Level Courses~~

~~[15097] SPAN 150, 280; ANTH 241; ARTH 250; HIST 145, 151, 240, 241; INDG 203, 210~~

~~[15098] Upper-Level Courses~~

~~[15099] ANTH 320, 323, 363, 411; HIST 325, 351, 352, 353, 354, 401, 444, 450, 452, 453, 454; INDG 310; POLI 318, 319, 371, 377; SOCI 440; SPAN 303, 304, 310, 311, 315, 380[1], 408, 409, 410, 411, 412, 419, 420, 425, 495[1]~~

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| | |
|---|---|
| | ~~[15100] Students should meet with a program advisor for the Latin American Studies program during their first year to plan their Minor.~~<br><br>~~[15101] ¹Only when content is focused on Latin America.~~ |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category**: 1** | |
| **Faculty/School:** FASS | **Date:** 20211014 |
| **Dept./Unit:** | **Contact Person:** Bernard Momer |
| **Faculty/School Approval Date:** 20211119 | **Phone:** |
| **Effective Session:** 2022S | **Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**
Discontinuation of Program
Program Name Update

**Rationale:**

Due to the lack of replacement positions for faculty who specialized in Latin America, a temporary suspension of the program was approved in late 2017.

The program remained open to those students who were already in it as per the Academic Calendar http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,296,0,0; however, the last registered student in the program graduated in June 2020.

This is to remove the program from the PPE Major page.

Gender and Women's Studies is also updating their program name to **Gender, Women and Sexuality Studies**.

| | |
|---|---|
| | **Draft Academic Calendar URL:** http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1255 |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| Philosophy, Politics, and Economics (PPE) | Philosophy, Politics, and Economics (PPE) |
| [14640] Major in Philosophy, Politics, and Economics (PPE) | [14640] Major in Philosophy, Politics, and Economics (PPE) |
| […] | […] |
| [14637] **Note:** The UBC Okanagan campus offers other interdisciplinary programs**,** including the Major in International Relations and the **Major** in Gender**, Women** and **Sexuality** Studies**. There are also** Major programs **offered** in Economics, Philosophy, and Political Science. […] | [14637] **Note:** The UBC Okanagan campus offers other interdisciplinary programs— including the Major in International Relations, ~~the Major in Latin American Studies,~~ and the ~~Minor~~ in Gender and ~~Women's~~ Studies ~~as well as~~ Major programs in Economics, Philosophy, and Political Science. […] |

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**Curriculum Proposal Form**
**New/Change to Course/Program – Okanagan campus**

| | |
|---|---|
| Category**: 1** | |
| **Faculty/School:** FASS/FCCS<br>**Dept./Unit:**<br>**Faculty/School Approval Date:** 20211203<br>**Effective Session:** 2022W | **Date:** 20210429<br>**Contact Person:** Bernard Momer/Jordan Stouck<br>**Phone:**<br>**Email:** fasscurriculum.ubco@ubc.ca |

**Type of Action:**
Update Program Requirements

**Rationale:** ASL 100 and 101 are credit courses at UBCV. The section pertaining to ASL has been updated to include these courses for credit in the UBCO BA.

A footnote has also been added to ENGL 109, explaining how it is counted for credit in the degree structure.

Also, a statement has been added to include restrictions to the foundational and distribution requirements indicating a course cannot satisfy more than one requirement.

<mark>New courses to meet the Foundational/Distribution categories have also been added.</mark>

| | **Draft Academic Calendar URL:**<br>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,1480 |
|---|---|
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| **Degree Requirements for students entering the program in 2021/2022 or later** | **Degree Requirements for students entering the program in 2021/2022 or later** |
| […] | […] |
| [19726] Courses used to satisfy the foundational requirement may also be used to satisfy a program requirement; **however,** a **single** course may not be used to satisfy **more than one foundational requirement category. Note that a course may not be used to satisfy both the foundational and distribution requirement.** | [19726] ~~Note that~~ courses used to satisfy the foundational ~~courses~~ requirement may also be used to satisfy a program requirement, ~~but~~ a course may not be used to satisfy ~~both the foundational requirement and the distribution requirement~~. |
| [19727] 2. Distribution requirement (12 credits): *See below for the list of approved distribution requirement courses.* | [19727] 2. Distribution ~~R~~requirement (12 credits): *See below for the list of approved distribution requirement courses.* |
|     **[19728]** |     **[19728]** |
| •   Creativity (3 credits) | •   Creativity (3 credits) |
| •   Digital Literacy (3 credits) | •   Digital Literacy (3 credits) |

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| | |
|---|---|
| • Power, Diversity, and Cultures (3 credits) | • Power, Diversity, and Cultures (3 credits) |
| • Sustainability (3 credits) | • Sustainability (3 credits) |
| **[19729]** Courses **used to satisfy the distribution requirement** must be in at least two different disciplines. Courses **used to** satisfy program requirements can also satisfy distribution requirements**; however, a single course may not be used to satisfy more than one distribution requirement**.<br><br>[…] | **[19729]** Courses ~~taken to satisfy this requirement~~ must be in at least two different disciplines. Courses ~~that~~ satisfy program requirements can also satisfy distribution requirements.<br><br>[…] |
| **[19737] Communication** | **[19737] Communication** |
| **[19738]** Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence. Students must complete: | **[19738]** Writing proficiency and other communication skills are fundamental to an undergraduate education. This requirement provides students with an opportunity to acquire and develop these skills, which are not only valuable in an academic context but will also assist students in their career paths. The study of additional languages helps to develop competence in structured thought and logic, problem solving, and critical thinking as well as promote a sense of global citizenship by increasing intercultural understanding and competence. Students must complete: |
| **[19739]**<br>• 3 credits from any of the following:<br>    DIHU 155[2]<br>    ENGL 109~~[1]~~, 112, 114, 150, 151, 153, 154, 155[2], 156<br>• 3 credits from any of the following:<br>    CORH 203, 204, 205, 206, 216, 321, 331<br>    CULT 230[2]<br>    DIHU 220<br>    ENGL 203, 212, 213, 222, 224[2], 226, 231, 233, 234, 270, 294B, 297<br>    **GWST 240**<br>• 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following: | **[19739]**<br>• 3 credits from any of the following:<br>    DIHU 155[2]<br>    ENGL 109, 112, 114, 150, 151, 153, 154, 155[2], 156<br>• 3 credits from any of the following:<br>    CORH 203, 204, 205, 206, 216, 321, 331<br>    CULT 230[2]<br>    DIHU 220<br>    ENGL 203, 212, 213, 222, 224[2], 226, 231, 233, 234, 270, 294B, 297<br>• 6 credits of language acquisition or language/linguistic appreciation requirement from any of the following: |

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| | |
|---|---|
| ANTH 170, 270, 277, 370, 377 | ANTH 170, 270, 277, 370, 377 |
| CHIN 100, 101 | CHIN 100, 101 |
| **ENGL 340** | FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345 |
| FREN 101, 102, 103, 104, 122, 123, 215, 222, 344, 345 | GERM 100, 110, 200, 210 |
| GERM 100, 110, 200, 210 | JPST 100, 101, 200, 201 |
| JPST 100, 101, 200, 201 | KORN 100, 101 |
| KORN 100, 101 | SPAN 101, 102, 201, 202 |
| SPAN 101, 102, 201, 202**, 301, 302** | WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 382 |
| WRLD 150, 151, 152, 153, 154, 155, 156, 157, 158, 382 | |

**[1] Although a six-credit course, ENGL 109 satisfies only 3 credits of the Communication requirement. All six credits, however, count towards the completion of the B.A. degree's 120 credits.**

**[19740]**

[…]

- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. **UBC Vancouver ASL 100 and 101, or their equivalent as per the BC Transfer Guide, count as credit courses towards the B.A. degree.**

[…]

*[19741] Critical Thinking*

**[…]**

**[19743]** Students must complete 3 credits chosen from:

**[19744]**

CULT 100, 101, 215

PHIL 120, 121

**POLI 223**

PSYO 270

**SOCI 209**

---

**[19740]**

[…]

- American Sign Language: all four levels of the American Sign Language Basic Certificate offered through an accredited institution will be deemed to have satisfied the language acquisition or language/linguistic appreciation requirement. ~~Note: these courses cannot be used as credit towards the B.A. degree.~~

[…]

*[19741] Critical Thinking*

**[…]**

**[19743]** Students must complete 3 credits chosen from:

**[19744]**

CULT 100, 101, 215

PHIL 120, 121

PSYO 270

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*[19745] Indigenous Content*

[…]

**[19747]** Students must complete 3 credits chosen from:

**[19748]**
 INDG 100
 ENGL 114

*[19749] Scientific Literacy or Numeracy*

[…]

**[19751]** Students must complete 3 credits chosen from:

**[19752]**
 All 1st-year BIOL, CHEM, PHYS, or MATH[1]
 DATA 101, 301[2]
 COSC 301[2]
 EESC 101, 104, 106, 111, 121
 GEOG 108, 109
 PSYO 271
 SOCI 271
 STAT 121, 124

*[19753] Distribution Requirement*

[…]

*[19757] Creativity*

[…]

**[19759]** Students must complete 3 credits chosen from:

**[19760]**
 COSC 123
 CRWR 150, 160, 205, 210, 219, 310, 472
 FILM 103[2]
 PSYO 317
 THTR 101, 102, 103[2], 104, 201, 202, 212, 280, 313[2], 412
 VISA 102, 104, 106, 110, 137, 290A
 WRLD 313[2]

*[19761] Digital Literacy*

[…]

**[19763]** Students must complete 3 credits chosen from:

**[19764]**
 ARTH 370[2], 375[2]

---

*[19745] Indigenous Content*

[…]

**[19747]** Students must complete 3 credits chosen from:

**[19748]**
 INDG 100
 ENGL 114

*[19749] Scientific Literacy or Numeracy*

[…]

**[19751]** Students must complete 3 credits chosen from:

**[19752]**
 All 1st-year BIOL, CHEM, PHYS, or MATH[1]
 DATA 101, 301[2]
 COSC 301[2]
 EESC 101, 104, 106, 111, 121
 GEOG 108, 109
 PSYO 271
 SOCI 271
 STAT 121, 124

*[19753] Distribution Requirement*

[…]

*[19757] Creativity*

[…]

**[19759]** Students must complete 3 credits chosen from:

**[19760]**
 COSC 123
 CRWR 150, 160, 205, 210, 219, 310, 472
 FILM 103[2]
 PSYO 317
 THTR 101, 102, 103[2], 104, 201, 202, 212, 280, 313[2], 412
 VISA 102, 104, 106, 110, 137, 290A
 WRLD 313[2]

*[19761] Digital Literacy*

[…]

**[19763]** Students must complete 3 credits chosen from:

**[19764]**
 ARTH 370[2], 375[2]

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| Left | Right |
|---|---|
| COSC 122 | COSC 122 |
| CULT 316[2], 317[2] | CULT 316[2], 317[2] |
| DIHU 155[2], 220, 301[2], 302[2], 370[2], 375[2] | DIHU 155[2], 220, 301[2], 302[2], 370[2], 375[2] |
| ENGL 155[2], 305[2], 306[2] | ENGL 155[2], 305[2], 306[2] |
| FILM 100, 103[2], 303[2], 371[2] | FILM 100, 103[2], 303[2], 371[2] |
| MDST 110, 120, 210, 220 | MDST 110, 120, 210, 220 |
| SOCI 492 | SOCI 492 |
| THTR 303[2] | THTR 303[2] |
| VISA 106 | VISA 106 |
| WRLD 370[2], 375[2] | WRLD 370[2], 375[2] |

**Left column:**

*[19765] Power, Diversity, and Cultures*

**[…]**

**[19767]** Students must complete 3 credits chosen from:

**[19768]**

ANTH 100, 218

ARTH 309[2], 370[2], 375[2]

CULT 100, 101, 215, 230[2], 340[2], 346[2], 380[2], 480[2]

DIHU 370[2], 375[2]

ENGL 224[2], 379[2], 384[2]

GEOG 255

GWST 100, 110, 215

HIST 317

POLI 100

SOCI 121, 429

THTR 304[2], 309[2], 411[2]

WRLD 100, 304[2], 310, **330, 331, 332, 340,** 360, 370[2], 375[2], 382**, 388, 480, 482**

*[19769] Sustainability*

**[…]** This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.

**[19771]** Students must complete 3 credits chosen from:

**[19772]**

**Right column:**

*[19765] Power, Diversity, and Cultures*

**[…]**

**[19767]** Students must complete 3 credits chosen from:

**[19768]**

ANTH 100, 218

ARTH 309[2], 370[2], 375[2]

CULT 100, 101[2], 215, 230[2], 340[2], 346[2], 380[2], 480[2]

DIHU 370[2], 375[2]

ENGL 224[2], 379[2], 384[2]

GEOG 255

GWST 100, 110, 215

HIST 317

POLI 100

SOCI 121, 429

THTR 304[2], 309[2], 411[2]

WRLD 100, 304[2], 310, 360, 370[2], 375[2], 382

*[19769] Sustainability*

**[…]** This requirement will provide students with the knowledge needed to explore the complexities of sustainability and empower them to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations while respecting social and cultural diversity. Sustainability education is holistic and transformational.

**[19771]** Students must complete 3 credits chosen from:

**[19772]**

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| | |
|---|---|
| EESC 101 | EESC 101 |
| GEOG 129, 201 | GEOG 129, 201 |
| SOCI 228 | SOCI 228 |
| SUST 100**, 204[2]** | SUST 100 |
| **THTR 204[2]** | |
| | […] |
| […] | |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** FASS | **Date:** 2021/10/28 |
| **Dept./Unit:** CCGS | **Contact Person:** Dr. Fiona McDonald |
| **Faculty/School Approval Date:** 20211119 | **Phone:** 250.807.8127 |
| **Effective Session:** 2022W | **Email:** fiona.mcdonald@ubc.ca |
| **Type of Action: New Course** | |

**Rationale:**

The sub-field of visual anthropology does not yet have an upper-level course offering for Anthropology Major and Minors at UBCO. Dr. Fiona McDonald is a junior faculty member and visual anthropologist with specialization in the anthropology of art, arts-based ethnography, ethnographic film, and multi-modal practices, and is proposing an upper-level course in her area of expertise. This course fills a needed gap to create a trajectory for students interested in visual and material culture and anthropology, which includes methods for representing contemporary social issues using new media. This course was piloted as a Special Topics course (ANTH 490R, *The Anthropology of Art*) and there has been consistent interest by students for an advanced fourth year course to expand the student learning trajectory with in-depth practical expertise in visual anthropology. Additionally, this course contributes to the anthropology caucus' efforts to develop courses representing both current research trends as well as practical applications of anthropology in media and communications.

Outside of FASS, this course will be of interest to students from the Faculties of Education, Creative and Critical Studies, and Sciences wishing to broaden their theoretical knowledge and applied skills in visual representation, on topics ranging from social justice to environmental issues and decolonizing art worlds.

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| Proposed Academic Calendar Entry: | Draft Academic Calendar URL: |
|---|---|
| **ANTH 452 (3) Advanced Topics in Visual Anthropology** **Explorations of the intersections of art and anthropology, with a focus on the social processes that create art objects and experiences. Application of key theories and methods in visual anthropology to cross-cultural case studies. Emphasis on the role of aesthetics, politics, and economics in creating art worlds and sensory practices. [3-0-0]** *Prerequisite:* **ANTH 100 and third-year standing. ANTH 252 is recommended.** | N/A **Present Academic Calendar Entry:** N/A |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: 1 | |
|---|---|
| **Faculty/School:** Faculty of Arts and Social Sciences<br>**Dept./Unit:** CCGS/GWST<br>**Faculty/School Approval Date:** 20211119<br>**Effective Session:** 2022W | **Date:** 2021<br>**Contact Person:** Dr. Astrida Neimanis<br>**Phone:** 250.807.9185<br>**Email:** astrida.neimanis@ubc.ca |
| **Type of Action:** New Course | |
| **Rationale:** Developed by a new member of GWST, this course will fill a gap within current GWST offerings in its attention to contemporary questions of environment and climate change. It will directly build on the conceptual and critical foundation that GWST students develop in their required first year courses, and apply them to specific questions relation to environment. It will also be an elective for students in the new BSust degree in the Environmental Humanities stream, thus filling a gap in that new program in relation to gender and women's studies content. | |

| **Proposed Academic Calendar Entry:**<br><br>**GWST 272 (3) Feminism and Environment**<br>**Feminist theories and practice to understand and address environmental change. Role of decolonial, antiracist, disability justice and queer feminist perspectives in environmental justice, policy, art, and activism. [3-0-0]**<br>***Prerequisite:* 6 credits of 100-level GWST.** | **Draft Academic Calendar URL:**<br><br>**Present Academic Calendar Entry:**<br>None |
|---|---|

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** FASS <br> **Dept./Unit:** GWST <br> **Faculty/School Approval Date: 20211119** <br> **Effective Session:** 2022W | **Date:** 2021/10/21 <br> **Contact Person:** Dr. Melissa Jacques <br> **Phone:** 250.807.9573 <br> **Email:** melissa.jacques@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The proposed course is the second in a series of communication/writing courses being designed specifically for students in GWST. As a third-year course, it builds upon the communication learning outcomes for first- and second-year courses in ENGL and CORH, while providing a more specific focus on life-writing. In contrast to nonfiction courses offered by CRWR, GWST 340 bridges the distance between critical analysis and creative practice by focusing two thirds of the course content on the *practice* of creative writing within such academic disciplines as Anthropology, Critical Theory, Gender and Women's Studies, and Narrative Medicine. It is being proposed by a faculty member with extensive knowledge of and pedagogical experience in the fields of life writing, critical theory, and critical poetics.

| **Proposed Academic Calendar Entry:** <br><br> **GWST 340 (3) Writing the Self: Theory and Practice** <br> **Life writing with a focus on gender. Critical analysis and the production of narrative in such genres as memoir, autotheory, autoethnography, and critical poetics.** <br> *Prerequisites:* **Third-year standing or permission of the instructor.** | **Draft Academic Calendar URL:** <br> **N/A** <br><br> **Present Academic Calendar Entry:** <br> None |
|---|---|

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** FASS | **Date:** 2021/10/22 |
| **Dept./Unit:** CCGS / Geography | **Contact Person:** Jon Corbett |
| **Faculty/School Approval Date:** 20211119 | **Phone:** |
| **Effective Session:** 2022W | **Email:** jon.corbett@ubc.ca |

**Type of Action:**

New course

**Rationale:** Community Based Participatory Research (CBPR) and related methodologies, such as Participatory Action Research and Collaborative Inquiry, have received growing attention in human geography, public health, community development, urban planning, education, social work, nursing, sociology and others over the past several decades. Increasingly academic-community partnerships are at the forefront of research both with and for vulnerable populations. Within UBC Okanagan there is a growing body of interdisciplinary researchers and students interested in the subject area. This interest is represented through the ongoing growth of the Institute for Community Engaged Research, and the recent development of the Community Engagement, Social Change and Equity IGS theme. It is an opportune time to regularize this undergraduate course, which has been offered twice now as a special topic course. The course will be of interest to undergraduate students from a wide range of faculties, departments, and programs. I hope that the course will also provide an entry point for motivated students to enter graduate research.

Learning outcomes in the course include providing students will the skills to:
• Evaluate the relationship between classroom learning and real-world experience.
• Appreciate of the causes and consequences of inequality and explore questions of identity, agency, and social and institutional responsibility.
• Analyze the role that CBPR, and universities play in addressing and tackling systemic inequality.
• Collaborate with one or more community partner to investigate a pressing social challenge or problem.
• Create and share findings with a community partner and/or broader public.

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| | Draft Academic Calendar URL:<br>**n/a** |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>**GEOG 470 (3) Theories, principles, and strategies of Community Engaged Research. Advantages and limitations of this approach, and skills necessary for participating effectively in related projects. [3-0-0]**<br>***Prerequisite*: One of GEOG 128, 129 and third-year standing.** | **Present Academic Calendar Entry:**<br>n/a |

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## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** Faculty of Creative and Critical Studies<br>**Dept./Unit:** English and Cultural Studies<br>**Faculty/School Approval Date:** 2021 12 06<br>**Effective Session:** 2022 S | **Date:** 2021 12 06<br>**Contact Person:** Dr. Jordan Stouck/Dr. Aisha Ravindran<br>**Phone:**<br>250.807.9663/250.807.9308<br>**Email:**<br>jordan.stouck@ubc.ca/aisha.ravindran@ubc.ca |
| **Type of Action:**<br>Revision to Calendar Description | |

**Rationale:** To fulfill the interdisciplinary intent and structure of the CORH certificate, we are making it available to students from the Faculty of Arts and Social Sciences, the Faculty of Health and Social Development, the Faculty of Management, the Faculty of Science, and the School of Engineering. We are also adding courses from those faculties so that students can gain disciplinary communication skills alongside the minimum three CORH designated courses. As per Senate Policy 0-128, students can double count the two non-CORH designated courses with their program's approval. These changes have been made after wide consultation with curriculum leads from each faculty. We have vetted the additional courses' learning outcomes for 75-80% + alignment with the CORH cluster learning outcomes, following B.C. articulation norms. Those cluster learning outcomes are as follows:

### I. The Self
1. Demonstrate knowledge of concepts, definitions, and theories of self from different disciplinary perspectives (for example: Indigenous knowledge, World Philosophy, Psychology, Sociology, Anthropology, Cultural Geography, Cognitive and Neurobiological Sciences) and describe their interrelationships;
2. Examine, interpret, and analyze current theoretical epistemologies of self that include materialities, animal studies, posthumanism, and science and technology studies, for an expanded understanding of self that decenters the human;
3. Explore and critically analyze the rhetorical features of intersections between gender and sexuality, race, ethnicity and class, the body, mental and physical ability and disability, immigration and nationality, space and location, deviance, intersectionality, and other ideological and discursive constructs in conceptions of self, identity, and subjectivity;
4. Apply understandings of self-knowledge (for example: self-awareness, self-concept, self-esteem, self-perceptions, self-deception) for self-management and self-care of personal, professional, public, and digital identities;

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5. Demonstrate the ability to communicate experiences of self through written, oral, digital, and/or creative modes, for lay and expert audiences in diverse contexts, with an understanding of genre and scholarly conventions; and

6. Recognize, critically evaluate, and engage in reflective analysis of personal assumptions, sociocultural and systemic norms, practices, and representations of self, identity, and subjectivity to explore agentive practices of advocacy, and resistance to power structures.

## II. The Individual and Others

1. Develop an understanding of the dialogic process between individuals and relational experiences within groups and communities, using major theoretical approaches;

2. Identify the features of identity construction, interpersonal communication, and intercultural knowledge in relation to self, group, and community from different disciplinary perspectives;

3. Locate texts in professional, creative, digital and scholarly domains to analyze discourse and rhetorical strategies for persuasive communication and interaction in various interpersonal contexts;

4. Research and demonstrate through oral, digital, written, and/or creative modes, an exploration of interpersonal constructs (such as, for example, white supremacy, social construction of maleness, cultural binaries) that define the individual's interactions with others or experience of "otherness;"

5. Analyze the implications of changing interpretations of interpersonal behaviors and "otherness" that may impact academic, social, professional, and other conversations in the field; and

6. Apply strategies for developing and maintaining interpersonal relationships, managing conflict, and resolving power inequalities in diverse communication settings.

## III. The Community

1. Survey/ develop an understanding of major theoretical approaches to analyzing group communication;

2. Identify and examine a range of discourse communities' expectations and conventions, including those of lay, expert, and/or culturally distinct audiences;

3. Demonstrate and apply an intermediate knowledge of oral, digital, and written modes or genres of discourse used in professional, creative, and/or scholarly communities;

4. Utilize an enhanced understanding of communication within team contexts and/or a range of cultural settings;

5. Refine writing and research processes to effectively address a range of discursive situations; and

6. Analyze the implications of existing communication practices for specific political, cultural, and/or social groups.

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**IV. The Media**

1. Develop an understanding of different media (audio, visual, digital, performance, fine arts, dance, and/or music) as forms of multi-modal communication in relation to their historical and cultural contexts;
2. Explore how theories, methodologies, discourses and rhetoric(s) related to communication illuminate individual, community, and professional media engagement;
3. Study and apply communication research methodologies to a wide variety of media and their audiences, developing expertise in analyzing their techniques, technologies, rhetorical practices and/or social, cultural and global concerns;
4. Employ the foundational genres and research conventions necessary to write about, in, and/or for multimodal media and media platforms; and
5. Engage in the creation of one or more contemporary forms of media communication, employing relevant audio, visual, digital, performance, music, and/or fine arts media production tools.

Additional updates to the calendar entry include updates to the names of CORH 331 and 206. CORH 331 we noticed the omission of "Social Writing" which is the full course name (https://www.calendar.ubc.ca/okanagan/courses.cfm?code=CORH) and so have corrected that here. CORH 206 has a Cat 2 with a more descriptive course name already partway through the curriculum process; we are updating now for consistency. During our consultation process, other faculties requested an additional note that program-related courses may have limited availability and so we have added that here.

| | **Draft Academic Calendar URL:** <br> **URL** <br> [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – **not** the current, posted Academic Calendar. <br> **Note:** URL not required for individual courses.] <br> https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,283,1107,0 |
|---|---|
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| [19900] *Program Overview* | [19900] *Program Overview* |
| **[19901]** The Faculty of Creative and Critical Studies offers the Undergraduate Certificate in Communications and Rhetoric as an interdisciplinary study of | **[19901]** The Faculty of Creative and Critical Studies offers the Undergraduate Certificate in Communications and Rhetoric as an interdisciplinary study of |

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communication skills and rhetoric which will help students communicate persuasively through different media, in personal, professional, and digital contexts. The Certificate offers students value-added professional credentials to their academic degree in order to enhance employability and professional progression. They will develop core competencies to communicate persuasively through different media in their university and post-university careers within personal, professional, and digital contexts. Students gain a conceptual and theoretical understanding of communication from an interdisciplinary perspective, and also apply their knowledge through engagement in community service learning and experiential practice within professional and community settings.

**[19902]** Students already enrolled in a degree program offered by the Faculty of Creative and Critical Studies, **the Faculty of Arts and Social Sciences, the Faculty of Health and Social Development, the Faculty of Management, the Faculty of Science, and the School of Engineering** at UBC Okanagan are eligible to receive the Undergraduate Certificate in Communications and Rhetoric upon successful completion of the Certificate requirements.

**[19903]** Students must register in the Certificate program prior to registration in the capstone course.

*[19904] Admission Requirements*

**[19905]** Students must have completed the English or Communication requirement for their degree program before registering for the Certificate program.

**Certificate Requirements**

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communication skills and rhetoric which will help students communicate persuasively through different media, in personal, professional, and digital contexts. The Certificate offers students value-added professional credentials to their academic degree in order to enhance employability and professional progression. They will develop core competencies to communicate persuasively through different media in their university and post-university careers within personal, professional, and digital contexts. Students gain a conceptual and theoretical understanding of communication from an interdisciplinary perspective, and also apply their knowledge through engagement in community service learning and experiential practice within professional and community settings.

**[19902]** Students already enrolled in a degree program offered by the Faculty of Creative and Critical Studies at UBC Okanagan are eligible to receive the Undergraduate Certificate in Communications and Rhetoric upon successful completion of the Certificate requirements.

**[19903]** Students must register in the Certificate program prior to registration in the capstone course.

*[19904] Admission Requirements*

**[19905]** Students must have completed the English or Communication requirement for their degree program before registering for the Certificate program.

**Certificate Requirements**

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*[19906] Certificate Requirements*

**[19907]** To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from each of the four thematic clusters listed below (please note the additional program approved courses that are included):

**[20007]** 6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a degree program requirement may also be used to satisfy the certificate requirements.

**[20008]** Some of this certificate's course options are from other established programs, which may have program-based prerequisites that will limit students' choices. Students are advised to make themselves aware of these prerequisites as they plan their courses. **Some program-specific courses may also have limited availability.**

**[20009]** Students should consult with their program advisor and see their program website regarding additional, program-specific courses that may be used towards the certificate.

> **[19921]** 1. The Self: Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication. **[19922]** 3 credits from:
>
> - CORH 321 Personal and Professional Identity and Interpersonal Communication
> - **ANTH 230 Culture, Happiness, and Wellness**

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**[19907]** To earn an Undergraduate Certificate in Communications and Rhetoric, students must complete a minimum of 15 credits (four 3-credit courses from the 200-level or higher, and a final communication capstone). They are required to select at least one course from each of the four thematic clusters listed below (please note the additional program approved courses that are included):

**[20007]** 6 of these credits must be from CORH courses. Up to two courses (6 credits) used to satisfy a degree program requirement may also be used to satisfy the certificate requirements.

**[20008]** Some of this certificate's course options are from other established programs, which may have program-based prerequisites that will limit students' choices. Students are advised to make themselves aware of these prerequisites as they plan their courses.

**[20009]** Students should consult with their program advisor and see their program website regarding additional, program-specific courses that may be used towards the certificate.

> **[19921]** 1. The Self: Understandings of self and how the self impacts relationships with others are a foundation for effective personal and professional communication. **[19922]** 3 credits from:
>
> - CORH 321 Personal and Professional Identity and Interpersonal Communication
> - CULT 375/ENGL 342 Auto/Biography Survey
> - THTR 201 Performer/Creator Resources
> - THTR 212 Creativity as Source and Resource

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- CULT 375/ENGL 342 Auto/Biography Survey
- **GWST 333 Perspectives on Gendered Bodies**
- THTR 201 Performer/Creator Resources
- THTR 212 Creativity as Source and Resource

**[19909]** 2. The Individual and Others: Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate professional, personal, and academic contexts.
**[19923]** 3 credits from:

- CORH 331 **Social Writing:** Studies in Multimodal Communication
- **ANTH 373 The Acquisition of Language and Cultural Practice**
- **ANTH 377 Sociolinguistics**
- **ANTH 474 Language Emergence: From Contact to Constructed Languages**
- CRWR 472 Editing and Publishing
- CULT 230/ENGL 224 Foundations: Reading Across Borders
- CULT 346/ENGL 384 Human Rights, Literature, and Culture
- **GWST 333 Perspectives on Gendered Bodies**
- **HES 231 Exercise Counseling and Behavioural Modification**
- **INDG 310 Indigenous Women's Perspectives: Gender, Nation, State, Resistance**
- **MGMT 230 Introduction to Organizational Behaviour**
- **MGMT 410 Leadership in Complex Environments**
- **MGMT 411 Human Resource Management**
- **MGMT 412 Negotiations**
- **PHIL 425 Philosophy of Language**
- **SOCI 209 Foundations of Sociological Thought**
- THTR 201 Performer/Creator Resources
- WRLD 382 Cross-Cultural Travel Narratives

**[19910]** 3. The Community: Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of communications

**[19909]** 2. The Individual and Others: Interpersonal communication skills across a range of digital, written, and oral platforms can enhance students' abilities to navigate professional, personal, and academic contexts.
**[19923]** 3 credits from:

- CORH 331 Studies in Multimodal Communication
- CRWR 472 Editing and Publishing
- CULT 230/ENGL 224 Foundations: Reading Across Borders
- CULT 346/ENGL 384 Human Rights, Literature, and Culture
- THTR 201 Performer/Creator Resources
- WRLD 382 Cross-Cultural Travel Narratives

**[19910]** 3. The Community: Communication genres and styles are agreed upon within communities; this cluster offers students in-depth understanding of communications expectations, needs, and challenges within a range of communities.

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expectations, needs, and challenges within a range of communities.
**[19924]** 3 credits from:

- CORH 203 Communication in the Sciences
- CORH 204 Communications in the Humanities
- CORH 205 Communication in the Social Sciences
- CORH 206 **Communicating** Indigeneity
- **ANTH 252 Visual Anthropology and New Media**
- **ANTH 277 Anthropology of Reading and Writing**
- **APSC 201 Technical Communication**
- ARTH 202 The Critical Viewer
- CRWR 210 The Power of Story
- CRWR 310 The Power of Metaphor
- CRWR 472 Editing and Publishing
- CRWR 473 Writing and Community Learning
- CULT 360 Public Memory, Commemoration, and Identity
- DIHU 220 Research with Media in the Humanities
- **ECON 310 Writing Economics for the Media**
- **ECON 351 Women in the Economy**
- **EESC 398 Technical Communications**
- ENGL 203 Topics in Composition
- **GEOG/ SUST 201 Introduction to Research in Sustainability and Geography**
- **GWST 323 Feminist Epistemologies: Gender, Science, and Knowledge**
- **HES 433 Knowledge Translation in Health and Exercise Sciences**
- **HINT 408 Cultural Safety in Health: Indigenous Perspectives**
- **INDG/ ENGL 202 Okanagan Syilx Literatures: Concepts and Frameworks**
- **INDG 301 Examining an Indigenous Methodology: En'owkinwixw**
- **INDG 310 Indigenous Women's Perspectives: Gender, Nation, State, Resistance**
- **MGMT 220 Introduction to Marketing**
- **MGMT 230 Introduction to Organizational Behaviour**
- **MGMT 240 Introduction to Management Communications**
- **MGMT 410 Leadership in Complex Environments**

**[19924]** 3 credits from:

- CORH 203 Communication in the Sciences
- CORH 204 Communications in the Humanities
- CORH 205 Communication in the Social Sciences
- CORH 206 The Rhetoric of Indigeneity
- ARTH 202 The Critical Viewer
- CRWR 210 The Power of Story
- CRWR 310 The Power of Metaphor
- CRWR 472 Editing and Publishing
- CRWR 473 Writing and Community Learning
- CULT 360 Public Memory, Commemoration, and Identity
- DIHU 220 Research with Media in the Humanities
- ENGL 203 Topics in Composition
- THTR 204/SUST 204 Creative Communication and Engagement

- **MGMT 411 Human Resource Management**
- **MGMT 414 Managing and Leading Non-Profit and Public Sector Organizations**
- **PSYO 270 Introduction to Research Methods and Design**
- **SOCI 209 Foundations of Sociological Thought**
- **SOCI 320 Cultural Studies in Sociology**
- THTR 204/SUST 204 Creative Communication and Engagement

  **[19911]** 4. The Media: By researching, analyzing and creating digital, textual, audio, and visual media, students will engage with contemporary communication theory and practice.
  **[19925]** 3 credits from:

- CORH 216 Communication and Media
- **ANTH 252 Visual Anthropology and New Media**
- ARTH 323/CULT 320 Creative Activism: Art Media and Social Justice
- ARTH 390 Indigenous Art and Visual Culture, and Culture
- ARTH 411/DIHU 411 Digital Media for Interpretive Centres
- ARTH 451 Politics of Exhibition and Representation
- **COSC 247 Networks and Social Media**
- **COSC 341 Human Computer Interaction**
- CRWR 474 Writing with Media
- CULT 315/ENGL 376 Television Studies
- CULT 316/FILM 303/THTR 303 Narrative Film Production
- CULT 317/FILM 371 Digital Documentary Production
- CULT 325 Media and the Politics of Identity
- **ECON 310 Writing Economics for the Media**
- **HES 433 Knowledge Translation in Health and Exercise Sciences**
- **GWST 215 Gender and Popular Culture**
- **MGMT 220 Introduction to Marketing**
- **MGMT 440 Brands, Culture and Marketing**
- **MGMT 441 Marketing Strategy**
- THTR 401 Live Art/New Media
- VISA 268 Strategies in Digital Art: Visual Communication

**[19911]** 4. The Media: By researching, analyzing and creating digital, textual, audio, and visual media, students will engage with contemporary communication theory and practice.
**[19925]** 3 credits from:

- CORH 216 Communication and Media
- ARTH 323/CULT 320 Creative Activism: Art Media and Social Justice
- ARTH 390 Indigenous Art and Visual Culture, and Culture
- ARTH 411/DIHU 411 Digital Media for Interpretive Centres
- ARTH 451 Politics of Exhibition and Representation
- CRWR 474 Writing with Media
- CULT 315/ENGL 376 Television Studies
- CULT 316/FILM 303/THTR 303 Narrative Film Production
- CULT 317/FILM 371 Digital Documentary Production
- CULT 325 Media and the Politics of Identity
- THTR 401 Live Art/New Media
- VISA 268 Strategies in Digital Art: Visual Communication
- VISA 269 Strategies in Digital Art: Virtual Worlds

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| • VISA 269 Strategies in Digital Art: Virtual Worlds<br><br>**[19913]** In addition, all students must complete the mandatory course, CORH 499, Communication Capstone.<br><br>**[19914]** Students are expected to contact their academic advisors before enrolling in the Certificate program to assess their eligibility and academic progression. | **[19913]** In addition, all students must complete the mandatory course, CORH 499, Communication Capstone.<br><br>**[19914]** Students are expected to contact their academic advisors before enrolling in the Certificate program to assess their eligibility and academic progression. |
| | |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| Faculty/School: Creative and Critical Studies | Date: 20210908 |
| Dept./Unit: Creative Studies | Contact Person: Nancy Holmes |
| Faculty/School Approval Date: 2021/10/04 | Phone: 250.807.9369 |
| Effective Session: 2022W | Email: Nancy.holmes@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The Department of Creative Studies has strength in this growing area of creative practice. With increased awareness of ecological issues and climate catastrophe, it is timely to put a permanent course on the books that bring together creative practitioners who work in the expanding field of eco art. Many emerging artists go on to find work in communities and on large collaborative research projects that call on them to apply their skills in this area. Also, the Bachelor of Sustainability requires more creative and cultural opportunities for courses in the Humanities stream. The second-year course SUST 204 exists as an introduction to foundational practices in community-based creative and cultural work. This new course in eco art will allow Sustainability students to take further steps in their exploration of creative and collaborative practices in environmental issues and ecological crisis and it will provide timely and innovative training for creative studies majors.

| | |
|---|---|
| | **Draft Academic Calendar URL:** |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| **CCS 320 (3) Interdisciplinary Ecological Art** **An interdisciplinary practice-based course that introduces students to artistic methods and processes for engagement in environmental issues. Restricted to students with at least third-year standing.** *Prerequisite:* **SUST 204 or any 6 credits of CCS, VISA, ARTH, CRWR, THTR, INDG.** | |

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# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** FCCS | **Date:** 2021/01/04 |
| **Dept./Unit:** Creative Studies/Creative Writing | **Contact Person:** Kevin Chong |
| **Faculty/School Approval Date:** 2011/11/03 | **Phone:** 6048311943 |
| **Effective Session:** 2022W | **Email:** kevin.chong@ubc.ca |

**Type of Action:**
New Course: CRWR 360, Creative Writing and the Racialized Writer.

**Rationale:** When asked if she would ever write outside the Black experience, US novelist and Nobel laureate Toni Morrison once famously said: "Behind this question is the suggestion that to write for black people is somehow to diminish the writing. From my perspective there are only black people. When I say 'people,' that's what I mean." Still too often in contemporary literature, the universal is white and middle-class, and all artistic and commercial decisions are made with this default in mind. According to a 2020 *New York Times* article, "[a]uthor diversity at major publishing houses has increased in recent years, but white writers still dominate. Non-Hispanic white people account for 60 percent of the U.S. population; in 2018, they wrote 89 percent of the books in our sample."

Meanwhile, non-white creative writing students have found that the foregrounding of whiteness has affected their own writing. Junot Diaz described his experience at the MFA writing program as "[t]oo white as in my workshop reproduced exactly the dominant culture's blind spots and assumptions around race and racism (and sexism and heteronormativity, etc)." Shifting attitudes towards appropriation and "making space" have also made some writers more cautious about writing outside their own lived experience.

This course will look at creative writing from writers of colour to understand the publishing and craft-related decisions they make because of their backgrounds. Issues of representation, diversity, and appropriation, normally discussed as asides (if at all) in creative writing classes, will be highlighted here.

| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:** |
|---|---|
| **CRWR 360 (3) Creative Writing and the Racialized Writer**<br>**Engages with non-dominant aspects of craft in order to understand the publishing and craft-related decisions made by people of colour (POC) because of their backgrounds. Issues normally discussed as asides in creative writing classes, such as representation, diversity, and appropriation, will be highlighted. Restricted to students with at least third-year standing.**<br>**Prerequisites: 3 credits of CRWR.** | N/A |

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# Curriculum Proposal Form
# New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** FCCS | **Date:** 2021/01/04 |
| **Dept./Unit:** Creative Studies/Creative Writing | **Contact Person:** Kevin Chong |
| **Faculty/School Approval Date:** 2021/10/04 | **Phone:** 6048311943 |
| **Effective Session:** 2022W | **Email:** kevin.chong@ubc.ca |
| **Type of Action: New Course: CRWR 475, Preparing for a Career as a Writer.** | |

**Rationale:** Creative Writing offers some courses that have skills that can directly lead to work (like Publishing and Editing) and most instructors talk about some professional skills like submitting manuscripts. However, there is currently no course that focuses solely on writing as a professional career. This course is intended for many of our graduates, who plan to work as professional writers in some capacity after graduation.

This course intends to prepare a Creative Writing student for a career as a literary writer. This entails developing professional skills such as preparing your work for submission, networking, marketing and promotion, grants and residencies, pitching nonfiction books and freelance stories. This course looks at careers that are within and adjacent to creative writing: copywriting, editing and publishing, TV and film work. Finally, since writing can often entail years of honing manuscripts with little reward or acclaim, the course will look at the habits and practices that will help a writer sustain their practice. Guest speakers, who will be authors and professional writers, will talk about how they have made careers from writing; others might talk about how they juggle their writing careers alongside day jobs.

This class would help crystallize our program's message that creative writing leads to professional careers in various sectors and add to our array of applied 4th year courses in the program.

This course is comparable to careers classes offered in the writing programs at UBC Vancouver, the University of Victoria, and Kwantlen Polytechnic University.

| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:** |
|---|---|
| **CRWR 475 (3) Preparing for a Career as a Writer** **Developing professional skills such as sustainable writing practices, preparing work for submission, marketing and promotion. Careers that are within and adjacent to creative writing will also be discussed. Restricted to CRWR Majors except with permission from instructor. [2-2-0]** | **N/A** |

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UBC **a place of mind**
THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
# New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** Creative and Critical Studies<br>**Dept./Unit:** Languages and World Literatures<br>**Faculty/School Approval Date:** 2021 09 08<br>**Effective Session:** 2021W2 | **Date:** 2021 08 10<br>**Contact Person:** Dr. Diana Carter<br>**Email:** diana.carter@ubc.ca |
| **Type of Action:** New course | |

**Rationale:**
SPAN 303 provides an opportunity for students to further develop and improve their oral communication skills in Spanish. The level coincides with the B1 level the CEFR (*Common European Framework of levels for languages*). The course is designed to complement the existing B1.1 (SPAN301) and B1.2 (SPAN302) courses offered at UBCO, which cover all four language skills (reading, writing, listening and speaking). Given that our students are studying Spanish as a foreign language and are not residing in a Spanish-speaking country, there is a need for a course that provides additional training and development for listening skills, spoken production and spoken interaction. This course would count towards the requirements for the Spanish minor (12 credits of 300-400 level Spanish) and the Languages major (9 credits of 300-400 level Spanish).

| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:**<br>http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=SPAN |
|---|---|
| **SPAN 303 (3) Conversational Spanish**<br><br>**Development of speaking and listening skills through active learning activities and discussions about a variety of topics that may include social media, streaming programs, movies, and current events. Corresponds to level B1 of the Common European Framework of Reference for Languages.**<br><br>***Pre-requisite:* SPAN 202.** | **Present Academic Calendar Entry:**<br><br>n/a |

**THE UNIVERSITY OF BRITISH COLUMBIA**

# Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** FCCS <br> **Dept./Unit:** English and Cultural Studies <br> **Faculty/School Approval Date:** 2011/11/03 <br> **Effective Session:** 2022S | **Date:** 2021/09/15 <br> **Contact Person:** Dr. Michael Treschow <br> **Phone:** 250.807.9356 <br> **Email:** michael.treschow@ubc.ca |

**Type of Action:**
New Course

**Rationale:**
Many English BA programs in North American Universities have a course on the Bible, often called the Bible as Literature. Currently the English program has no such course offerings. It is a gap within the English program's curriculum. The proposed course would situate the literary analysis of the Bible within the English literary tradition. English literature grew and developed in relation to a cultural interaction with the Christian Bible, both before and after its translation into English. English translations of the Bible since the English Reformation have had enormous influence and impact on English literature. The proposed course gives students of English literature the opportunity to survey and to study the Bible as a literary text with a significant import for English literature and other forms of culture.

The proposed course also provides students with another 200-level course that teaches intermediate writing, research, and analysis, and it complements the English program's ENGL 203 Topics in Composition and various CORH 200-level courses and provides students with another option for fulfilling their second-year communications requirement.

| Proposed Academic Calendar Entry: | Draft Academic Calendar URL: |
|---|---|
| **ENGL 239 (3) The Bible in English Literature** <br> **Biblical themes, figures, and images in English literature, with attention to English versions of the Bible. At least 35% of class time involves practice-based instruction in critical analysis, essay writing and research.** <br> *Prerequisite:* **One of ENGL 109, ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153, ENGL 154, ENGL 155, ENGL 156.** | n/a <br><br><br> **Present Academic Calendar Entry:** <br><br> n/a |

THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

Phone 250 807 9619
Fax 250 807 8007
www.senate.ubc.ca/okanagan

27 January 2022

**To:**        Okanagan Senate

**From:**    Admissions and Awards and Curriculum Committees

**Re:**        Admissions and Curriculum Proposals - Bachelor of Nłeʔkepmx Language
            Fluency (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty of Arts and Social Sciences encloses those proposals they deem ready for approval.

Therefore, the following is recommended to Senate:

*Motion:*        *That the new Bachelor of Nłeʔkepmx Language Fluency (B.Nłek.)
                program, NLEK course code, NLEK courses, and revised Calendar entries
                be approved.*

   a.   From the Faculty of Arts and Sciences

        i.      Bachelor of of Nłeʔkepmx Language Fluency (B.Nłek.)

        ii.     NLEK: Nłeʔkepmx Language – New course code

        iii.    NLEK 331 – New course

        iv.     NLEK 332 – New course

        v.      NLEK 333 – New course

        vi.     NLEK 351 – New course

        vii.    NLEK 352 – New course

        viii.   NLEK 353 – New course

        ix.     NLEK 433 – New course

        x.      NLEK 439 – New course

        xi.     Faculty of Arts and Social Sciences > Introduction; Courses of Study and
                Degrees Offered

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

## Executive Summary: Bachelor of Nłeʔkepmx Language Fluency (B.Nłek.)
### Community, Culture, and Global Studies (Indigenous Studies)
### Irving K. Barber School of Arts and Social Sciences, UBC Okanagan

## Overview

Indigenous languages are under threat almost everywhere in the world. In Canada over 50 languages are under threat. British Columbia has an extraordinarily rich linguistic heritage, being the ancestral home of more than half of the Indigenous languages of Canada; of the 10 genetically distinct language families in Canada, 7 of these are found in BC. All of the 34 extant First Nations languages of BC are critically endangered, many facing the loss of their last generation of fluent speakers within the next decade. Three languages (Pentlatch, Tsetsaut, Nicola), plus several distinctive dialects, have already been lost. The loss of any one of these languages constitutes an irreplaceable loss of a living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability. When languages are at risk, the nested ecological and environmental knowledge that they encode is also endangered. In a region as bioculturally diverse as British Columbia, the Indigenous languages are not only key for community identity, belonging and survival, but also reflect the unique connection between people and their environment.

Indigenous communities know very well how deeply intertwined language and culture are, and understand how language loss marks a crucial threshold in the compounding consequences of colonization. Communities and their institutions along with their collaborators in the wider education system have been working to find innovative ways to sustain and revitalize language traditions, restore language competence, and protect the knowledge of their communities. Most recently the alarming lack of traction in protecting these languages has pushed communities and institutions to innovate and critically examine the situations they face. Time is literally running out on living languages across the Province. The timelines are tight, but the urgency demands this.

Our efforts to reverse this situation must be multifaceted, and provide opportunities for language learning across generations and at all ages. As promising as language nests and immersion programs for children may be, one of the challenges for many language groups is the absence of sufficient numbers of speakers to manage and nurture these nests, as well as other language learning opportunities. In a study completed by the First Nations Schools Association (Williams et. al. 2009), 52 BC First Nations language teachers were surveyed. Information was gathered on a variety of topics, including fluency levels. Of the 52 teachers who completed the survey, only 29 reported having an intermediate or advanced level of fluency in the language they were teaching; almost half (23) reported they had a basic (or lower) command of their language.

In response to call for fluency from both communities and educators the Indigenous Adult and Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC) commissioned a concept paper, completed by Dr. Jeannette Armstrong in 2011 (see Appendix 1), that identified the need to create a credential within the public post-secondary education system, focused on Indigenous

language fluency[1]. As Armstrong noted in her "Discussion Paper: A First Nation Language Fluency Degree"

> A current dilemma facing IAHLA institutes is that they are required to find ways to build fluency in adult learners while at the same time trying to increase the numbers of adult speaker-teachers available to enter the workforce … IAHLA is also mindful that without the sacrifices of the certified "elder" speaker teachers, many in their late 60's and 70's, some spread over many schools, who are currently being overworked and overwhelmed in the system, Aboriginal language programs could not be offered. In fact many can not offer Aboriginal language programs because of the lack of language teachers … Shifting the focus to produce more young adult speakers [through a language proficiency degree] would allow students to branch off into other post secondary disciplines of their choice. They would be equipped with the essentials in cultural knowledge which they can apply to other necessary disciplines such as health, the social sciences, management, governance and law.

IAHLA and FNESC subsequently called for expressions of interest from public post-secondary institutions (PPSIs) to develop such a degree. Wilp Wilxo'oskwhl Nisga'a (WWN) Institute, University of Northern British Columbia (UNBC) University of British Columbia Okanagan (UBC Okanagan campus), the University of British Columbia Vancouver (UBC Vancouver campus), the Nicola Valley Institute of Technology (NVIT) and the Okanagan Indian Education Resources Society (En'owkin) then formed a consortium, subsequently joined by the University of Victoria (UVic) and Simon Fraser University (SFU), committed to work with those organizations to develop a language fluency framework that could meet the needs of Indigenous peoples[2] in the area of language revitalization.

In partnership with IAHLA and FNESC, we have undertaken a series of meetings to develop a conceptual framework for an Indigenous Language Proficiency Degree (ILPD), and a partnership framework agreement to outline the commitments of the partners (see Appendix 2 and 3). These frameworks will allow language communities to house and deliver appropriate courses for their specific community, while accessing more general courses as appropriate.

We have broad agreement that consistent with the recommendations of Armstrong (2011), the content of the degree must emphasise instruction in and through language, and the delivery of the first two years of instruction should be undertaken in communities themselves (through community institutions in partnership with the appropriate PPSIs, or through direct relationship with an appropriate PPSI). Senior level courses are then to be offered at the appropriate PPSIs to complete the degree. Video conferencing at all levels, into and out of communities, and between institutions, will facilitate the broadest possible participation and the best use of the very scarce human resources available.

This collaboration between feeder PPS institutions and amongst institutions linked by video conferencing will be supported by formal agreements as required. We have identified a laddered framework (Language Certificate, Language Diploma, and Bachelor degree) as the optimal approach. The

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[1]During the period leading up to this proposal, the term "fluency" has been superseded by "proficiency", but historical uses of the terms are nonetheless more or less equivalent.

[2] We acknowledge the considerable debate around the various uses of the terms "Indigenous" and "First Nations"; for the most part we will be using the term Indigenous. By this we mean to be inclusive of those who use the term First Nations, and acknowledge that usage.

most fundamental component of the degree (and the certificate and diploma nested within it) is language immersion to facilitate the development of fluency and proficiency. There is a need to create new opportunities that focus on language learning and communication in the language. The emphasis will be on the creation of new speakers as opposed to the focus on the documentation of language. In order to do that, this program needs to focus on increasing the proficiency and fluency of learners as opposed to learning how to talk about a language. The program is immersion-based.

The UBC Okanagan campus has a longstanding and formal partnership with the Syilx Nation, and on the basis of our successful and ongoing collaborations (in particular with the En'owkin Centre), we have established the Bachelor of Nsyilxcn Language Fluency degree (BNLF) and instruction began in the Fall of 2021. As part of a wider initiative to help build an eco-system of post-secondary language instruction focussed on Interior Salishan languages, we are now proposing this degree – the Bachelor of Nłeʔkepmx Language Fluency (NLEK). The structure of NLEK degree parallels the BNLF; both the BNLF and the NLEK are enabled through a block transfer agreement with Nicola Valley Institute of Technology (NVIT). Completion of NVIT's 2-year (63 credit) Diploma of Nłeʔkepmx Language Fluency is the admission criteria for entry into the UBC Okanagan Degree.

## Credentials to be awarded

Bachelor of Nłeʔkepmx Language Fluency

## Location

University of British Columbia, Okanagan campus.

## Faculty

Community, Culture, and Global Studies (Indigenous Studies), Irving K. Barber School of Arts and Social Sciences

## Anticipated program start date

The program will be offered starting with a transition course in 2023 S2 and the full-time degree program in the 2023W academic year.

## Anticipated completion time

The anticipated time for completion of the B.Nłek. program is two calendar years of full-time academic study (i.e. August 2023 to April 2025). A work experience term is not required for degree completion.

## Degree Credits

The B.Nłek. degree will require 63-credit hours of coursework, in addition to the 63-credit hours of coursework required for the foundation Diploma in Nłeʔkepmx Language Fluency from NVIT (see Appendix 8). The degree is highly structured with a preponderance of courses taught in and through Nłeʔkepmx Language.

## Program summary

The degree program (and the diploma from NVIT nested within it) is intended to create new speakers in communities whose languages are critically threatened. The fundamental pedagogical approach is to offer as much language instruction as possible, as early in the degree as possible. The

programs will be offered in a manner that recognises that learners, knowledge keepers, and their communities as a whole benefit from, and contribute to, the (re)development of language proficiency.

Admission into the degree requires the successful completion of the two-year NVIT Nłeʔkepmx Language Diploma program. Completion of the degree requires the completion of 63 credits (see Appendix 6).

## Primary program objectives:

1. To provide comprehensive and high-quality education in Indigenous languages leading to a bachelor degree qualification
2. To foster the revitalization of language use in communities, and the spread of language use across all domains of community life.
3. To train and educate students for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.
5. To establish a successful model for the development of fluency in other Indigenous languages.

## Anticipated contribution to the mandate of the institution

The proposed Bachelor of Nłeʔkepmx Language Fluency aligns with the government's commitment to reconciliation with Indigenous Peoples. This degree is a joint effort to respond to the Calls to Action of the Truth and Reconciliation Commission on the creation of degrees in Aboriginal languages (Call to Action #16), and act on Indigenous peoples' right to revitalize, develop, and transmit their languages, knowledge, and oral traditions, as stated in Article 13 from the UN Declaration on the Rights of Indigenous Peoples.

The program also aligns with the new UBC strategic plan launched in 2018. Specifically, within the plan's core area of Local and Global Engagement through Strategy 17, which highlights the commitment to support the objectives and actions of the renewed 2020 Indigenous Strategic Plan at UBC (specifically Goal 3; Action 12). The plan identifies the multiple steps that UBC must take to respond to the TRC Calls to Action through curriculum design and community relations and partnerships, among others. Further, the degree advances one of the five identified priorities for UBC's Okanagan campus on Indigenous engagement.

## Program Learning Outcomes

Upon successful completion of the Bachelor Degree, students will be able to:

- Demonstrate an overall Proficiency Outcome of Advanced (Low) to Advanced (High) in the Indigenous language listening skills, and Intermediate (High) to Advance (Mid) in the Nłeʔkepmx language speaking skills (see Appendix 7 for ACTFL Proficiency Guidelines).

- Contribute to the stability and elaboration of existing domains; contribute to the recovery / development of new domains of language use in the community/nation.

- Contribute to the ongoing learning opportunities for the community as a whole, and innovations in the application of new language.

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- Translate and support the adoption of insights/innovations/knowledge of existing superior/masterful Nłeʔkepmx Language users by the community/nation.

- Apply techniques for the revitalization of Indigenous languages through the completion of coursework, and the completion of an individual project applying those skills.

- Contribute to the building of a language learning space in the community, in turn contributing to the ongoing sustainability of the language.

- Expand mastery into additional complex domains of Nłeʔkepmx language use, and thus expand the domains of language use in their community.

## Linkages between the learning outcomes and curriculum design

In order to achieve the targeted learning outcomes, this program will focus on increasing the proficiency of learners as opposed to learning how to talk about a language (in English). The degree will be immersion based, with the majority of the courses taught in the language and in the community.

The NVIT diploma required for admission into the proposed degree will equip students with the skills and knowledge needed to succeed at UBC's Okanagan Campus. Courses for degree completion were co-created in partnership with NVIT for intentional scaffolding. A transition to university course (EDUC 104), supported by Aboriginal Programs and Services and the School of Education at UBC Okanagan, will also be required for students in their first term at UBC. This will ensure a successful transition into the university environment.

The first two levels of the program (Certificate and Diploma) offered through NVIT focus on comprehension and speaking in the language. Literacy will be a component of the program, but minimally at first, and only to assist learners as a way to document the language for communication purposes and to aid learning. Orthography, grammar, etc. can be included in the first two years in the "Language Structure" courses. In addition, we have identified a range of language/Indigenous knowledge courses. It is optimal that all these courses be taught in the language.

The final year includes an internship with a relevant community partner as well as a personal language project as a capstone for the degree. Through the capstone, students will explore their own interest in their language learning, and practice proficiency-building in a personally meaningful context, possibly presenting to their cohort or broader community when appropriate.

## Social and Economic Benefits

The proposed program supports the provincial government's goal to seek authentic reconciliation with the First Nations and Indigenous Peoples of British Columbia. Specifically, to preserve, restore, and revitalize First Nations heritage, language, arts and culture as established in 1990 by the First People's Heritage, Language and Culture Act. British Columbia is home to over 34 First Nations languages and 61 dialects that are critically endangered.

The agreed upon framework allows for Indigenous languages to be taught through a unique partnership among different post-secondary institutions, First Nations' communities, and institutes. The proposed degree allows for needed language revitalization in order to stop the irreplaceable loss of this living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability. As the Okanagan region has a small but aging

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population of highly proficient fluent language speakers, it is imperative that we act now. Other regions have greater or lesser existing capacity, but all are under intense time pressure.

Through the already established collaboration and partnerships among a variety of post-secondary institutions across the region including IAHLA, the First Nations Education Steering Committee (FNESC), and the En'owkin Centre, this program allows for wide participation and access. The proposal builds on the recently started Nsyilxcn Language Fluency Degree, itself designed as a model for other Interior Salishan language groups should they choose UBC Okanagan as a partner.

Languages have nested ecological and environmental knowledge. In a bio-culturally diverse place like BC, Indigenous languages are not only the key to community identity, belonging and survival, but also reflect the unique connection between people and their environment. Further, interactions with community speakers and immersion in Indigenous knowledge systems is at the core of the degree.

The 2021/22 - 2023/24 BC Budget and Fiscal Plan states that a "strong and sustainable economy that works for everyone means moving forward together through true and lasting reconciliation with Indigenous peoples". Language revitalization across BC will directly contribute to the social progress and communities' wellbeing. This degree is at its core, accessible to and deeply embedded in, a wide variety of the provinces' First Nations communities. Thus, strengthening their culture, identities, and supporting these communities progress towards the economic development and reconciliation as expressed in the BCAFN Sustainable Development and Fiscal Relations Strategy supported by BC.

## Potential areas/sectors of employment for graduates and/or opportunities for further study

With the fast-growing pace of Indigenous communities in BC, this program is relevant and timely to support their growth and active engagement in the province's economy. Students who participate in this program will have a high level of proficiency in their Indigenous language, positioning them well to fill current jobs shortages. Additionally, students will have an undergraduate degree which is increasingly needed to fill future jobs in BC as forecasted by the BC Labour Market Outlook: 2019 Edition.

Current job shortages that will be met through this program in the region were identified through a recent (January 2019) survey with representatives of 23 First Nations communities in BC by FNESC (see Appendix 4). Fifty-eight percent of the respondents indicated that there are current jobs for fluent speakers in their community that cannot be filled due to a lack of candidates who are able to meet this language fluency requirement. The top employment sectors identified by the respondents were education, culture and recreation, tourism, and health care and social services. Additionally, 90% of the respondents indicated that there is an existing lack of fluent speakers in the public schools to meet the labour market demand.

A second survey deployed among First Nation schools saw a representation of 27 schools serving 27 different First Nations (see Appendix 5). All respondents indicated there are current jobs within their schools for which the ability to fluently speak the First Nations language of the community is an essential skill or a requirement. Ninety-three percent of them indicated that there are not enough fluent speakers of the First Nations language of the community to meet the labour needs of their school. Eighty-nine percent of them predict the labour market demand will continue to increase over the next 25 years. (Note that graduates with this degree will be able to move into a post-degree Bachelor of Education,

and subsequently be employable as language teachers in the K-12 system; work to develop the details of this laddering is ongoing).

Specific jobs that graduates from this program would be able to successfully fill are:

NOC 4212 Social and community social workers (11,800 projected job openings to 2028; high-demand occupation).
NOC 4021 College and other vocational instructors (4,000 projected jobs to 2028; high-demand occupation).
NOC 4164: Social policy researchers, consultants and program officers (1,630 projected job openings to 2028).
NOC 4166 Education policy researchers, consultants and program officers (1,160 projected job openings to 2028).
NOC 5125 Translators, terminologists and interpreters (670 projected job openings to 2028).
NOC 0811: Managers in natural resources production and fishing (1,090 job openings to 2028).
NOC 1123 Professional occupations in advertising, marketing and public relations (4,300 projected job openings to 2028; high-demand occupation).

## Delivery methods

The primary methods of instruction are:

1. Immersive language learning augmented by additional targeted / supportive techniques
2. Mentor-apprentice; mentor-pod; peer-to-peer and individual enquiry (including the use of video-conferencing technologies for connecting community and PPSI learning contexts)
3. Experiential and place-based learning
4. In-house and video-linked course lectures and seminars
5. Language laboratories and archives

To offer this degree, UBC's Okanagan campus will leverage courses taught through NVIT. Video conferencing and other distance learning technologies will be used for the cross teaching with UBC's Vancouver campus, communities, and other PPSIs.

## Program strengths

The UBC Okanagan campus has an Indigenous Studies program offered by Indigenous faculty members and hosted in the Cultural, Community and Global Studies (CCGS) department of the Irving K. Barber School of Arts and Sciences. CCGS as a whole includes four tenure/tenure-track faculty with expertise in the area (Dr. Jeannette Armstrong, John Lyon, Dr. Christine Schreyer, and Dr. Shannon Ward). Already existing courses for this program complement the new degree, as well as many of the Arts and Social Science courses available in the Faculty. The Faculty of Creative and Critical Studies also offers courses with a focus on Indigenous culture and fine arts.

The strong partnership we have with NVIT will be leveraged to create other language courses needed for this degree. Courses accredited through NVIT, and supported by Indigenous Adult and Higher Learning Association (IAHLA) institutions, and taught in community will be offered in certificate and diploma programs, which will then ladder into the UBC Okanagan degree for the 3rd and 4th years.

The Access Studies program is already successful in supporting Aboriginal students wishing to transition to UBCO. The proposed degree counts on the supports that have been built in this program to assist with the transitions of incoming students.

Finally, through collaboration with other PPSIs in the province, we hope to leverage their expertise and community relationships to share teaching in the program. UBCO is currently investing in classroom video conference capabilities with flexible learning set-up to facilitate the sharing of courses (example of such distributed models in the province are in the medical physics and medicine programs). Note that shared courses of this type have been piloted with UBC Vancouver already, and the commitment to pursue these sorts of shared courses is part of the ILP/FD Framework. Such collaboration will also be formalized through appropriate agreements.

## Support and recognition from other post-secondary institutions

In response to call for fluency from both communities and educators, IAHLA and FNESC commissioned a concept paper completed by Dr. Jeannette Armstrong in 2011. The paper identified the need to create a credential within the public post-secondary education system focused on Indigenous language fluency. IAHLA and FNESC subsequently called for expressions of interest from PPSIs to develop such degree(s). A consortium to develop the framework behind the proposed degree was selected including:

- Wilp Wilxo'oskwhl Nisga'a (WWN),

- University of Northern British Columbia (UNBC)

- University of British Columbia Okanagan (UBC Okanagan campus)

- University of British Columbia Vancouver (UBC Vancouver campus)

- Nicola Valley Institute of Technology (NVIT)

- The Okanagan Indian Education Resources Society (En'owkin)

Subsequently, the University of Victoria (UVic) and Simon Fraser University (SFU) joined the consortium as well. Conversations continue to welcome other interested PPSIs to further serve other Indigenous communities in the province.

This consortium subsequently unanimously approved a degree framework and associated materials, as did all members of the associates partnership table (i.e. including representatives of IAHLA and FNESC); the framework was then submitted to the Ministry in 2018.

This degree conforms closely to the ILP/FD Framework developed and formally supported by the ILP/FD Framework Partnership. A symposium in 2017 co-organized by the Consortium of PPSIs and IAHLA/FNESC brought together PPSIs, IAHLA Institutes, and communities for and extensive knowledge sharing event.  The development of the degree structure and content was done by consensus over several extended meetings and workshops from 2016-2019. Thorough consultation has been done through the consortium and continues with the support of IAHLA, FNESC, and the Indigenous Policy and Engagement arm of the Ministry of Advanced Education, Skills and Training. This dialogue is ongoing, and other institutions have indicated that they will offer a similar degree across the province, as per agreed upon degree framework by the consortium.

## Related programs

The program directly parallels the Bachelor of Nsyilxcn Language Fluency, and would be the second of its kind in BC; it is intended to be one of several similarly structured degrees across the Province. Other language revitalization programs exist in the Province; this would be the second bachelor degree solely focused on achieving an advanced language fluency through full immersion in the community, and the first focused on the Nłeʔkepmx Language. Further, this degree leverages existing courses offered through NVIT in the Nłeʔkepmx Language. As additional communities and PPSIs develop similar degrees, this will add to the pool of related language programs and cover other Indigenous languages as appropriate, based on their geographic location and/or community relationships. The ILP/FD Framework provides for ongoing collaborations and resource sharing among these degrees.

UBC Okanagan offers the Bachelor of Nsyilxcn Language Fluency, a program with a structure very similar to the one in this proposal. We anticipate synergies between the programs and productive cross-cohort supports to develop over time.

UBC Vancouver offers a Major or Minor in First Nations and Endangered Languages Program. The program offers learning of Musqueam languages as well as processes and protocols of the reclamation of endangered languages. Community immersion programming is not the focus of the degree, but the program does complement the degree proposed and we intend close collaboration with colleagues at UBC Vancouver.

UVic offers a Certificate, Diploma, and a Bachelor of Education in Indigenous Language Revitalization. Their focus is on supporting communities' language revitalization initiatives and through the B.Ed., support those who would like to become teachers of their language. Similarly, NVIT offers a Certificate, Diploma, and Advanced Diploma in Indigenous Language Teaching.

SFU offers a Certificate and Diploma in First Nations Language Proficiency covering a wide variety of Indigenous languages and including Nsyilxcn. Students who complete these would be welcomed to transfer to UBC Okanagan and complete the proposed bachelor degree.

It is anticipated that we will develop a strong partnership with these institutions to share expertise and courses for the benefit of the students across the province. These four institutions are part of the consortium behind this degree framework.

## Contact information

Name: Dr. Mike Evans

Title: Professor and Head pro tem - Community, Culture, and Global Studies Department

Phone number: 250.807.9401 (cell 250-681-2949)

E-mail: michael.evans@ubc.ca

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## Appendices

1. Discussion paper Armstrong (2011)

2. Partnership agreement for the advancement of an Indigenous Language Fluency Degree Framework

3. Partnership agreement for the advancement of an Indigenous Language Fluency Degree Framework Amending agreement

4. FNESC survey results to communities

5. FNESC survey results to schools

6. B.Nɫek. Degree Structure

7. ACTFL Proficiency Guidelines (2012)

8. NVIT Diploma Program Structure

# Discussion Paper:

# A First Nation Language Fluency Degree

Prepared for

First Nation Education Steering Committee and
Indigenous Adult and Higher Learning Association

By Jeannette Armstrong, PhD

November 24, 2011

## Acknowledgements:

The British Columbia Ministry of Advanced Education

The First Nation Education Steering Committee

The Indigenous Adult and Higher Learning Association

Members of the First Nation Language Degree/DSTC Development Team

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## The UN Declaration on the Rights of Indigenous Peoples:

*Article 13*
*1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.*

*Article 14*
*1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.*

(Adopted by General Assembly Resolution 61/295 on 13 September 2007)

## The Universal Declaration of Linguistic Rights:

*General Principles: Article 7*

*All languages are the expression of the collective identity and of a distinct way of perceiving and describing reality and must, therefore, be able to enjoy the conditions required for their development in all functions.*

*Section II, Article 24*

*All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory, pre-school, primary, secondary, technical and vocational, and adult education.*

(Universal Declaration of Linguistic Rights, Barcelona, June 1996)

## United Nations Education, Scientific and Cultural Organization

*Each and every language embodies the unique cultural wisdom of a people. The loss of any language is thus a loss for all humanity.*

(UNESCO Ad hoc Expert Group on Endangered Languages, 2003)

## Guiding Principles of a First Nation Language Fluency Degree

The First Nation language fluency degree, in the structure, delivery and accessibility of its program components and courses, must be accessible by all language families in BC, and must therefore be structured to be delivered, in part, as community-based, and in part through completions at a public institution.

The First Nation language fluency degree must be based on rigor which insures the quality assurance requirements of a degree program and insures the quality assurance requirements of the First Nations and FNESC and IAHLA. A BC First Nation accreditation body will be a necessary development to insure successful implementation.

The framework must be centered on producing First Nation language fluency level outcomes and must place the weighting of language fluency acquisition course work as the academic core in introductory, foundational and completion years as the underpinning of building a deeper cultural fluency in the language.

The framework must insure that language fluency outcomes are achievable and reflects First Nation defined cognitive aspects and objectives.

The framework will utilize the most current best-practice adult immersion methods and natural learning methodologies in which adult language learning is focused on fluency in language *mentalese*.

The framework for language learning must incorporate interaction within their community of speakers and be immersed in revitalization of Indigenous knowledge systems.

The framework will structure best-practice Indigenous learning method by establishing cohorts of learners who move through the levels and provide learning and conversational support to each other.

The framework will establish language acquisition outcomes through achievable minimum threshold levels of fluency in keeping with Indigenous approaches and are measurable through appropriate competency evaluations reflecting First Nation defined required fluency levels.

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The framework will utilize a First Nation language speaker-teacher expert council. The make up of such a council would necessarily be structured to provide quality assurance and provide oversight, advice and evaluation for pedagogical, articulation, programming and delivery issues.

The framework will require that the language community's intellectual, tangible and intangible properties are respected and knowledge transfer therein is within the protocols and cultural frameworks necessary to the integrity of that language family.

The framework will require articulation and the ownership and use of locally-developed courses which are crucial to First Nations.

The framework will insure that locally developed courses for articulation would be recognized province wide by all post-secondary institutions.

The framework will focus on community-based partnering which is founded and governed through First Nation principles and protocol requirements of partnering with First Nation language communities.

The framework will insure a funding process in which the First Nation or IAHLA Institute and the partner public institution are in a process of resources equity partnering

The framework for the degree will be centered on the requirement that each delivering IAHLA institute or First Nation accomplish a seamless process of laddering into the degree program.

The framework's program levels must be pedagogically sound as a laddered process in terms of exit competencies achieved at each year and have the ability to branch off into a number of exit areas and/or degrees.

The framework will insure that the First Nation Degree program must have place and presence within the partner public institution as a degree program which reflects and embeds the culturally distinct and different requirements of the partner IAHLA institutions.

## The Purpose of the Discussion Paper

The purpose of the discussion paper is to provide an informational base and context to the concepts framed in discussions by the First Nation Language Degree/Teacher Education Program Development Team (FNLD/TEP) organized by the First Nation Education Steering Committee (FNESC) which included committee members of FNESC, the Indigenous Adult and Higher Learning Association (IAHLA), the First Nation Language Subcommittee, the Indian Studies Support Program Committee (ISSP), the First Peoples Language and Culture Council (FPLCC) as well as invited First Nation Post-Secondary Education Experts.

The discussion roundtable of the FNLD/TEP Team was organized by FNESC Language Program to provide policy direction in the development of a framework of post-secondary programming that would contribute to improving competencies desired for Aboriginal Language teaching.

The points raised in the discussion paper are organized to provide an informational scaffold intended to assist in the work of the Development Team to recommend direction toward more appropriate programs of higher learning for First Nation Adults in the organizing of strategic educational support for Aboriginal Language revitalization and recovery in British Columbia.

Of central focus is the concern and intent expressed by IAHLA as an Association of First Nation Institutes arising from their collective expertise as First Nation Institutes of Higher Learning, that they utilize their frontline experience to participate in the framing and development of programs which address the needs of the communities they serve. In particular, their expertise is required in the endeavours to identify post-secondary competencies required for the academic preparation of First Nation adults in the overwhelming task of the restitution of languages to First Nation communities.

The central purpose of this discussion paper is to characterize the intent by FNESC and IAHLA to expand the concept of the Developmental Standard Term Certification for Aboriginal Language Teachers into a framework which would focus on critically necessary acquisition of First Nation adult language speaker fluency.

The intent for the expansion of the post-secondary framework into a First Nation Language Speaker Degree includes a configuration in which the Development Standard Term Certification (DSTC), leading to an Education Degree, is one option of several exit points in terms of Degree Options.

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## Intent for a First Nation Language Fluency Degree

The institutions of higher learning created by First Nation communities provide programs uniquely designed to respond to the adult higher learning needs identified in their various communities. The First Nation institutions of higher learning focus on training and educational needs not being met by public institutions and are created to respond to the unique situations and requirements of their specific communities. As such, IAHLA institutions are at the front lines in the delivery of First Nation community-based programs. They are the first responders to changing factors which impact the success or failure of adult higher learning programs. Each is uniquely structured to deliver higher learning, through programs such as the DSTC, which are partnered with public institutions.

As Institutions of higher learning, IAHLA institutions provide programs specific to the capacity and cultural configurations required by their various First Nation communities. They are expert in the development of programs which are based in and are actively responding to locally-defined relevant needs expressed by their First Nation leadership and social organizations. Language revitalization and cultural recovery are among the highest priorities expressed by most First Nation communities as a response to the serious decline in living First Nation languages in British Columbia.

The crisis presented by First Nation language decline in British Columbia has prompted IAHLA institutes and First Nations to develop academic, professional and more informal programs to address the need for adult First Nation language acquisition and fluency building. It is clear the situation is becoming more acute as IAHLA Institutes and First Nation communities attempt to respond to an increasing need for First Nation language-speaker teachers in pre-school, elementary, middle, high-school and adult language courses. The highly successful work at all levels Province wide to support and implement culture and language curricula and programs in Band Operated and Public schools has resulted in a rapid expansion of capacity to hire trained language-speaker teachers. At the same time, an equally rapid decline in the numbers of fluent language-speakers available to become teachers has taken place, impacting the ability of schools to implement language curricula and programs.

A recent survey conducted by FNESC, canvassed early childhood development programs, independent band schools, public schools with First Nations programs, and adult education programs which gathered data on First Nation language teachers and active language programs in the system. The survey covered the five year period between 2006 and 2011. The survey reported that 173 programs had responded.

Data features of the recent survey report significant to this discussion paper are captured in the data table excerpted below.

An important feature for this discussion's purpose is that the data table also displays a comparison with earlier data collected by Dr. Lorna Williams for FNESC in 2006. The comparison illustrates at a glance, the overall trend in numbers of language teachers in the system.

## Total Number of Certified First Nations Language Teachers according to Certification (2006 and 2011 data sets)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Series2 | 40 | 19 | 23 | 5 | 3 | 2 | 14 | 2 |
| Series1 | 6 | 20 | 25 | 6 | 1 | 3 | 77 | 5 |

1. DSTC
2. Professional
3. FNLC
4. Letter of Permission
5. School/Subject Restricted Certificate
6. Diploma
7. Other
8. No Certification
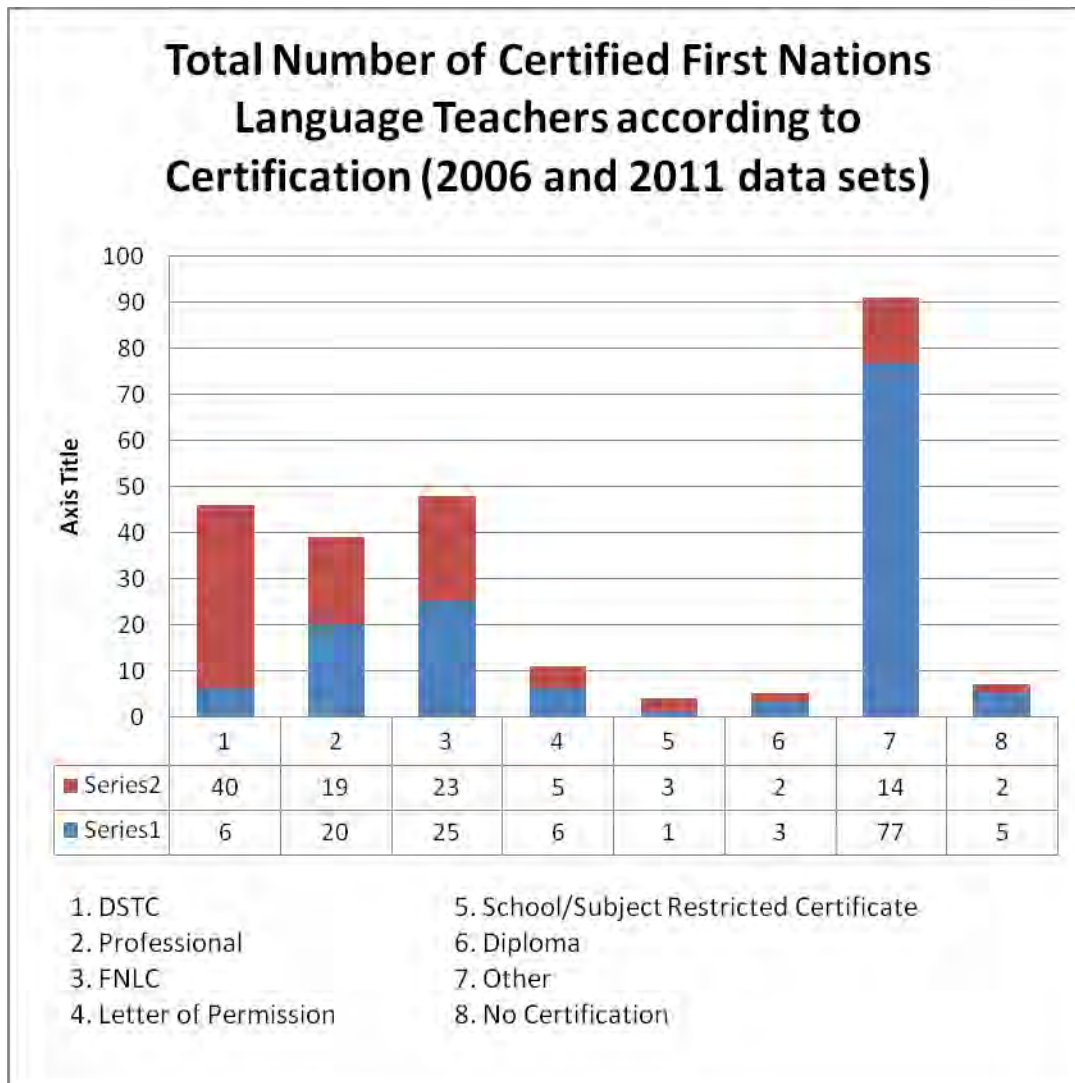
Series 1 represents the data from this survey, (2011)

Series 2 represents the Williams data (2006).

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Excerpted from: Nyce, Allison. *First Nations Languages Teacher and Programs Survey*. Vancouver: FNESC Data Report. 2011.

The 2011 data on language teachers in the schools surveyed displayed two glaring areas of change from the 2006 data. The greatest change from 2006 to 2011 is in the sharp decline in listed numbers in the "DSTC" category of certified language teachers from 40 to 6. The second significant area of change is the startling rise in listed numbers in the set listed as "other" from 14 to 77. The author identified "other" earlier in the report as being language teachers who are either "fluent speakers, Elders or holders of ECE, TPR and language proficiency certificates".

Although the data displayed was focused on numbers of language teachers in the system, it also illustrates two serious trends significant to this discussion paper. The most significant trend is the overall fewer numbers of professionally trained language teachers (listed as categories 1 and 2). Comparing a consolidation of the 2006 categories, listed as 1 and 2, with a consolidation of the same categories in the 2011 data, reveals a drop from 59 to 26, representing an alarming 44% drop in professionally trained language teachers working in the system over the short five year period.

The second trend requires the consolidation of the numbers in category 1 listed as "DSTC" with category 2 listed as "Professional" in the 2011 data series yielding 26 and a consolidation of all other categories in the same series yielding 117 into a comparative set. The consolidations reveal that for every 1 professionally trained teacher working in the system, there are 4.5 informally prepared teachers in the teaching system. The same consolidation of numbers for comparison to the 2006 data displays 59 professionally trained language teachers compared with 49 informally prepared teachers, revealing a less than 1 to 1 comparative of informally prepared teachers.

The most important factor is the 44% drop in numbers of professionally trained teachers in the system in such a short time span. Although the survey does not capture data on indicators for this significant drop, one can extrapolate that only an irreversible decline indicator, such as the age demographic of the professionally trained language-speaker teachers would have such dramatic results. Given that steep decline as a continuing trend, a data prediction model would reveal a catastrophic consequence in five years, in the same percentage drop of professionally trained teachers if no replacement language-speakers are available for professional teacher training.

The data is significant in that it can be interpreted as an indicator of the response by schools to the current need for language teachers in the hiring of teachers without professional training.

The data is also important to be read as an indicator of a trend in learner and First Nation community response to the applicability of the DSTC and the BC teacher certification framework, within the larger issue of the current language crisis and the declines in fluent speakers. The trend indicates that there is an increase in the qualification of language teachers by First Nations, schools and organizations, and in doing so, avoiding the DSTC and BC teacher certification framework.

Although the trend in hiring informally prepared fluent speakers to provide "language teacher" service within the system is not at issue in this discussion, the trend can be extrapolated to point to the fact that the DSTC and BC teacher certification framework does not address an underlying pedagogical issue critical to this discussion. Most fluent speakers are fluent because their tongues have not been colonized and are therefore disadvantaged at the outset in the framework for professional teacher training and certification because the system requires academic fluency in English to navigate and achieve.

## Considerations: Expanding Outward From the DSTC

The FNESC/IAHLA intent to expand the focus in First Nation language work emerged from a developing consensus among the IAHLA institutions delivering the DSTC that the desired outcomes envisioned in their implementation of the DSTC is being impacted by the diminishing pool of fluent speakers available to enter DSTC programs.

Of particular concern is the hopelessness experienced by younger adult students who have little or no language fluency, who enrol in DSTC programs, in the hope of gaining an adequate level of functional language fluency to teach the language.

FNESC and the IAHLA institutes are aware that the focus of support in the language strategy in the last decade has been directed toward increasing language speakers at the school-age level. The development and the delivery of the DSTC First Nation language teacher certification framework was conceptualized and implemented to provide a mechanism for language speakers to achieve teacher certification specializing in teaching First Nation language and culture. Responding to the need to provide teacher training to fluent language speakers was a central consideration in the development of the DSTC in that the DSTC framework allows language speakers to become certified to teach as language and culture specialists in three years. The framework provides leeway to

complete other requirements for a degree and certification in elementary education within eight years of achieving the DSTC, thus providing opportunity for DSTC holders to enter the workforce as certified teachers within a minimum of three years. The concept and major consideration in the DSTC framework was to provide opportunity for schools to implement and staff First Nation Language programs with qualified language teachers in a shorter timeframe.

The reality is that the framework of the DSTC/teacher education can only accommodate a limited number of language and linguistic based courses within its structure. The courses are most often organized by the community and lack adequate academic support to achieve desired language learning outcomes resulting in serious impacts on completions in the DSTC.  The central consideration of this discussion is focused on the consensus that the issue has a broader context of language loss and is of a deeper concern which cannot be remedied through the DSTC framework alone.

IAHLA and FNESC have become aware of the current trend that up to 50% or over of First Nation language teachers are hired because they are a language speakers rather than as a result of certification. In addition to current data reports, IAHLA institutes report that younger new-learner adult speakers are being snapped up by schools before they are fully fluent and before they achieve BC College of Teacher certification specializing in teaching language and culture. The phenomenon is new as indicated by current research data and is creating new unique challenges to the success of the DSTC in its present framework.

The DSTC strategy continues to have strong merit in terms providing certified First Nation language teachers to counteract the crises in BC's First Nation languages. In her 1998 report, on the need for Education and Language Teacher Certification in BC, Dr. Marianne Ignace outlined for FNESC, ample justification for emergency measures to put First Language teachers into the schooling system, as a strategy focused on producing First Nation school-aged speakers. Although the goal to increase the numbers of school-age speakers is severely hampered by many factors such as lack of language program funding and the lack of structural capacity in schools to accommodate First Nation language programming, those programs are vital and critically needed, more so now than in 1998. The intent of FNESC and IAHLA to broaden the discussion on the DSTC includes consideration that the DSTC is necessary and is producing results which are directly benefiting language communities.

The intent of FNESC and IAHLA for a First Nation Language Fluency Degree is a longer term goal in the interests of the strategy to produce more certified First Nation language teachers by shifting the focus to counteract one of the major factors hampering the success of the DSTC. In their review of the DSTC for FNESC undertaken in 2006,

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Craig and Associates report that one of the serious factors is the diminishing number of fluent speakers. They reported that more than half of students enrolled in the DSTC programs reviewed were over 40 years old. Dr. Lorna Williams also pointed to the need to increase language fluency and reports that 55% of language teachers surveyed in her report of 2009, rated their fluency as being intermediate or above, which means that 45% of the language teachers surveyed rated their fluency level below the intermediate level. The two indices, that over half of the future teachers are over 40 and that almost half are only semi-fluent as language teachers, taken together, forecast a grim future for the languages. This trend can only worsen more quickly as fluency levels decline further and an increasingly older demographic of speaker-teachers are the remaining pool left for schools to access. A major consideration of FNESC and IAHLA is that unless serious successful measures can respond promptly to this glaring data, by producing young adult fluent speakers who have access to remaining fluent speaker teachers, the gap will widen suddenly and exponentially in this next decade. The main consideration for FNESC and IAHLA is that we must take action now to prevent the unthinkable.

A primary consideration in any new framework must now be focused on an intensified strategy to improve adult language fluency building as a foundation in adult and higher learning programming. The focus must now be directed toward creating new adult language speakers who will increase the availability of First Nation adults to become language teachers. FNESC and IAHLA are taking into consideration that any framework which builds adult language fluency must also be structured in a way that allows teacher certification education to be accessed parallel to the ability to contribute to language teaching within a community.

As First Nations assert their right to language learning programs through Local Education Agreements or by creating First Nation schools centrally focused on language and culture, they are experiencing severe language-speaker teacher shortages in programs negotiated and approved for language learning.  The gap, in relation to the number of First Nation students who could be exposed to learning their language, is widening rather than narrowing. The intent of FNESC and IAHLA to create a First Nation Language Fluency Degree which will produce both academically prepared and functionally fluent younger adult speakers who would then be available to become teachers to fill that gap as well as to respond to the larger underlying issue of language and culture loss.

In the 2008 report by FNESC on *Best Practices for Aboriginal Language Immersion Programs,* authors McDonald, Katenies Research and Management, provide clarity that immersion education is by far the most effective means for achieving fluency in any language. They point out that next to being raised in the language, immersion learning is the most effective method of creating fluent speakers in a short period of time. They also point out that immersion language revitalization efforts must be structured around

immersion interactions with more proficient members of a language community. They provide clarity that cognition, beliefs and values initiated from immersion interaction with the language community is also central and core in that the learner becomes socialized in their own ways of knowing and doing. The central consideration by FNESC and IAHLA is to create a FN Language Fluency Degree program which can serve all language families based in their own language communities in BC and which utilizes the IAHLA institutes located in the language communities that they are mandated by.

The intent by FNESC and IAHLA is to create a First Nation Language Fluency Degree which will utilize the most current immersion pedagogy in producing culturally and functionally fluent adult speakers who will be engaged in their community of speakers. Current immersion pedagogy, as recommended by McDonald and Katenies Research and Management, must be situated within community and have a high level of community involvement to be successful. An important outcome of a community-based immersion method is that more adults would be available to engage in such programs and have access to more fluent speakers within the community which would also proactively encourage language revitalization internally. All such students would become the language teachers, whether through formal certification in the BC school systems or through community language authority certification and qualifications being exercised within community language initiatives.

The 40 separate institutions of adult higher learning which make up IAHLA are strategically situated geographically, culturally and academically to play a critically vital role in the development, delivery and success of language learning programs as immersion best-practice models because of the way they have been constituted within cultural and language communities. The intent of FNESC and IAHLA is to create a First Nation language speaker degree program which, in part, is a decentralized model that draws on and is delivered within the language community and thereby also enhances, enriches and revitalizes language speaking in those communities. The Indigenous institutes of higher learning, as experts in serving First Nation communities, each of which is uniquely constituted by the language community it serves, are of vital and central significance to the implementation, delivery and success of higher learning.

Any new framework must take into consideration that the plan for building the First Nation Language Fluency Degree must be solid from the ground up. It must be based on the principle that Indigenous pedagogy is unique to each First Nation language community and that the different approaches of each, in the delivery of an immersion methodology, is essential for successful outcomes.

The FNESC and IAHLA intent is to put into the program quality assurances that revolve around the core necessity to produce new adult speakers who are language-fluent in their

community's culture and knowledge. The goal to produce new fluent adult speakers will require a quality assurance process in which those who are holders of and expert in the First Nation language, are directly involved in determining the academic requisite standards for courses and program levels to be achieved. Recognition and therefore accreditation, articulation and transferability of courses and programming must be tied directly to the goal to produce new, fluent adult speakers.

With that goal in mind, the FNESC and IAHLA intent is take all necessary measures to actualize fluency outcomes for adult learners, including the need to break outside of the idea that the framework must conform to fit within existing public academic disciplines or pedagogical approaches. FNESC and IAHLA are committed to find ways to work together with all agencies and organizational levels to help to create new approaches which take into consideration the realities of First Nation communities, in order to develop a framework for the pedagogy required to produce new adult speakers.

## Rights to Language and Policy Considerations

An expert paper prepared by Anders-Baer in 2008 for the UN Permanent Forum on Indigenous Issues, for deliberations on the UN Economic and Social Council agenda, outlined the way in which dominant state language policies, whether through overt or covert means, affect Indigenous peoples and result in language shift and loss. The paper reiterates and situates the position of his earlier UN expert paper with Ole Henrik-Magga and others in 2004 on dominant state "medium of instruction" policies and their extremely negative consequences. Anders-Baer outlines that such policies create barriers which trigger negative consequences as they are directed toward rendering Indigenous languages to a state of being "underdeveloped in more formal areas" (Anders-Baer 2008) because they create linguistic, pedagogical and psychological barriers. His paper argues that such policies affect rates of educational attainment, family income and rates of depression and suicide. He cites concrete research that such policies have resulted in social dislocation, psychological, cognitive, linguistic and educational harm. He identifies the concept as "submersion education" and frames the colonization of Indigenous language through biased educational policies as "ethnocide" as characterized for the UN by Rodolfo Stavenhagen as a form of linguistic and or cultural genocide.

Anders-Baer uses the term "submersion" and "subtractive" education to characterize the means by which Indigenous languages are erased through forced assimilation policies when state dominant language is the sole medium of education. He provides clarity on forced implementation measures used in such policies by using peace researcher Johan

Galtung's differentiation between the three forms of force as a way to characterize state policies as "sticks, carrots and ideas", each with different effects. (Anders-Baer, 6-8)

Anders-Baer characterizes "sticks" as "subtractive and immersion education" which includes the physical removal of children by force from its cultural community and its speakers and incorporates punishment for language-use. Total alienation from community and cultural identity is the result, which produces and creates mental and social dysfunction with a consequent rapid loss of language-use.

Anders-Baer includes economic incentives as "immersion education" or "assimilation education" strategically crafted as government initiatives, such as access to grants, programs and jobs as well as relocation for career opportunities, as a characteristic of the use of "carrots". "Carrots" also include strategic economic reinforcements for colonizing language-use and learning which is inextricably linked to literacy programs, career/job training and higher learning. He further characterized "carrots" as economic incentives combined with negative reinforcements dissuading continued indigenous language-use and insisting on greater proficiency and literacy in dominant language, as a beneficial and an educational goal norm. His arguments underline that "carrots" produce profound inter-generational language shift and cultural decline.

Anders-Baer includes as "subtractive education" the "ideas" embedded in schooling and academic study which characterize Indigenous communities and its speakers not fully assimilated as "backward, underprivileged, under-developed, illiterate, uneducated, disadvantaged and ignorant". For example, Webster's English dictionary definition of "indigent" is "poor or needy", creating a clear parallel between the ideas of poverty and being Indigenous. Such ideas psychologically produce, negative attitudes in the public discourse toward being Indigenous and negative attitudes toward Indigenous languages, cultures, ways of knowing and ways of living. The effects are external as well as internal to the Indigenous language groups, obstructing systemic efforts to continue to exercise language rights as well as obstructing efforts in the rescue of language and cultural rights within institutions serving the public. He argues that "ideas", through the medium of education, create profound social, economic and educational barriers for Indigenous peoples in the exercise of their language rights. (Anders Baer 8-15)

Erica Neegan, in her article *Excuse Me; Who Are the First Peoples of Canada? A Historical Analysis of Aboriginal Education in Canada Then and Now*, in the International Journal of Inclusive Education, 9 (2005) provides critical analysis that every form of forced subtractive and submersion education has been utilized in Canada. Whether overtly or covertly through Federal education policy under the guise of the Indian Act in residential school policy, or whether in concert with Provincial public

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education policy, the result has been the severe losses, declines and extinctions of First Nation languages throughout Canada.

Indigenous scholar, Andrea Bear-Nicholas, Chair in Native Studies, outlined in a 2008 position paper for the AFN Languages Expert Group, what she terms as the "continuing linguistic genocide and educational failure" and the need for "positive linguistic rights and educational success".  Drawing on her specific expertise on her work with Indigenous language in New Brunswick, she identified the link to education policy in the way it prevents availability and adequacy of public funding dedicated to First Nation language programs and curricula at all levels through the labelling of such programs and curriculum as non-essential, non-compulsory, extra-curricular and non fiduciary. Despite legal and moral obligations being clarified and a consensus calling for action otherwise, in International Forums, by First Nations leadership and by First Nation and other scholars across Canada, she identifies a continuing deep resistance to policy changes. She maintains that "subtractive/linguicidal" education for Indigenous Peoples is the primary cause of mental and physical harm and for educational failure and for social and cultural destruction and requires strong pro-active actions by Indigenous Peoples. (Bear-Nicholas, 9-15)

Dr. Marie Battiste, in *Indigenous Knowledge and Pedagogy in First Nations Education: A literature Review with Recommendations*, prepared for the National Working Group on Education and INAC in 2002, provided a comprehensive overview of the historical and contemporary constructs and effects of Canada's policies and included recommendations for strong policy reform. She provides academic clarity regarding the rights to and the benefits of Indigenous knowledge for Indigenous communities, as well as the intellectual value to the rest of the world to the benefits of "Indigenous knowledge and Pedagogy". Battiste develops and provides the strongest of justifications for a National Policy for the protection of Indigenous people's heritage and which require consequent local educational reforms. Her recommendations include the necessity for education policy reforms to affirm, support and recognize Indigenous knowledge, which is being constantly systemically eroded as a result of the legacy of racist and assimilation focussed educational policy. She recommends National laws that ensure the use of traditional languages in education, arts and mass media and government support for the control of local education through community-managed programmes with the use of traditional pedagogy and methods. She emphasises the critical role of and the need to support Indigenous knowledge learning centres and colleges and the need to remunerate Indigenous knowledge holders and workers as "national resources".

An analysis for AFN in 2005, by David Leitch provides strong argument and clarity on Aboriginal rights to language education and rights for the protection and restitution of languages in his legal interpretation for special rights under sections of the constitution.

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As an alternative to special rights considerations, he also clearly outlines language rights which could be legislated as policy at the will of Federal and Provincial governments without breaching equality of rights obligations. His situates governments as having compelling obligations to do better than the abysmal record that the statistics on Aboriginal languages reveal, whether those obligations remain undefined by legal remedy or are moral obligations as set by international standards of other developed countries such as New Zealand and Australia.

In light of this clarity, the Assembly of First Nations undertook to reiterate clear political strategic direction in the *First Nations Language Strategy* in 2007 following the report of *Canada's Task Force on Aboriginal Languages and Cultures* in 2005, which outlined a strategy for First Nation, Métis and Inuit languages and Cultures. The AFN strategy focused on government policy and legislative changes and the implementation of funding support mechanisms which would result in the ability to implement five major goals in reversing and halting language loss. The five major goals envisioned as part of the strategy are to:

> 1) Increase the number of First Nations people who speak their language by increasing the opportunities to learn their language.
>
> 2) Increase the opportunities to use First Nations languages by increasing the number of circumstances and situations where First Nations languages can be used.
>
> 3) Improve the proficiency levels of First Nations citizens in speaking, listening to, reading and writing First Nations languages.
>
> 4) Increase the rate of which First Nations languages can be enhanced, revitalized and developed so that they can be used in the full range of modern activities.
>
> 5) Foster among First Nations and Non-First Nations a positive attitude towards, and accurate beliefs and positive values about First Nations languages so that multi-lingualism becomes a valued part of Canadian society.

An AFN survey of First Nation languages 1990 and a broad-based report on First Nation languages by the First Nation Cultural Centres of Canada in 2002, point out that BC is unique from other provinces in its language needs.

The unique situation arises from the diversity of language communities and the demographic distribution of BC's First Nation bands. Both reports underline that the number of diverse approaches for language revitalization work in each of BC's First Nation Bands parallels their cultural diversity.

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The BC First Nation bands are mostly small in population and are situated in many diverse resource landscapes that form a core context for each in their cultural practise and language use.

The First Nations Educational Steering Committee, the First Nation Language Sub-Committee in BC and the Indigenous Adult and Higher Learning Association of BC have dedicated their work and advocacy on these overarching principles from Indigenous scholars and International Indigenous leadership and these strategic plans from the First Nations leadership.

There is no question that there is a lack of recognition within academic formal structures and government educational policy that First Nation languages are knowledge documentation systems and must be valued and supported as knowledge transfer systems within the formal academic and educational strata of this country. There is no doubt that there must be a systemic shift in understanding how education policy can either support or destroy culture and language.

## The Case for a First Nation Adult Language Fluency Degree

Study examples presented in the *Review of the Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture Final Report* prepared for FNESC by Franki Craig and Associates in 2006, revealed that one of the major revisions which became necessary in many DSTC programs after their implementation, was the need to add new courses which would provide language fluency-building to students enrolling. The report outlines a number of challenges to the success of the DSTC with "access to fluent speakers" the main reason as elders passed on or become too frail at the top of the list of challenges. The report also makes clear that the DSTC alone "is not equal to the task of preserving and revitalizing the languages and increasing the numbers of qualified Aboriginal language teachers in the BC education systems." (Craig, lvi)

The First Peoples Language and Culture Council (FPLCC), in their various reports and statistical collections of annual language surveys on the state of First Nation languages in BC, provide increasingly alarming statistics of a diminishing pool of mother-tongue fluent speakers. Mother-tongue fluent speakers are in the age-population demographic of the majority being over sixty years of age. Even general examinations of those reports also indicate, from extrapolation of correlative data, that the majority of new and

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beginning speakers could be assumed not to be mother-tongue language speakers. The majority of new and beginning speakers can in fact be assumed to be second language learners who require a different strategy to increase their culture-knowledge fluency levels.

In the 2008 report by FNESC on *Best Practices for Aboriginal Language Immersion Programs*, authors McDonald and Katenies Research and Management, provide clarity that immersion is by far the most effective means for achieving fluency in any language. They point out that being raised in the language, which produces mother-tongue fluency, is the best method of language learning. They also point to immersion in the language being spoken by mother-tongue speakers in an everyday context as the second most effective method of creating fluent speakers in a short period of time. They point out that revitalization efforts must be structured around immersion interactions with proficient speakers of a language community, because language cognition is founded in the beliefs and values initiated from immersion interaction as a core for the new learner to become grounded in their own ways of knowing and doing.

New and intermediate learner adults and children require exposure to mother-tongue fluent speakers in everyday language use to increase their fluency levels. Such exposure is only available in the community where the language is resident in mother-tongue speakers. Obvious from even a cursory correlation of data provided on the FPLCC website reveals that the problem is much more critical in BC because of the wide physical distribution and differences in numbers of mother-tongue fluent speakers in each First Nation Band population. The annual surveys collected by First Peoples Culture and Language Council also reveal by general extrapolation that there is a slow increase of young adult beginning and intermediate speakers, however, the pool of mother-tongue fluent speakers in each First Nation Band and overall in the language families are on a more rapid trajectory of diminishment toward an absence of any mother-tongue speakers. The total absence of mother-tongue speakers using the language in an everyday context is already the case in an increasing number of the First Nation Bands. This alarming reality predicts an increasing gap between school-age children speakers and fluency building opportunities with adult mother-tongue speakers using it in an everyday language use context in the community

The larger issues in language loss and shift in this province present a bigger educational challenge for adult learners than the success or failure of the DSTC framework. Even within the context of language teachers currently in schools, Craig and Associates remind that over half of speaker-teachers are over 40. Correlated with data from FPLCC that the majority of mother-tongue speakers are over 65, we can predict that we are now beginning to lose our pools of remaining certified mother-tongue fluent-speaker teachers to retirement and death. The trend will grow exponentially in the next decade. The

question being responded to by IAHLA in proposing a broadening of the DSTC is focused on the reality of the remaining numbers of mother-tongue fluent language teachers and their average age and the consequences of the point in time at which only semi-fluent second language speakers of the language are all that is available for adult language fluency building. A continuing language shift and loss of original language resident in mother-tongue fluency will be the result unless immediate action is taken to refocus the language strategy in BC toward adult fluency building while there remain mother-tongue fluent speakers available to adult learners to form a solid foundation for increasing the pool of language teacher trainees.

Attention must be expanded and re-focused on the main underlying reason for which the DSTC framework was created. The overarching rationale for the creation the DSTC was a strategic response to the crisis state of BC's First Nation languages. The fundamental goal of language recovery toward the revitalization of everyday use as living languages continues to be central to the development of the DSTC framework by which language speakers could be fast-tracked to specialize as certified language and culture teachers and thereby increase opportunities to create new speakers. We cannot afford to lose sight of that main goal by focusing our efforts and funds solely on one vehicle moving in the direction of that goal. Maintaining a singular policy focus on development and funding support to fix the current DSTC framework is tantamount to an obstruction to the work which must be undertaken and falls in line with the concept of a provincial policy "carrot".

FNESC and IAHLA are mindful that with few exceptions languages in BC are on a serious decline, critically endangered or moribund, which means that there is an almost non-existent pool of fluent speakers in the majority of First Nation Bands and a diminishing pool in entire language families. It is clear that language learning by school-age learners can only be strengthened, by addressing the underlying gap widening between school-age students and the current pools of available adult speakers within the education system. It is clear that the focus can no longer be solely directed at Aboriginal language teacher certification as the pool of speakers dwindles down to fewer and older speakers in First Nation communities.

The DSTC model was structured to professionalize and certify already fluent speakers. In the samples examined by Craig and Associates which required revisions to accommodate new language learning and fluency building, it is obvious that the DSTC framework could at best only introduce foundational language learning to students. Producing fluency requires daily interaction through being immersed in language use in the context of everyday life, as has been pointed out by McDonald et al and others in earlier references. Fluency is an objective that cannot be met through a program mandated and structured to create teachers rather than to build language fluency and

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would therefore lack solutions for revisions to its framework to address adult fluency objectives. The question reverberating through IAHLA institutes is how to stop our current failing programs and produce fluency!

The reality is that fluency building is not the goal of the DSTC. The post-secondary discipline of Education must place its focus on the study of how to teach. With no other alternatives available, many non-speaker or learner-speakers enrol with the dream to gain fluency within the number of credits for language and culture courses and become disillusioned or are forced to abandon their goal to teach the language, when they realize that fluency cannot be achieved within the limitations of the courses available to them.

In most cases DSTC structures being delivered reveal a mix of courses in language and culture cobbled together and articulated from scratch by the First Nation community. There are no institutions with a degree granting discipline that is focused solely on First Nation language fluency building. IAHLA institutes delivering aspects of the DSTC are being made increasingly aware by their internal statistics, that many students enter only for the language and culture courses and exit once those courses have been completed. Fewer continue on in degree programs, including in education and opt out of the DSTC program by moving into another discipline which can be achieved in the four years of undergrad support funding available to them through their band education funds within the criteria set by Federal policy. A clearer view of the aspects of this trend would surface by the collection of data.

At the same time IAHLA is also being reminded in its workshops and conferences that while there is a desperate need for First Nation adult fluent mother-tongue speakers who are academically capable, willing and young enough to wish to enter the education field to become specialized as language teachers, the remaining speakers can only be stretched over a limited number of programs.

The DSTC programs are set up for failure in that the current desire to equip students with language fluency through the DSTC cannot be met. In most cases it only provides, language teacher skills suited to First Nation community learning situations. Language communities and indeed adult learners have broader expectations and learning requirements for language learning outcomes which are unrealistic to expect to accomplish in the DSTC model. Such programs commonly lack post-secondary sustained support adequate to meet the needs of First Nations communities for language fluency building. To continue to populate courses and utilize the DSTC programs effectively there is an immediate need for students who are functionally fluent. We need pools of young adult speakers to draw from in each language family. In almost all language families there are none.

With only one exception, the DSTC review by Craig and Associates revealed that DSTC language courses are linguistics based, conforming to disciplines available in the public institutions holding the DSTC. The mitigating factor present in this is that in the discipline of linguistics, the focus of study is conducive to the preservation work of languages that are moribund and in critical endangerment. Linguistics is structured for the documentation and study of a language's grammar and morphology, and the development of orthographies rather than structured to provide ways to become fluent speakers, although flexibility in such programs allowing for language learning is being implemented in willing cooperation with linguistics programs.

Linguists are acutely aware of the crisis state of First Nation languages in BC and are our allies in trying to find solutions within the limitations of their linguistic study mandate. However, it cannot be ignored that linguistics is a tedious and slow route to learn the fundamentals of a language and is not focused to gaining fluency of use and can only offer limited exposures for students to everyday contexts of fluency-building. Students can attain some fluency through a halting process; however, the academic focus of the discipline eliminates and deters many would-be speaker-learners. As well, linguistics programs do not allow for and are not mandated to engage in providing know-how to teach learning in language fluency, although there are examples of good modeling of multi-discipline cooperation in existence between First Nation language revitalization programs and Linguistics and Education programs.

A current dilemma facing IAHLA institutes is that they are required to find ways to build fluency in adult learners while at the same time trying to increase the numbers of adult speaker-teachers available to enter the workforce. At the same time the re-structuring and strengthening of the DSTC framework must continue to increase efficiencies for students who qualify for and are enrolled in a DSTC program. However, increasingly obvious are First Nation adult learner needs for language fluency building programs. A shift is necessary to focus on critical factors which will allow language fluency increases

IAHLA is also mindful that without the sacrifices of the certified "elder" speaker teachers, many in their late 60's and 70's, some spread over many schools, who are currently being overworked and overwhelmed in the system, Aboriginal language programs could not be offered. In fact many can not offer Aboriginal language programs because of the lack of language teachers. Therefore improving the DSTC is a necessary and critical work that must continue. However, while the DSTC must be preserved, we cannot afford to allow that work to co-opt the most critical work now before us in addressing the time sensitive larger problem looming over us which is to produce new adult speakers.

Shifting the focus to produce more young adult speakers would allow students to branch off into other post secondary disciplines of their choice. They would be equipped with the essentials in cultural knowledge which they can apply to other necessary disciplines such as health, the social sciences, management, governance and law. Communities need for their adult learners to have the advantage to come to their choice of higher education from within their own First Nation worldviews, values and practices. Language learning immersed in real-world community setting and contexts provides for the transmission of knowledge and an affirmation of identity and ways of doing things. It is much more than simply learning words and proper grammar. It provides the ability to think and function in the real world from within the First Nation worldview of their land, their heritage and ways of being in their own language.

## Framework Considerations in a First Nation Language Degree for BC

A foundational requirement in a framework for a First Nation language speaker degree needs to establish and insure Ministry approval of the development of a new Degree and have assurance of establishing transferability of courses by collaborating with one degree granting public institution. The *Degree Authorization Act, S.B.C, 2002 c. 24* requires consent and approval for a new degree through a quality assessment board which reviews new degree programs proposed by the provinces public institutions.

A foundational requirement in a framework for a First Nation language speaker degree in the structure, delivery and accessibility of its program components and courses must be accessible by language families in BC, in part through a community-based delivery mechanism that is feasible as well as meeting the quality assurances required in a degree program. While the *Degree Authorization Act* allows for private institutions to grant degrees through a quality assessment process to obtain ministerial consent, the uniqueness of a degree, the foundational years of which are offered through multiple private IAHLA institutes, presents challenges requiring a new framework. A fundamental necessity is the First Nation language speaker degree must deliver language fluency acquisition specific to each language community and therefore must be a decentralized model. As a degree the framework must take into consideration the demographic reality of potential student numbers completing the degree. A model decentralized to the IAHLA institutes and First Nation communities in the first two years of the degree

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framework would provide for and increase the level of sustainability required in the final two years of the degree that would be completed in the public institution.

Many IAHLA Institutes are already delivering adult language learning courses and programs whether through their own unique structures or through affiliations and agreements for program and course accreditation and transferability. The framework must find ways to encompass successful relationships between IAHLA institutes and their partners within the degree framework as a part of a seamless process of laddering into the degree program, within the quality assurance standards set by the degree program. The British Columbia Council on Admissions and Transfer is an agency which deals with existing courses and programs between public institutions and private institutions in BC. The challenge in the framework will be to harmonize course transfer across the multiple IAHLA institutions and their affiliate partners. It is a challenge currently before the Association of British Columbia Deans of Education (ABCDE) and IAHLA with DSTC courses and forms a solid model which could be expanded upon.

The framework must take into consideration that there are established working relationships between some IAHLA Institutes and different Public Post Secondary Institutes. The way the degree framework ladders from each of these Public partners to one selected degree granting institution which will host the new degree must be coherent within its structure. Quality assurance requires that the framework should provide for block transferability and course transferability options which are applicable and operative within the existing post-secondary system. The establishment of a First Nation course articulation council is indicated as a necessity to negotiate and achieve appropriate equivalencies and will require a specific process in the framework development work.

A critical concept for consideration for quality assurance is to incorporate and to build on successful adult language fluency-building programs and courses through relationships some IAHLA member institutes have already forged and are expert in. Maintaining and expanding on these highly successful programs which demonstrate successful community-based delivery models which are founded and governed through First Nation principles and protocol requirements is crucial. Two of the IAHLA institutes, the Nicola Valley Institute of Technology (NVIT) and Wilp Wilxo'oskwhi Nishga'a (WWNI) have strong programs supporting language fluency-building, which could serve in the model for third year diploma exits or applied degree exits. WWNI, has a Bachelor of Arts: First Nation Studies Degree Nishga'a Language and Culture through a federated accreditation agreement with UNBC. NVIT is a provincially legislated First Nations public institution which has affiliation agreements for accreditation of language and cultural fluency programs with seven language families. These two IAHLA institutes could form core year three bridging components in the degree framework for the language families they serve. The framework would be best served by an accredited First Nation institution to

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bridge between the IAHLA institutes and the selected First Nation fluency degree granting public institution for quality assurance and pedagogical coherence.

The framework must structure a seamless laddered process into the degree program, founded on moving outward from the IAHLA institute delivery level to the degree granting public institution. Program and course accreditation for quality assurance considerations which meet both the First Nation requirements and the Post-Secondary system in BC will be a central structural component in the framework. Of academic necessity, courses must be language fluency-acquisition courses, as defined in course outcome and listing, rather than as course outcomes in any of the alternative academic fields and degrees that IAHLA public-partner institutions are structured to offer.

The DSTC review report by Craig and Associates identify serious issues of transferability by accepting institutions, for language learning courses. Craig and Associates recommend in their review of the DSTC that FNESC work with IAHLA and post-secondary institutions to explore a new range of options for submitting locally developed courses for accreditation that would be recognized province wide by all post-secondary institutions. The development of a BC First Nation accreditation body, informed and cognizant of the unique requirements of First Nation pedagogy and realities of First Nations would be a priority option that is indicated.

The framework must structure ways through which course or program accreditation at the community-based levels of delivery is governed by a First Nation accreditation process to insure rigor in fluency outcomes and integrity in First Nation control.

The framework must insure that accreditation of courses and programs being delivered in IAHLA institutions have quality standards, not only to the selected degree granting institution, but have recognition through accreditation and therefore transferability for exits at Certificate, Diploma and Associate and Applied Degree status levels, as desired.

Quality assurance requires that the defined language and cultural knowledge fluency results are achievable and measurable and are being achieved.

Quality assurance also requires that the degree program requirements in terms of defined exit skill levels and required qualifications for entry into higher levels are being achieved.

Quality assurance means that the qualifications of instructional faculty are being maintained at the highest performance levels required in the delivered components.

Quality assurance also means that quality curricula, materials, technical support and methodologies employed in the delivery are provided and available.

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A requirement for the framework would necessitate the development of an academic First Nation Experts council of language-speaker teachers. The make up of such a council would necessarily be structured to provide quality assurance and could provide oversight, advice and evaluation for pedagogical, articulation, programming and delivery issues.

A quality assurance requirement in a framework for a First Nation language degree would need to define and address the issue of overarching control and oversight of the delivery partners in the "degree" in terms of the on-going administrative management and funding process by the First Nation or IAHLA Institutes and the partner public institutions in a process of resources equity partnering.

A quality assurance requirement will be that the language community's intellectual, tangible and intangible properties are being respected and knowledge transfer therein is within the protocols and cultural frameworks necessary to the integrity of that language family and or Band community.

The accreditation and the ownership and use of locally-developed courses crucial to First Nations, is an issue which must be addressed through appropriate affiliation agreement mechanisms with post-secondary institutions whose practice is to assume ownership and copyright for accredited courses. Oversight and an approved standard in MOU and MOA agreement formulae which sets out conditions is necessary to be developed and essential to the framework.

Consideration for the development of a BC First Nation accreditation body is a necessary component to the successful implementation of the Degree Framework in that the accreditation process set out for private institutions under the Private Career Training Institutions Agency of BC (PCTIA), does not have the capacity to insure the level of quality assurance necessary. Consideration to structure a BC First Nation Accreditation Authority in association with the World Indigenous Nations Higher Education Consortium Accreditation Authority (WINHEC) would provide necessary process and insure evaluative and measurable quality assurance standards critical to the unique requirements of a First Nation language fluency degree.

In 2006 IAHLA produced the report *Post-Secondary Quality Assurance Practices*, prepared by Barrister and Solicitor Nancy Morgan and Law Student Melissa Louie, which outlined the process and requirements of this process and from which relevant informational sections, including the WINHEC process, are appended. The challenge will be the harmonization of course recognition and transferability within the Public Institutions of BC.

The most critical consideration will be in the selection and affiliation with one degree granting public institution which is willing and flexible enough to work with the IAHLA

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institutes towards an appropriate academic process which takes into consideration all aspects of the framework. The selection of a degree granting institution is important to work through the required institutional internal approval procedures and to lobby the Degree through the process of Ministry Approval.

The Craig and Associates' report provides the insightful statement that post-secondary partners "will need to create both conceptual and physical space for First Nations to fulfill their goals through the university rather than expecting them to fit into existing slots within the institutions."(Craig, lvi). This means that the First Nation Degree program must have place and presence within the partner public institution as a degree program which reflects and embeds the culturally distinct and different requirements of the partner IAHLA institutions that student cohorts are associated with.

Provincial frameworks in post-secondary education present some limits on how degree programs are may be approved if the program does not conform to the disciplines and fields designed for mainstream public purposes.

## Pedagogical Aspects - Degree Requirements

Creation of the Framework's development structural scaffolding requirements and considerations which define the role of each delivering IAHLA institution as well as NVIT and Wilp Wilxo'oskwhl Nisga'a for year 3 diploma and or associate or applied degree exits, as well as the role of the selected Public Institution will assist in the identification of how the pedagogical aspects will be organized and delivered.

The conceptualized scaffolding will be utilized to better define the language pedagogy which utilizes the psychology and experiential aspects of language learning specifically designed for language immersion resources and First Nation language community engagement at different levels of capacity in BC.

The pedagogical work in the development of the framework will establish the level of the programs and number of courses delivered as IAHLA community-based offerings. The Framework will establish the First Nation pedagogical goals and outcomes as established structural pedagogical requirements for the degree program.

A central pedagogical requirement of the degree framework must be structured to ensure fluency level outcomes are achievable and appropriate competency evaluations are

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developed to reflect First Nation defined cognitive aspects and objectives. In conjunction with First Nation objective-based competency standards, the pedagogical framework must be structured to produce the standard of degree program exit competencies from years 1 to year 4 throughout the program, wherever and however it is delivered.

A major pedagogical requirement of the degree framework is that the program levels from the first year onward must be pedagogically sound as a laddered process in terms of exit competencies achieved at each year and have the ability to branch off into a number of exit areas and/or other degree areas.

The weighting of language fluency acquisition course work must be core in the foundational years underpinning the building of deeper fluency expanding cultural fluency in the language. The weighting of identifiable core language competencies in each year is essential both at the foundational language learning levels and in the incorporation of core language learning to underpin other cultural fluency building disciplines in terms of language use and First Nation language terminology in health, social sciences, governance, science, the arts and humanities and law. For those reasons the pedagogical framework must be established on defined solid minimum outcome thresholds of for each course and for each year in terms of what is to be achieved. Minimum threshold language acquisition outcomes achieved in keeping with Indigenous approaches to success are proposed as an evaluative measure rather than a competitive system of evaluation of the highest level achievements expected.

The pedagogical framework would utilize the most current best practice adult immersion, including Total Physical Response and Natural Learning methodologies in which adult language learning is focused on acquisition of fluency in language *mentalese*. The focus must be on the providing a foundation for the ability to think in the cultural idiom which language-use provides.

At the first level, the acquisition of foundational language fluency in cognitive development would focus on building understanding of the language in use. At the second level the acquisition of foundational fluency would focus on functionality of language verbalization through community experiential and project-based models as well as master-apprentice supported learning of language-in-everyday-use. At the third level the focus would expand outward to the acquisition of foundational fluency in various cultural contexts supported by functional literacy in the First Nations Language orthography supported by linguistic based courses.

The pedagogical framework will institute the most current best-practice language learning methods which are responsive to adult learning in style, pacing and method of delivery. At the same time the pedagogical framework for language learning must

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incorporate actual interaction with the community of speakers and be immersed in revitalization of Indigenous knowledge systems. In that way the language learning will be based in Indigenous pedagogy delivered in natural or real-world learning experiences and will incorporate a variety of community speaker mentors

The pedagogical framework will structure the language learning as a best-practice Indigenous learning method by establishing cohorts of learners who move through the levels and provide learning and conversational support to each other. The pedagogical framework must place priority on "speaker" outcomes of the cohort and language use as a community of speakers as an Indigenous evaluative measure which has merit in the benchmark achievement outcomes.

A primary pedagogical program consideration in the framework is that core courses articulate as (A) list courses and (B) list courses which can be selected by other disciplines in Public Institutions to meet their degree requirements especially in Education, Indigenous Studies and Linguistics

A primary pedagogical consideration in the framework development is to create a specialized degree, for example a BA in FN Language Fluency which is a language speaker degree and not a stream in an education degree or a linguistics degree.

A primary pedagogical consideration in the framework development is to define specific laddering options with competency exit points at each year level structured to move into different streams like Education, Linguistics, and Indigenous Studies. The primary consideration in the framework must allow for exit completions of a Certificate in year 1 , a Diploma in yr 2 and an Associate Degree in year 3, and a Baccalaureate or Professional Degree in year 4 and therefore can move up to Master's and beyond and establish Master's requisites

## Degree Program Sustainability

Projection utilizes a model of a very conservative average of a 15 student intake per IAHLA/First Nation per year. Projection based on 40 IAHLA institutes plus 10 First Nation programs.

50 First Nation institutions province-wide x 15 students each (1 & $2^{nd}$ years of program) = 750 (75 FTE) per year at IAHLA institutes.

750 x 2 levels (3 & 4$^{th}$ years of program) = 1500 (150 FTE) potential intake at degree granting institution.

The model demonstrates good economic sense for program delivery in utilizing First Nation institution facility already in place, as well as to lower costs for the adult learners who do not have to relocate. The model can insure efficiency and quality control with more accessibility to fluent speakers and other cultural supports as well as the capacity to manage cohort models within community in first two years. IAHLA institutes are uniquely situated as service providers to the selected degree granting institution.

While each IAHLA would have small cohorts in their institutions, larger intakes of students would be a result in years 3 and 4 by the degree granting institution as students transfer from the IAHLA to the selected degree granting institution.

The model projects sustainability for the degree program.

The model projects a way to meet increasing demand for speaker-teachers and at the same time produce fluent adult speakers for other professions and higher learning.

Similar to ATEP and careers employment skills development, this model also fully supportable within careers tracks and could be an outcome in one of the community-based exit options.

## Clarification of Roles of Partners in Development, Implementation and Delivery.

Public Institutions: Partnering for transfer credit and holders of Associate and Baccalaureate and Professional degrees.

IAHLA Institutes: Community Based language, culture and program delivery through immersion fluency certificates and immersion diplomas.

IAHLA as an Organization: Provincial expert body on First Nation adult and higher learning, community-based models, Indigenous pedagogy, academic transition issues and academic partnering issues.

FNESC: Provincial FN Policy Frameworks, Political Advocacy, Negotiations, Technical Advisory on FN education issues, Funding Considerations and dissemination of information.

Ministry of Advanced Education: Approval table for Proposed Framework as New Degree under Universities and Colleges Act.

Ministry Agencies- ABCDE: Course and Block Transfer Policy Considerations and Institution to institution agreement negotiation frameworks.

Post-Secondary Partners Table: Student service and support mechanisms and advocacy.

FN Political Leadership: Approval and lobby of Government and development of implementation funding.

AFN: Federal budget allocation and special envelope funding from ISSP

INAC: Funding-program operations, facility and student support mechanisms.

## Process and Strategic Areas for Framework Development

A Language Degree Advancement Committee (LDAC) needs to be selected which is politically tasked to undertake Language Development Team framework approval and consultation process.

The LDAC requires a Terms of Reference and be properly authorized to speak at decision making levels by FNESC and IAHLA.

The LDAC would develop strategic discussions at the Ministry level at the Partners table, with ABCDE and others to initiate and follow through the process.

The LDAC would establish advocacy and public relations strategy for First Nations on the benefits of a Language Speaker Degree.

The LDAC would establish a strategy for political position ammunition to help set policy direction that FNESC and IAHLA can push to develop funding through costing rationalization.

The LDAC would develop the variety of Policy Task groups, Academic Work Groups and Curriculum Committees and Language Approval Councils to provide academic viability to other institutions.

The LDAC would oversee the selection and work of a Framework Development Team.

A Framework Development Team (FDT) is required which could set out working meetings with targeted DSTC and Language-learning delivery IAHLA institutes to hammer out the strategic course of action that would work for each institution.

The Framework Development Team would meet and broker with NVIT to work out accreditation agreement structures with the participating IAHLA's and with the Degree granting Post Secondary Institutes toward identifying the scaffolding for tripartite agreements.

The Framework Development Team (FDT) would find a University that would agree to work with the Team from the outset all the way through in the work to develop, articulate and negotiate approval for the new degree.

The Framework Team would recommend acceptability of current programs in place and establish strategy and process with the Provincial Articulation Committee on this framework. Other possible Post Secondary Education Partners and ABCDE need to be on board.

## Resources and Identified Framework Development Cost Indicators

Resources for the LDAC team and work it needs to undertake to advocate, initiate and negotiate the framework. A Costs and benefits analysis based in structural requirements for partnering for transfer credit and partnering and the proposing and negotiating the structure through the various partner roles and stages of partnering.

Resources are required for the FDT as First Nation academic and technical team who have specific expertise in the BC Universities system, to be formalized and tasked to do the work.

Resources for the FDT to undertake specific tasks in terms of the framework direction and pedagogical scaffolding which require specific academic tools and mechanisms

which will legally ensure cultural ownership and autonomy to each language group, of its pedagogical approaches methods, materials and intellectual properties.

Resources for a curriculum team, which can develop the course outcomes detailing the utility of current immersion learning methodologies situated for adult learning in community based situations is required.

Resources and tasking of a courses curriculum and articulation team which will take on the task of undertaking the work of identifying university and college transfer credit to develop and negotiate the province wide transferability required.

Resources for a task force of BC language speaker experts and immersion methodology experts as no such curriculum exists.

Resources to undertake an examination of transferability options in terms of precedents that have been already set by the Province which has already articulated seven Private Post Secondary Institutions which accredit their courses in the BC CAAT process to determine how we may do this with different languages.

Resources for a Costs and Benefits exercise related to IAHLA institutes and their delivery capacity in relation to the program funding and facility requirements of each.

A review of IAHLA institutions' community-based delivery mechanisms and access issues for language resources and collections and capacity related to community of speaker Instructor qualifications

Resources are required to bring together IAHLA Institutes for workshops on the pedagogical framework and best practice immersion for adult language fluency learning and fluency building to provide clarifications on how courses work and content. Presenting framework options that they can use to move towards articulating and accrediting language courses and in that way begin the process. As the framework goals are achieved and in place they can slide their courses into the degree framework.

Resources are required to solicit presentations and reports on what the IAHLA institutes have in place already in terms of promising practices to add to the collective vision and resources.

A projected model of costing for Instructor in-service training needs and professional development in the best practice model envisioned for delivery would be in order.

An inventory of all available fluent mother-tongue speakers and language resources in each language family would be necessary.

A research review of First Nations that work with other Public Post Secondary Institutes and a review of their partnerships would be required.

A research review for the development of a language immersion template that all language groups could utilize, and more specifically for those who don't have formal processes and programs in place.

A comprehensive inventory of First Nation communities must be undertaken of language courses that are not accredited to begin the process of accrediting such courses for the degree program.

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---- . *Declaration on the Rights of Indigenous People.* Adopted by General Assembly Resolution 61/295. New York. 2007

University of Victoria Research Consultation Education Team. *Indigenous Education: Draft Aboriginal Languages Teacher Training and Certification Plan.* Vancouver: FNESC. March, 2010.

Williams, Lorna B. *First Nations Culture and Language Programme: Development Standard Term Certificate (DSTC) Costing of Pilot Programme.* Victoria: University of Victoria.  2006.

# Partnership Agreement

# For the Advancement of a

# Indigenous Language Fluency Degree Framework

**BETWEEN**

# The First Nations Education Steering Committee

**AND**

# The Indigenous Adult and Higher Learning Association

**AND**

# The Okanagan Indian Educational Resources Society (En'owkin)

**AND**

# Wilp Wilxo'oskwhl Nisga'a

**AND**

# The University of British Columbia Vancouver

**AND**

# The University of British Columbia Okanagan

**AND**

# The Nicola Valley Institute of Technology

**AND**

# The University of Northern British Columbia

**(The partners)**

# May 2016

WHEREAS, the First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association (IAHLA) and the Language Fluency Degree Consortium (LFDC) have come together to collaborate on the creation of an Indigenous[1] language fluency degree framework; and

WHEREAS, First Nations languages in British Columbia are endangered, and all efforts need to be made to revitalize these languages;

WHEREAS, optimal use of scarce human and infrastructural resources benefits from a Province-wide and collaborative approach;

WHEREAS, the partners herein desire to enter into this partnership agreement setting forth the intent and purpose of the partnership, roles and responsibilities of each partnering organization and the other partnership mechanisms;

WHEREAS, the partners acknowledge the authority of First Nations and Indigenous communities over the education of their people and their languages;

WHEREAS the partners are committed to the implementation of the vision and goals of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, including its focus on systemic change within the BC Post-Secondary Education System.

## 1. Purpose of the Partnership

1.1 The parties have come together to work towards the creation of a province-wide, Indigenous language fluency degree framework, which will reflect and embed the culturally distinct requirements of the Indigenous community and Indigenous post-secondary institute partners.

1.2 The purpose of the partnership is for the partners to share expertise and resources to work towards the development of a comprehensive language fluency degree framework that will receive the approval of Indigenous communities, Indigenous post-secondary institutes, public post-secondary institutions, government agencies and regulatory bodies. Upon receiving all levels of approval, we envision the launch of a pilot project (or projects) to be followed by province-wide implementation.

## 2. Description of Partner Organizations

2.1 The First Nations Education Steering Committee (FNESC) is a First Nations-controlled collective organization focused specifically on advancing quality education for all First Nations learners.  FNESC's mandate is "to facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First

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[1] The use of the term indigenous allows for the encapsulation of all Aboriginal communities in BC, however, with regards to this specific partnership agreement, the initial work will focus on the existing partnerships between public post-secondary institutions, First Nations post-secondary institutions and BC First Nations communities.

Indigenous Language Fluency Degree
Partnership Agreement                                                                                    2

Nations.  The primary goal is to promote and support the provision of a quality education to First Nations leaners in BC."

2.2 The Indigenous Adult and Higher Learning Association (IAHLA) was created to support and represent Aboriginal-controlled adult and post-secondary education institutes in British Columbia.  IAHLA provides a unified voice for forty member institutes, and strives to support Aboriginal adult and post-secondary institutes through research, professional development, and networking opportunities.  IAHLA also is committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners.

The First Nations Leadership Council has identified FNESC and IAHLA as the lead organizations representing First Nations on PSE issues in BC. FNESC has a formal protocol with the First Nations Leadership Council that recognizes FNESC as the lead policy and advocacy body on First Nations education in BC

## 3.  Guiding Principles for the Indigenous Language Fluency Degree

The Indigenous Language Fluency Degree will have a **unique** place and presence within the partner public post-secondary institution as a degree program or group of programs that will reflect and embed the culturally distinct requirements of the First Nation community and First Nation post-secondary institute partners.

The following principles will inform the development of the Indigenous Language Fluency Degree:

1.  The Indigenous Language Fluency Degree will be centred on producing language **fluency**, therefore:

    - Any other program requirements, including departmental or faculty program requirements, must, to the fullest extent possible, build fluency, or contribute to students' ability to develop fluency at the degree level of the program;

    - Program(s) will focus on meeting language acquisition outcomes, measured through Indigenous-defined requirements;

    - Significant portions of the program will be delivered in the Indigenous community; and,

    - Program(s) will utilize the most current best-practice adult learning methodologies, including immersion, establishing cohorts of learners to move through the levels and provide learning and conversational support to each other, and incorporating interactions within the community of speakers.

2.  The Indigenous Language Fluency Degree will be **accessible** to all Indigenous language families in BC that are interested in partnering to design and deliver a program. Indigenous communities from across BC have the right to develop and deliver a degree program or programs in partnership with post-secondary institutions of their

choosing, and all efforts will be made to ensure the accreditation and transferability of credits between degree programs and institutions where possible.

3.  The Indigenous Language Fluency Degree will be designed, delivered and assessed through **partnerships** that are:

    -   Founded on and governed by Indigenous principles and protocol requirements; and,

    -   Equitable with respect to resourcing program development, delivery and assessment.

4.  The Indigenous Language Fluency Degree will meet the **quality assurance** requirements of degree programs in British Columbia as well as the quality assurance requirements of Indigenous communities, as established by Indigenous language speaker-teacher experts and Language Authorities.

5.  Courses within the Indigenous Language Fluency Degree program(s) and degree(s) will be **transferable** to other public post-secondary institutions where it is possible to do so, including:

    -   courses delivered in Indigenous community and those delivered by Indigenous post-secondary institutes shall be designed, to ladder seamlessly into degree program(s) at partner institutions;

    -   degree program(s) shall be designed, to meets entrance requirements for key post-degree programs, such as Bachelor of Education programs.

:

6.  The Indigenous Language Fluency Degree will be **flexible** to accommodate the diverse and evolving needs of Indigenous communities and individuals, including multiple exit points within the program (e.g. certificate and diploma options).

7.  The Indigenous language family's **intellectual, tangible and intangible properties** will be respected and knowledge transfer will respect the protocols and cultural frameworks necessary to the integrity of the language family.  Language course content will be developed, owned and the copyright held by the Indigenous community and/or Indigenous post-secondary institute.  The degree framework will be considered the joint property of BC indigenous Nations and no actions shall be taken to hinder the development of the program with alternative post-secondary institutions.

## 4.  Roles and Responsibilities

The parties will work collaboratively to advance the language fluency degree framework. Each organization possesses unique expertise and skills which are required to successfully complete this project.  The partners will allocate staff time and resources to fulfill the roles and responsibilities best suited to their organizational structure and described below.

### 4.1 FNESC:

- represent the voice of BC First Nations communities on a provincial scale;
- coordinate advocacy and negotiations with provincial and federal government ministries;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding to support degree program development, First Nations language pedagogical research, and resourcing of First Nations communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with First Nations communities.

### 4.2 IAHLA:

- represent the voice of Aboriginal post-secondary institutes;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding to support degree program development, Indigenous language pedagogical research, and resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development;
- consult with Aboriginal post-secondary institutes; and
- coordinate advocacy and negotiations with the provincial and federal government ministries.

### 4.3 Language Fluency Degree Consortium

### 4.3.1 En'owkin

- represent the 7 bands of the Okanagan Nation and its 5000+ Okanagan tribal members, in the revitalization of language and culture through education, advocacy, and organizational capacity support;
- advocate for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocates for community based programming, to meet the needs of community learners;

- works with public post-secondary Institutions in the development of frameworks to ensure language is included across a wide array of certificate, diploma and degree programs;
- represent affiliated partnerships with NVIT for university transfer courses in Okanagan language and culture, and with UBC Okanagan for Okanagan studies courses;
- seek support of additional partner agencies for LFD Development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies including, the Okanagan Indian Education Resources Society Board of Directors, Okanagan Nation Chiefs Alliance, and the Okanagan Language Authority, and the Okanagan Language Teacher Association;
- seek funding support for Community Based program delivery, within the LFD framework;
- approves, in consultation with the Okanagan Language Authority, language instructors for community based program delivery;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

## 4.3.2 **NVIT**

- advocates for the communities for which it delivers Language programming;
- approves, in consultation with the appropriate Language Authority, language instructors for community based program delivery;
- advocates for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocates for community based programming, to meet the needs of Community learners;
- works with other public post-secondary Institutions in the development of frameworks to ensure Language is included across a wide array of certificate, diploma and degree programs through transfer agreements;
- represent affiliated partnerships with IAHLA Institutions, for university transfer courses in language and culture;
- seek support of additional partner agencies for LFD Development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies including, the NVIT Education Council,   the NVIT Board of Directors, Okanagan and Thompson Tribal Chiefs, and various Language Authorities;

- seek funding support to support degree development, and for Community Based program delivery, for Indigenous language pedagogical research, and for offering courses in the LFD at NVIT, and other relevant educational Institutions;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

### 4.3.3 UBC Okanagan

- represent stakeholders on the UBC Okanagan campus;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the UBC Okanagan Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- Consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

### 4.3.4 UBC Vancouver

- represent stakeholders on the UBC Vancouver campus;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the UBC Vancouver Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

### 4.3.5 WWN

- represent the Nisga'a Nation in the revitalization of language and culture through education, advocacy, and organizational capacity support;
- advocate for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocate for community based programming, to meet the needs of community learners;
- work with public post-secondary Institutions in the development of frameworks to ensure Language is included across a wide array of certificate, diploma and degree programs;
- approves, in consultation with the Nisga'a Language Authority, language instructors for community based program delivery;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding support for community based program delivery, within the LFD framework;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

### 4.3.6 UNBC

- as appropriate, facilitate and support community interests from the UNBC region;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD to regulatory bodies, including the UNBC Senate;
- collaborate in seeking resources to support degree program development, Indigenous language pedagogical research, and the ongoing delivery of the LFD at the relevant educational Institutions;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory agencies in the post-secondary educational sector of British Columbia ;

## 5. Communications

### *5.1 Communications within the Language Fluency Degree Partnership*

In order build an effective partnership, the partners will strive to maintain regular communication.  Communication from one party to the other will flow through a designated lead contact.  Partners may change their lead contact at any time by informing the other partners.  The current lead contacts for each organization are as follows:

**LFD Consortium:**
Mike Evans PhD
Professor | Community, Culture & Global Studies | Irving K. Barber School of Arts & Sciences and Director | Institute for Community Engaged Research
The University of British Columbia | Okanagan Campus
Arts 368c – 1147 Research Rd.  Kelowna, BC Canada V1V 1V7
Phone 250 807 9401
mike.evans@ubc.ca

**FNESC:**
Jesse Fairley
Manager of Languages and Culture
First Nations Education Steering Committee
#113 - 100 Park Royal South, West Vancouver, BC  V7T 1A2
Phone 604-925-6087 ext. 122 or 1-877-422-3672
jessef@fnesc.ca

**IAHLA:**

Chair, IAHLA Board of Directors,
c/o Manager of Post-Secondary Education and Training
First Nations Education Steering Committee
#113 - 100 Park Royal South, West Vancouver, BC  V7T 1A2
Phone 604-925-6087 ext. 122 or 1-877-422-3672
shamp@fnesc.ca

### *5.2 Communications from the Language Fluency Degree Partnership*

External communications coming from the Language Fluency Degree Partnership as a collective will need to be approved by each of the respective organizations that make up the Partnership.

## 6. Co-operation with Third Parties

6.1 In the event that it is seen as beneficial by all members of the partnership to co-operate with a third party for an activity which supports the purpose and intent of this partnership

Indigenous Language Fluency Degree
Partnership Agreement                                                                 9

agreement, the partners will discuss and agree to third party inclusion prior to any outside co-operation commencing.

6.2 When a partner identifies an appropriate and needed role for a third party, that partner will discuss the matter with the other partners and explain the following:

- Why the assistance of the third party is needed or desired; and
- The specific activities the third party will undertake and/or the support they will offer.

6.3 As all partners are dedicated to working in the spirit of collaboration for the advancement of a shared goal, the inclusion of third parties, when deemed appropriate and valuable by all partners, should be encouraged.

## 7. Governance

7.1 Each of the organizations involved in this partnership has an existing governance structure.  It will be important for the partners to respect and honour each organization's governance requirements, and, in the case of communities, their autonomy and authority over their own language, culture and knowledge.

7.2 When it is deemed suitable for the partners at the table to make a decision, this will be done by consensus.

7.3 On occasions when a decision cannot be made by the representatives at the partnership table, each partner will bring forward the information to their respective governance structures.  In these cases, each partner will:

- Provide any supporting materials to the other partners that are needed to inform decision-making; and
- Endeavour to advance decisions through their governance structures as efficiently as possible.

## 8. Monitoring and Evaluation

8.1 The partners have committed to the development of a work plan, in which, the partners have identified a series of milestones and target dates.  These milestones shall act as a monitoring and evaluation tool for the effectiveness of the partnership.

8.2 At each in-person meeting of the LFD Partnership, the partners will review the milestones and target dates, to discuss and adjust appropriately.

## 9. Modifications

9.1 This partnership agreement shall be seen as a living document, which can evolve with the project and the partnership itself.  As such, the need may arise to modify the partnership agreement from time to time.  When the partners agree to a revision, that

revision will go through each partner's governance structure for final approval, and the document amended accordingly.

## 10.    Dispute Resolution

10.1 If there is a dispute between the partners with respect to any matter arising from this agreement, or relating to the interpretation and application of this agreement, the partners agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.

10.2 Where there is a dispute between the partners, the partners agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.

10.3 If a matter remains unresolved after being considered by the partners, the dispute may be referred to the senior officials of the partners for resolution.

## 11.    Withdrawals

11.1 In the event that a partner wishes to withdraw from the partnership, that organization shall inform the rest of the partners of their decision in writing.  The remaining project partners shall endeavour to cover the contribution of the withdrawing partner, either by assuming their tasks or by asking one or more new partners to join the partnership.

The parties by the signatures affixed on the following pages do hereby signify their understanding and acceptance of the provisions of this partnership agreement.

On behalf of the First Nations Education Steering Committee

_____          November 9, 2016
Tyrone McNeil, President                           Date


On behalf of the Indigenous Adult and Higher Learning Association

_____          8 Nov 2016
Verna Billy-Minnabarriet, Chair                  Date


On behalf of the University of British Columbia Okanagan Campus
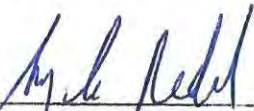
_____          17 Oct. 2016
Dr. Cynthia Mathieson                              Date

Provost and Vice-Principal Academic


On behalf of the University of British Columbia Vancouver Campus

_____          18 Oct 2016
Dr. Angela Redish                                    Date

Provost and Vice-Principal Academic


On behalf of the Okanagan Indian Educational Resources Society

_____          Oct 18/2016
Lauren Terbasket                                     Date
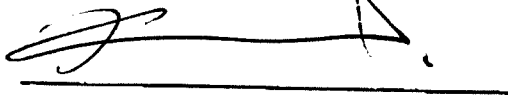
Executive Director


Indigenous Language Fluency Degree
Partnership Agreement                                                                                      12
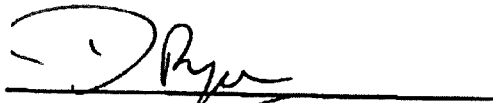
On behalf of the Nicola Institute of Technology

_____　　　　　　_Oct 17, 2016_
Ken Tourand　　　　　　　　　　　　　Date
President


On behalf of the University of Northern British Columbia
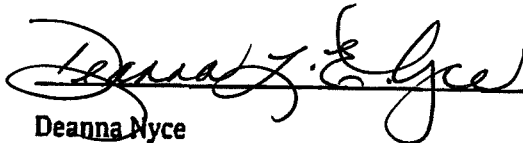
_____　　　　　　**OCT 19 2016**
Daniel A.J. Ryan, Ph.D.　　　　　　　　Date
Interim Vice-President Academic and Provost


On behalf of Wilp Wilxo'oskwhl Nisga'a Institute

_____　　　　　　_Oct. 20, 2016_
Deanna Nyce　　　　　　　　　　　　　Date
President and Chief Executive Officer


**Indigenous Language Fluency Degree
Partnership Agreement**

**"Partnership Agreement for the Advancement of a Indigenous Language Fluency Degree Framework"**
**AMENDING AGREEMENT**


**THIS AGREEMENT** made as of _____, 2017.


**BETWEEN:**
> The First Nations Education Steering Committee

("FNESC")

**AND:**
> The Indigenous Adult and Higher Learning Association

("IAHLA")

**AND:**
> The Okanagan Indian Educational Resources Society (En'owkin)

("En'owkin")

**AND:**
> Wilp Wilxo'oskwhl Nisga'a

("WWN")

**AND:**
> The University of British Columbia Vancouver

("UBC Vancouver")

**AND:**
> The University of British Columbia Okanagan

("UBC Okanagan")

**AND:**
> The Nicola Valley Institute of Technology

("NVIT")

**AND:**
> The University of Northern British Columbia

("UNBC")

**AND:**
> Simon Fraser University

("SFU")

**AND:**
> University of Victoria

("UVic")


**WHEREAS:**

A.     the FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT and UNBC entered into a Partnership Agreement for the Advancement of a Indigenous Language Fluency Degree Framework dated May 2016;

- 2 -

B.      FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT and UNBC wish to add SFU and UVic as parties to the Framework Agreement and SFU and UVic so wish to be added;

C.      the Parties desire to amend the Framework Agreement.

**THEREFORE** this Agreement witnesses that:

### Part 1.          INTERPRETATION AND DEFINITIONS

**1.1      Common Meaning** – Capitalized terms used but not defined in this Agreement shall have the meaning given to them in the Framework Agreement.

**1.2      Definitions** – In this Agreement, unless the context requires a different meaning, the following words and phrases have the meaning set out below:

   **1.2.1    "Agreement"** means this Agreement;

   **1.2.2    "Party"** means any of FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT, UNBC, SFU or UVic and **"Parties"** means all of FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT, UNBC, SFU and UVic; and

   **1.2.3    "Framework Agreement"** means the Framework agreement between the parties dated May 2016.

**1.3      Gender** - Wherever the singular or the masculine are used in this Agreement the same will be deemed to include the plural or the feminine or the body politic or corporate where the context so requires.

**1.4      Headings** - The headings to sections and articles of this Agreement are inserted for convenience only and shall not affect the construction of it.

**1.5      References** - Unless otherwise stated a reference in this Agreement to a numbered or lettered article or section refers to the part of this Agreement bearing that article or section number or letter.

**1.6      Governing Law** - This Agreement shall be construed, and the rights of the parties shall be governed and enforced, in accordance with the laws of British Columbia (without regard to any conflict of laws principles) and in accordance with any laws of Canada applicable therein.

### Part 2.          Amendments

**2.1      SFU and UVic are added as parties to the Framework Agreement.

**2.2      The following sections are added to the Framework Agreement:

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### 4.3.7 Simon Fraser University

- represent stakeholders at Simon Fraser University;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the Simon Fraser University Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

### 4.3.8 – University of Victoria

- represent stakeholders at the University of Victoria;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the University of Victoria Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

12. Details of the implementation of any particular initiative resulting from this agreement shall be negotiated between the parties as each specific case may arise, and will result in a separate agreement. All parties understand that financial arrangements will have to be negotiated and will depend on the availability of funds.

13. This Agreement is not intended to create any legally binding obligations on any party but, rather, is intended to facilitate discussions regarding general areas of cooperation.

14. Nothing contained in this Agreement shall be deemed or construed by the Parties, or by any third party, to create the relationship of partnership or joint venture between the Parties.

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**Part X – General**

7.1    **Framework Agreement ratified** - Except as amended by this Agreement the Framework Agreement remains in full force and effect and is ratified and confirmed.

7.2    **Counterparts** - This Agreement may be executed by facsimile and in separate counterparts, each of which when so executed and delivered shall be deemed to be an original and all of which taken together shall be deemed to constitute one and the same instrument.

**IN WITNESS WHEREOF** the parties have executed this Agreement with effect as of the date first above written.

**On behalf of the First Nations Education Steering Committee**

_____          _____
                                                                            Date

**On behalf of the Indigenous Adult and Higher Learning Association**

_____          _____
                                                                            Date

**On behalf of the University of British Columbia Okanagan**

_____          _____
                                                                            Date

**On behalf of the University of British Columbia Vancouver**

_____          _____
                                                                            Date

**On behalf of the Okanagan Indian Educational Resources Society**

_____          _____
                                                                            Date

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**On behalf of the Nicola Valley Institute of Technology**

_____      _____
                                                               **Date**
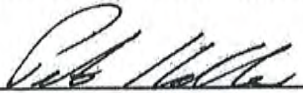
**On behalf of the University of British Columbia**

_____      _____
                                                               **Date**

**On behalf of Wilp Wilxo'oskwhl Nisga'a**

_____      _____
                                                               **Date**

**On behalf of Simon Fraser University**
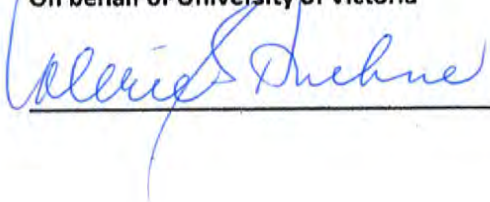
_____      _24 November 2017_____
                                                               **Date**

**On behalf of University of Victoria**

_____      _11 DECEMBER 2017_____
                                                               **Date**

# Report for Indigenous Language Labour Market Survey for Communities

Indigenous Language Labour Market Survey for Communities

## Response Statistics
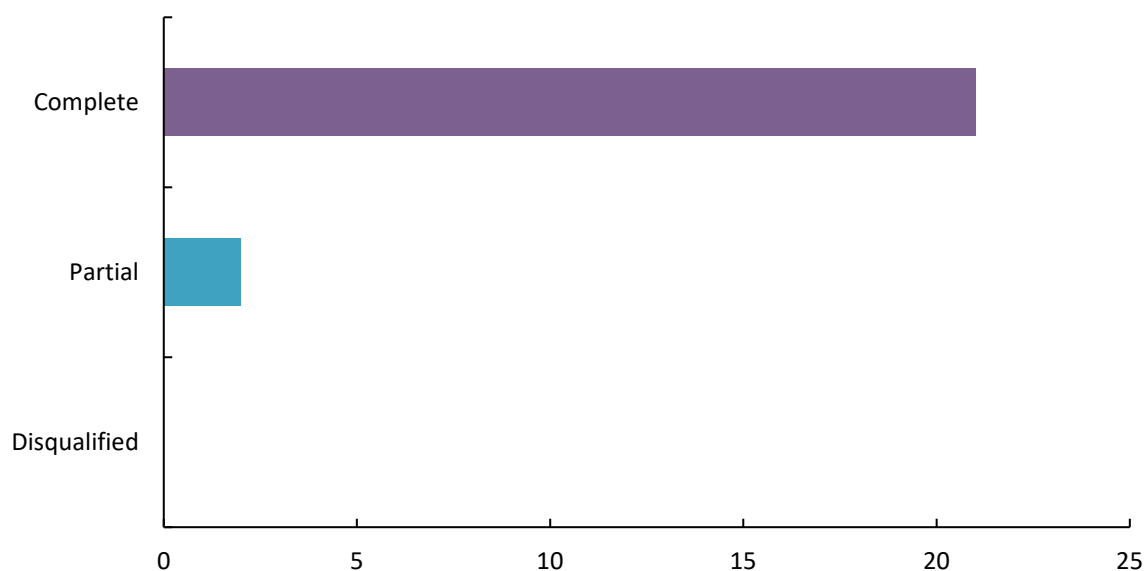


|  | Count | Percent |
| --- | --- | --- |
| Complete | 21 | 91.3 |
| Partial | 2 | 8.7 |
| Disqualified | 0 | 0 |
| Totals | 23 |  |

## 1.What is the name of the BC First Nations community you represent?

| ResponseID | Response |
|---|---|
| 2 | test |
| 4 | Burns Lake Band |
| 5 | Dzawada'enuxw |
| 6 | WeWaiKai Nation |
| 7 | Skowkale First Nation |
| 8 | Okanagan Indian Band |
| 9 | Tsawout First Nation |
| 10 | Kwantlen First Nation |
| 11 | Haida |
| 12 | Cowichan Tribes |
| 13 | Stswecem'c Xgat'tem First Nation |
| 14 | Skidegate |
| 15 | Mowachaht/Muchalaht |
| 16 | Skatin Nation |
| 17 | Alexis Creek |
| 18 | Yuutu it ath Government |

| 19 | Tḱemlúps te Secwépemc |
| 20 | GITWANGAK |
| 21 | Snuneymuxw |
| 22 | Lake Babine Nation Education only |
| 23 | Squamish Nation |

## 2.Within your First Nation, how many jobs currently exist for which being able to fluently speak your First Nations language is an essential skill or a requirement?

| ResponseID | Response |
|---|---|
| 2 | test |
| 5 | 2 |
| 6 | many |
| 7 | None |
| 8 | 20 |
| 9 | 4 |
| 10 | 3 with FPCC and limited Cultural Funding if there is no grant funding. |
| 11 | about 8 and 3 Elders on honouraria |
| 12 | 10 |
| 13 | 1 |
| 14 | 6 |
| 16 | 17 |
| 17 | 50 |
| 18 | 4 |
| 19 | 14 |

| 20 | 6 |
|----|---|
| 21 | two |
| 22 | Schools only 2 |
| 23 | 4 |

3.Within your First Nation, how many jobs currently exist for which being able to fluently speak your First Nations language is a highly valued skill?

| ResponseID | Response |
|---|---|
| 2 | test |
| 5 | 2 |
| 6 | Many |
| 7 | none |
| 8 | 50 |
| 9 | 4 |
| 10 | 3 |
| 11 | Eight, as i understand the question |
| 12 | 100 |
| 13 | 1 |
| 14 | 6 |
| 15 | 4 |
| 16 | none |
| 17 | 5 |
| 18 | 7 |
| 19 | 10 |

| 20 | 10 |
| --- | --- |
| 21 | two |
| 22 | 33 in our schools |
| 23 | 6 |

4.Within your geographical region as a whole, how would you characterize the labour market demand for employees who can fluently speak your First Nations language?
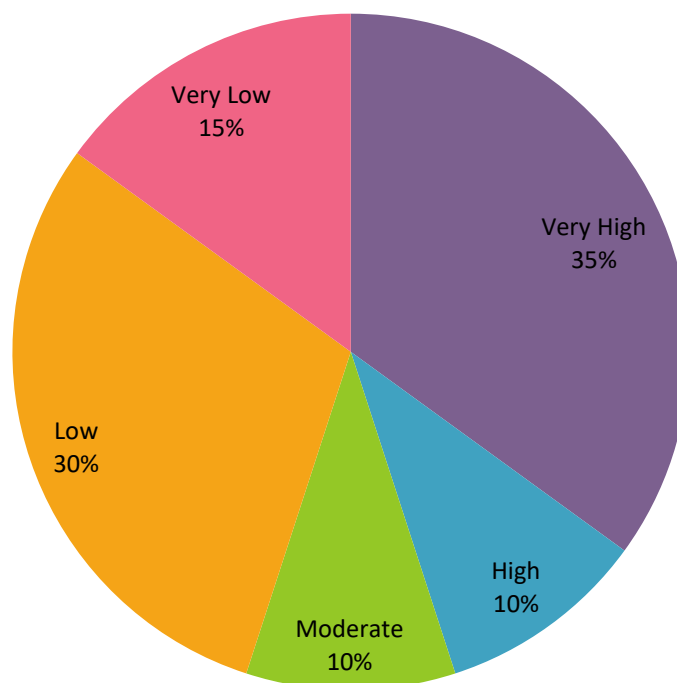


| Value | Percent | Count |
| --- | --- | --- |
| Very High | 35.0% | 7 |
| High | 10.0% | 2 |
| Moderate | 10.0% | 2 |
| Low | 30.0% | 6 |
| Very Low | 15.0% | 3 |
|  | Totals | 20 |

5.Are their currently jobs for fluent speakers within your community that cannot be filled due to a lack of candidates who can fluently speak your First Nations language?
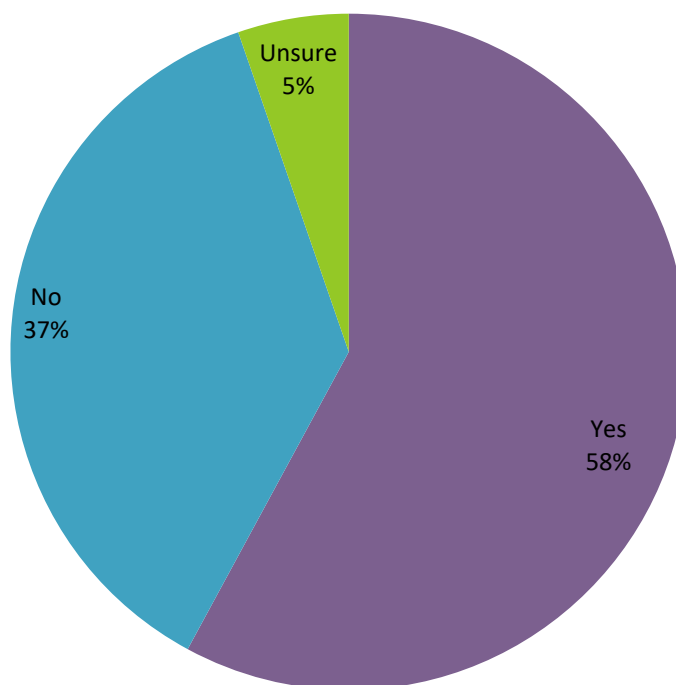


| Value | Percent | Count |
|-------|---------|-------|
| Yes | 57.9% | 11 |
| No | 36.8% | 7 |
| Unsure | 5.3% | 1 |
| | Totals | 19 |

6.Do you expect that increased availability of fluent speakers of your First Nations language will result in the creation of new jobs in your community?
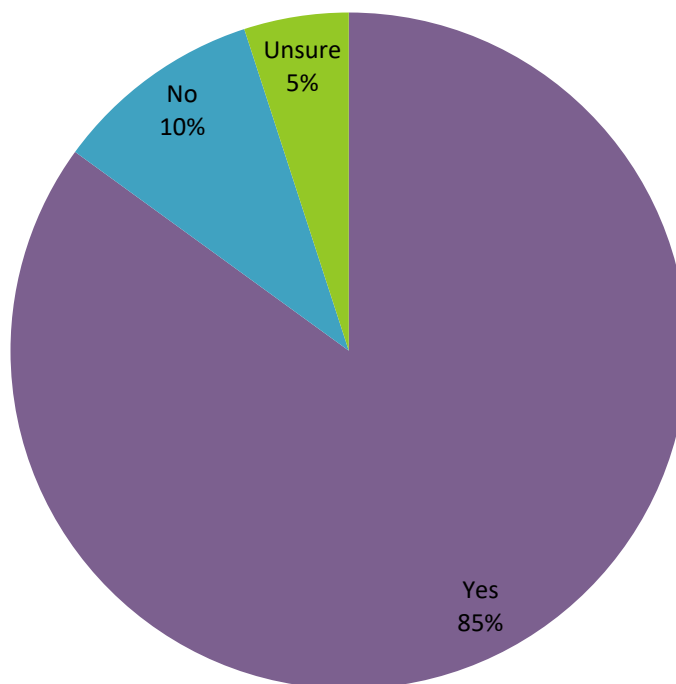


| Value | Percent | Count |
|-------|---------|-------|
| Yes | 85.0% | 17 |
| No | 10.0% | 2 |
| Unsure | 5.0% | 1 |
| | Totals | 20 |

7.Over the next 25 years, do you project that the labour market demand in your community for fluent speakers of your First Nations language will increase, remain the same, or decline?
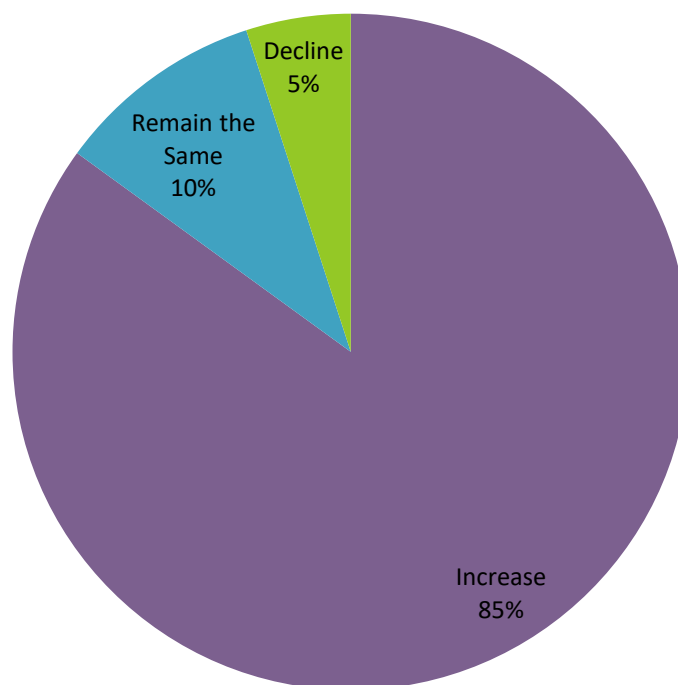


| Value | Percent | Count |
|-------|---------|-------|
| Increase | 85.0% | 17 |
| Remain the Same | 10.0% | 2 |
| Decline | 5.0% | 1 |
| | Totals | 20 |

## 8.In which employment sectors is there currently a labour market demand for fluent speakers of your First Nations language? Check all that apply
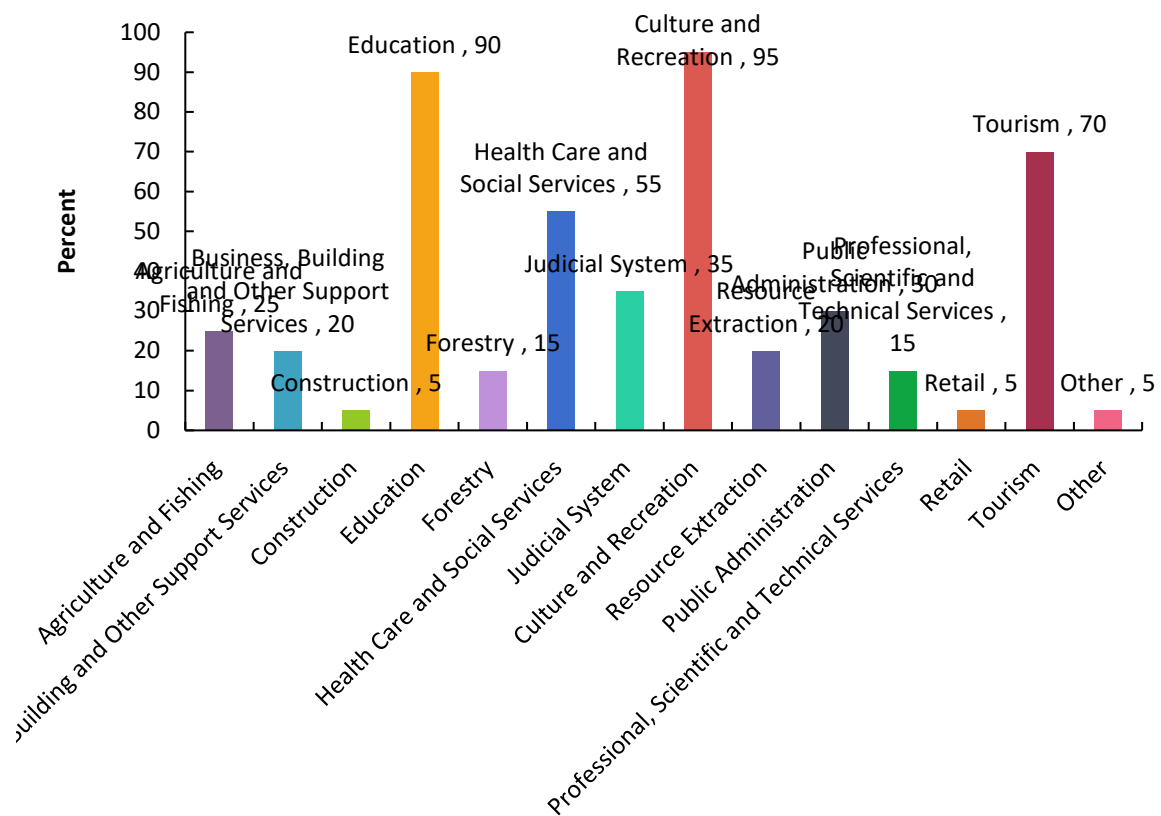


| Value | Percent | Count |
|---|---|---|
| Agriculture and Fishing | 25.0% | 5 |
| Business, Building and Other Support Services | 20.0% | 4 |
| Construction | 5.0% | 1 |
| Education | 90.0% | 18 |
| Forestry | 15.0% | 3 |
| Health Care and Social Services | 55.0% | 11 |

| | | |
|---|---|---|
| Judicial System | 35.0% | 7 |
| Culture and Recreation | 95.0% | 19 |
| Resource Extraction | 20.0% | 4 |
| Public Administration | 30.0% | 6 |
| Professional, Scientific and Technical Services | 15.0% | 3 |
| Retail | 5.0% | 1 |
| Tourism | 70.0% | 14 |
| Other | 5.0% | 1 |

9.How would you characterize the need in your community for an Indigenous Language Proficiency Degree program focused on increasing proficiency in your First Nations language?
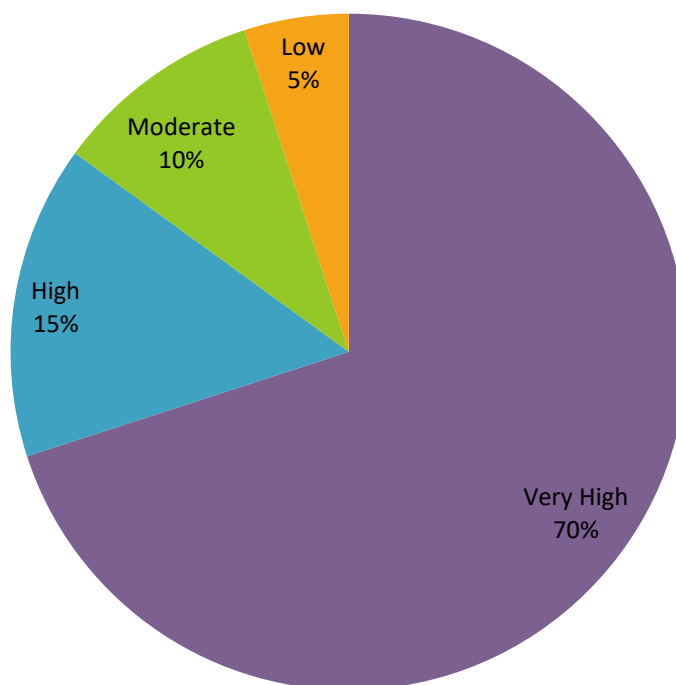


| Value | Percent | Count |
|---|---|---|
| Very High | 70.0% | 14 |
| High | 15.0% | 3 |
| Moderate | 10.0% | 2 |
| Low | 5.0% | 1 |
| | Totals | 20 |

10. How would you characterize the student demand in your community for an Indigenous Language Proficiency Degree program focused on your First Nations language?
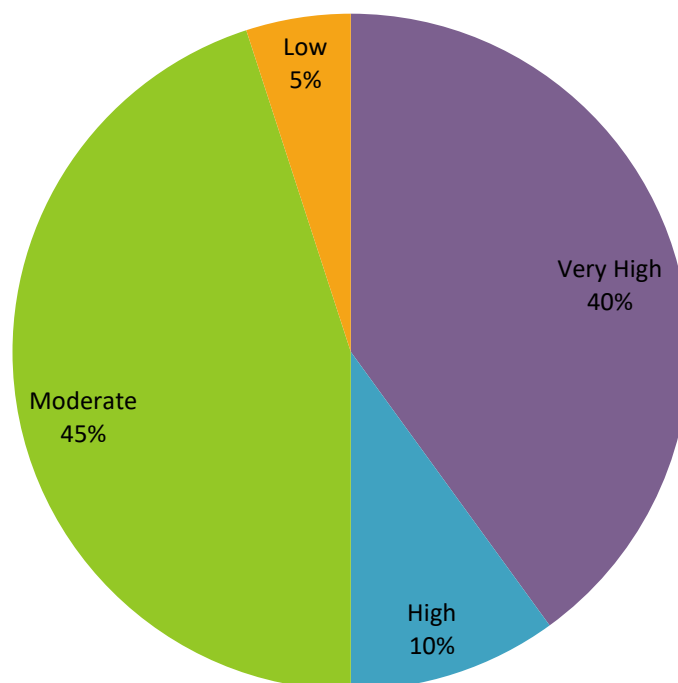


| Value | Percent | Count |
|---|---|---|
| Very High | 40.0% | 8 |
| High | 10.0% | 2 |
| Moderate | 45.0% | 9 |
| Low | 5.0% | 1 |
| | Totals | 20 |

11.Over the next 25 years, do you predict that student demand for a Language Proficiency Degree program in your community will increase, remain the same, or decrease?
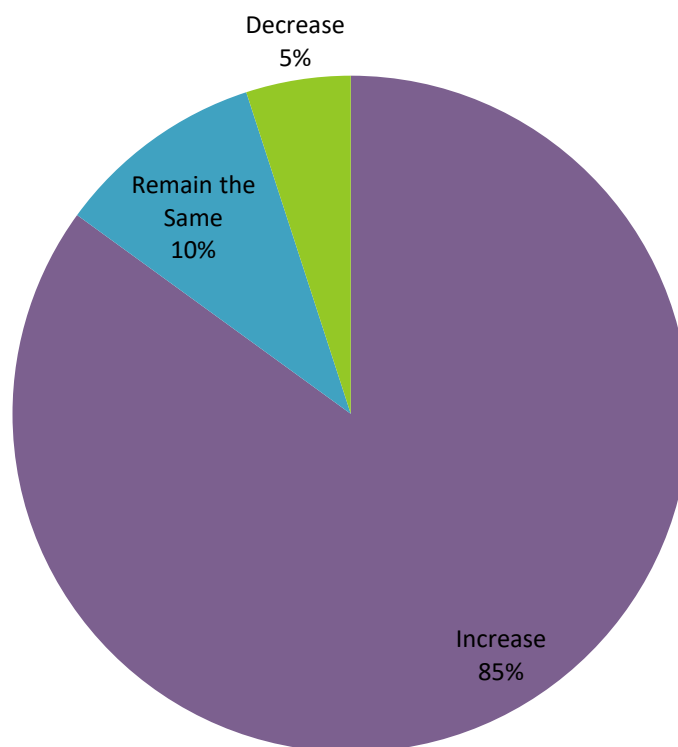


| Value | Percent | Count |
|---|---|---|
| Increase | 85.0% | 17 |
| Remain the Same | 10.0% | 2 |
| Decrease | 5.0% | 1 |
| | Totals | 20 |

12. How many students from your community do you predict would apply to enter a Language Proficiency Degree program focused on your First Nations language if it became available in the next three years?

| ResponseID | Response |
| --- | --- |
| 4 | 1 |
| 5 | four |
| 6 | 2-7 |
| 7 | 4 |
| 8 | 100 |
| 9 | 7 |
| 10 | 50 - 60 |
| 11 | 12 to 20 |
| 12 | 25 |
| 13 | unsure |
| 14 | 10 |
| 15 | 3-5 |
| 16 | not sure |
| 17 | 25 |
| 18 | 3 |

| | |
|---|---|
| 19 | 15 |
| 20 | 15 |
| 21 | 15-25 |
| 22 | 15-30 |
| 23 | Uknown |

13.Are there an adequate number of fluent speakers in the public schools your students attend to meet the labour market demand?
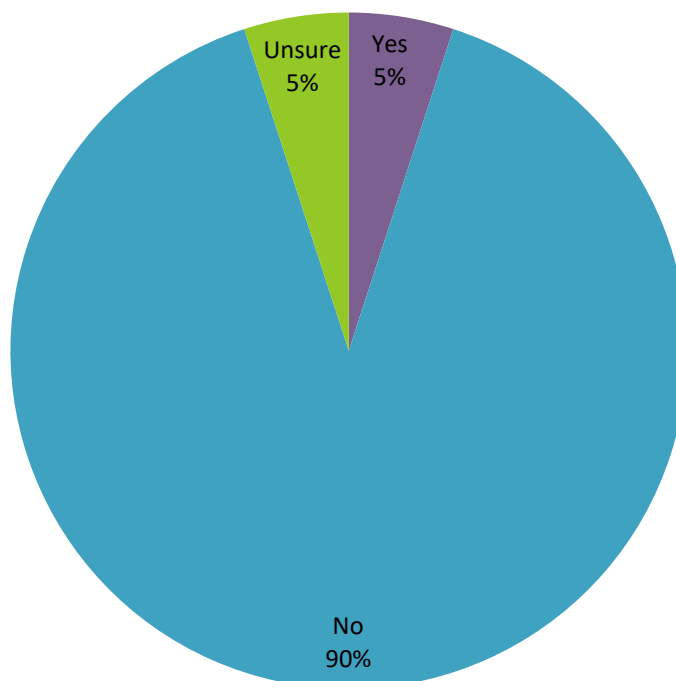


| Value | Percent | Count |
| --- | --- | --- |
| Yes | 5.0% | 1 |
| No | 90.0% | 18 |
| Unsure | 5.0% | 1 |
| | Totals | 20 |

14. Over the next 25 years, do you predict that labour market demand for fluent speakers in public schools that your students attend will increase, remain the same, or decrease?
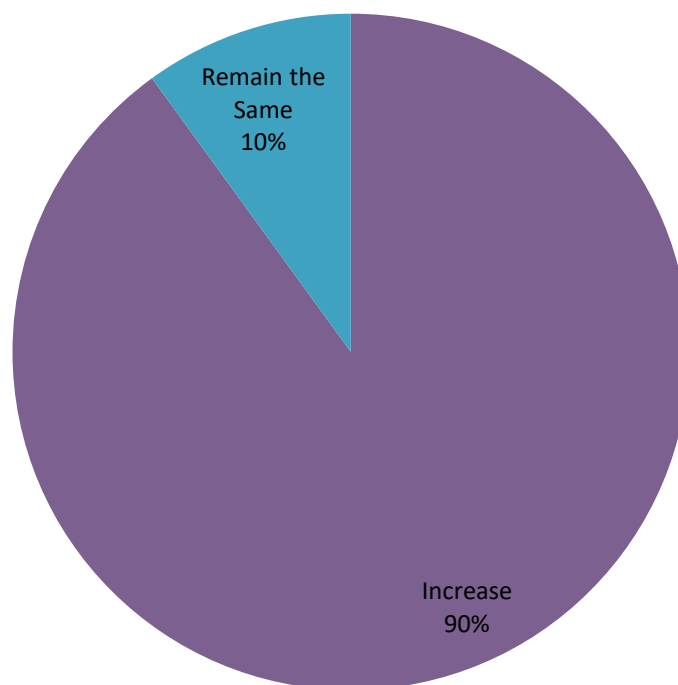


| Value | Percent | Count |
|---|---|---|
| Increase | 90.0% | 18 |
| Remain the Same | 10.0% | 2 |
| | Totals | 20 |

# Report for Indigenous Language Labour Market Survey for First Nations Schools

## Response Counts

**Completion Rate:**　　　　**100%**

Complete　　　　27

**Totals: 27**

1. What is the name of the First Nations school (inclusive of adult institutes) you represent?
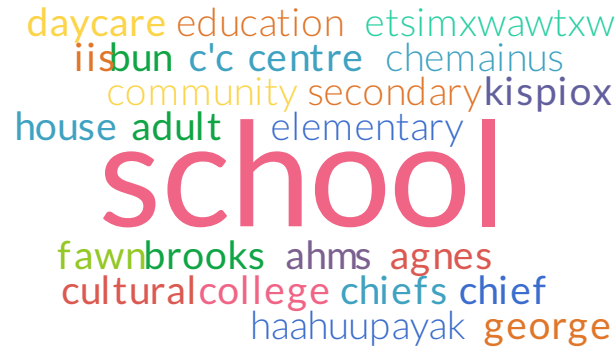


| ResponseID | Response |
| --- | --- |
| 1 | haahuupayak School |
| 2 | Lilawagila |
| 3 | Senpaq'cin School |
| 4 | Squiala Elementary School |
| 5 | Nak'al Bun Elementary School |
| 6 | SN-C'C' A-MALA?-TN |
| 7 | Chief Matthews School |
| 8 | Little Chiefs Primary School |
| 9 | Ahms Tah Ow and Brooks Secondary (Powell River) |
| 10 | Ɂaq̓amnik School |
| 11 | Tsleil-Waututh Naion School |
| 12 | Saanich Adult Education Centre |
| 13 | Kispiox Community School |
| 14 | Lach Klan School |

| ResponseID | Response |
|---|---|
| 15 | Rosie Seymour School |
| 16 | Agnes George Preschool |
| 17 | Skatin Community School |
| 18 | Quw'utsun Smuneem |
| 19 | Outma Sqilx'W Cultural School |
| 20 | Tsideldel school |
| 21 | qwayaciik?iis Daycare |
| 22 | Witset elementary secondary |
| 23 | House of Learning |
| 24 | Chemainus Native College |
| 25 | Little Fawn Nursery |
| 26 | Xwemelch'stn Etsimxwawtxw |
| 27 | Morris Williams Elementary |

2. What is the name of the First Nation(s) that your school serves?

penticton secwépemc skowkale
gitxsan government mowachaht
ath babine cowichan
snuneymuxw band indian skway
gitxaala

# nation

alexis okanagan lake soowahlie
haida dzawada'enuxw creek
pauquachin nak'azdli muchalaht

| ResponseID | Response |
|---|---|
| 1 | Tseshaht First Nation |
| 2 | Dzawada'enuxw |
| 3 | Okanagan |
| 4 | Squiala First Nation, Skowkale First Nation, Tzeachten First Nation, Skway First Nation and Soowahlie First Nation |
| 5 | Nak'azdli Whut'en |
| 6 | Okanagan Indian Band |
| 7 | Haida |
| 8 | Williams Lake Indian Band |
| 9 | Tla'amin |
| 10 | ʔAQAM |
| 11 | Tsleil-Waututh Nation |
| 12 | Tsartlip, Tsawout, Tseycum and Pauquachin |
| 13 | Gitxsan |
| 14 | Gitxaala Nation |

4

| ResponseID | Response |
| --- | --- |
| 15 | Stswecem'c Xgat'tem First Nation |
| 16 | Mowachaht?Muchalaht |
| 17 | Stl'atl'imx |
| 18 | Cowichan |
| 19 | Penticton Indian Band |
| 20 | Alexis Creek |
| 21 | Yuutu it ath Government |
| 22 | Witset first Nation |
| 23 | Snuneymuxw |
| 24 | Stz'uminus First Nation |
| 25 | Tk'emlúps te Secwépemc |
| 26 | Squamkish Nation |
| 27 | Lake Babine Nation |

3. Within your school, how many jobs currently exist for which the ability to fluently speak the First Nations language of the community is an essential skill or a requirement?

honouraria
6 4 0 3 5 2
jobs 1 0 elders

| ResponseID | Response |
| --- | --- |
| 1 | 2 |
| 2 | one |
| 3 | one |
| 4 | 1 |
| 5 | 1 |
| 6 | 3 |
| 7 | 2 jobs plus two Elders on honouraria |
| 8 | 1 |
| 9 | 1 |
| 11 | 4 |
| 12 | 1 |
| 13 | 2 |
| 14 | 1 |
| 15 | 1 |
| 17 | 2 |
| 18 | 2 |
| 19 | 6 |
| 20 | 3 |
| 22 | 6 |
| 23 | two |
| 25 | 10 |
| 26 | 2 |
| 27 | 3 |

4. Within your school, how many jobs currently exist for which the ability to fluently speak the First Nations language of the community is a highly valued skill?
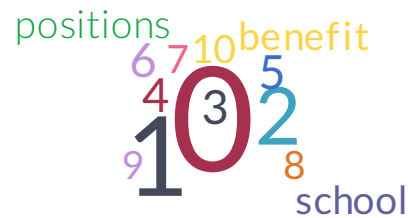


| ResponseID | Response |
| --- | --- |
| 1 | 32 |
| 2 | one |
| 3 | two |
| 4 | none |
| 5 | 25 - 30 |
| 6 | 10 |
| 7 | 4 |
| 8 | 1 |
| 9 | 4 |
| 10 | 1 |
| 11 | All positions in the school would benefit |
| 12 | 3-4 |
| 13 | 2 |
| 14 | 10 |

| ResponseID | Response |
|---|---|
| 15 | 1 |
| 16 | 1 |
| 17 | 13 |
| 18 | 1 |
| 19 | 12 |
| 20 | 3 |
| 21 | 2 |
| 22 | 13 |
| 23 | two |
| 25 | 10 |
| 26 | 10 |
| 27 | 30 |

5. Are there enough fluent speakers of the First Nations language of the community to meet the labour needs of your school?

**4% Unsure**             **4% Yes**

**93% No**
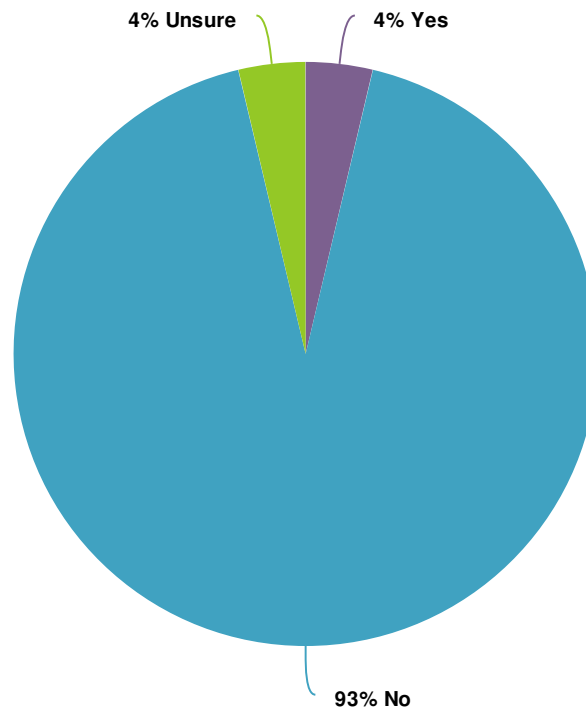
| Value | | Percent | Responses |
|---|---|---|---|
| Yes | | 3.7% | 1 |
| No | | 92.6% | 25 |
| Unsure | | 3.7% | 1 |

**Totals: 27**

10

6. Over the next 25 years, do you project that the labour market demand in your school for fluent speakers of the First Nations language of the community will increase, remain the same, or decrease?
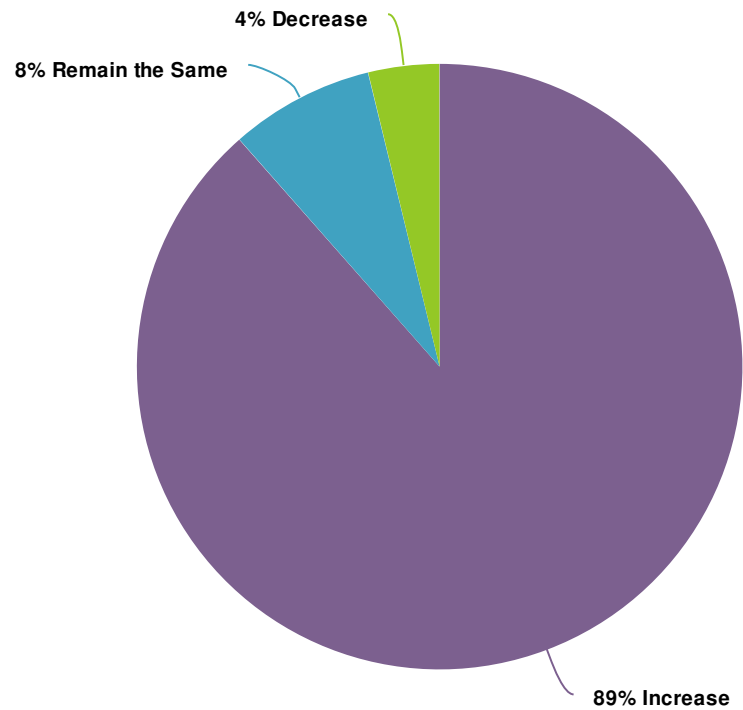


| Value | | Percent | Responses |
|---|---|---|---|
| Increase | | 88.5% | 23 |
| Remain the Same | | 7.7% | 2 |
| Decrease | | 3.8% | 1 |

Totals: 26

11

7. Over the next 25 years, do you project that your community will be able to meet the labour market demands for fluent speakers in your school?
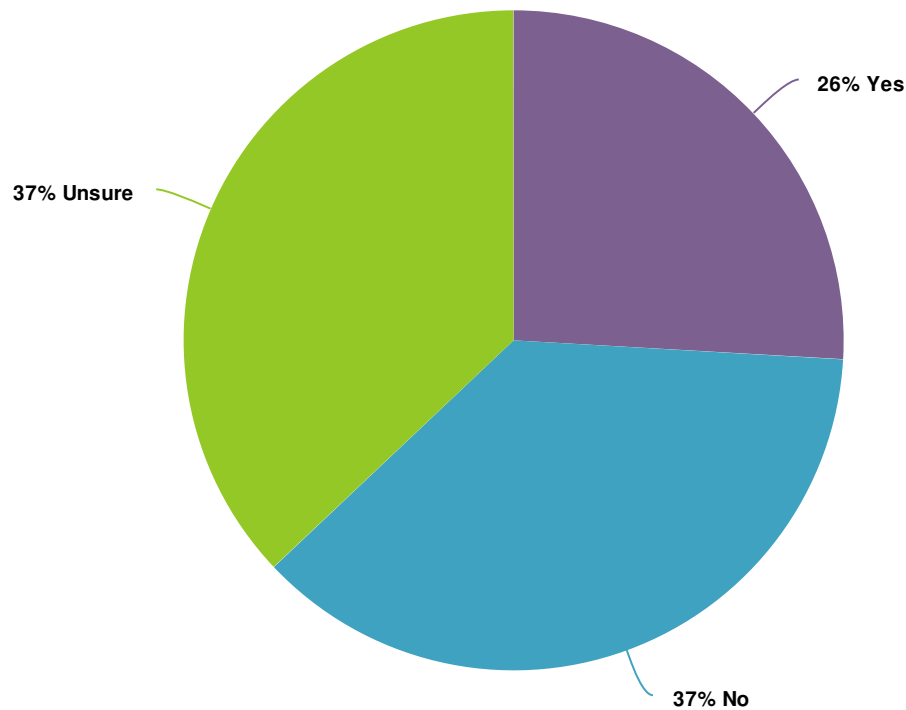


| Value | | Percent | Responses |
|---|---|---|---|
| Yes | | 25.9% | 7 |
| No | | 37.0% | 10 |
| Unsure | | 37.0% | 10 |
| | | | **Totals: 27** |

8. If your school had access to more fluent speakers of the community's First Nations language, do you expect that new jobs would be created?

**8% Unsure**



**92% Yes**
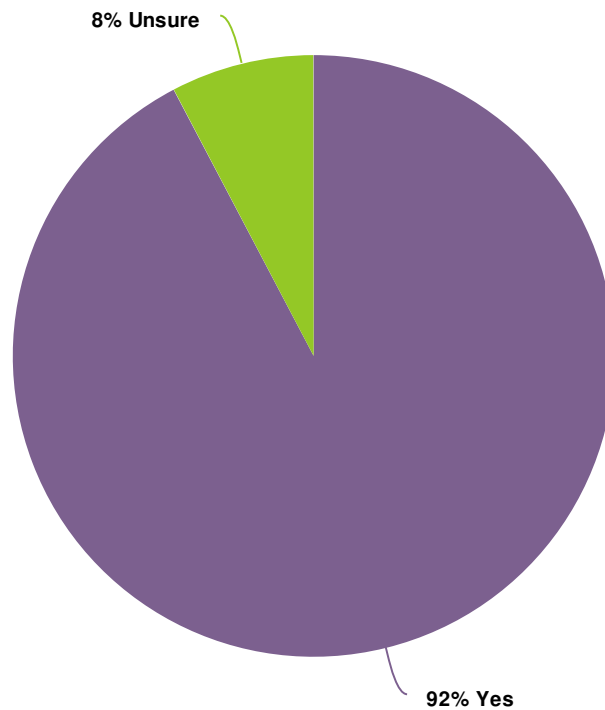
| Value | | Percent | Responses |
|---|---|---|---|
| Yes | | 92.3% | 24 |
| Unsure | | 7.7% | 2 |

**Totals: 26**

9. Overall, how would you characterize the need of your school for an Indigenous Language Proficiency Degree program in your community?
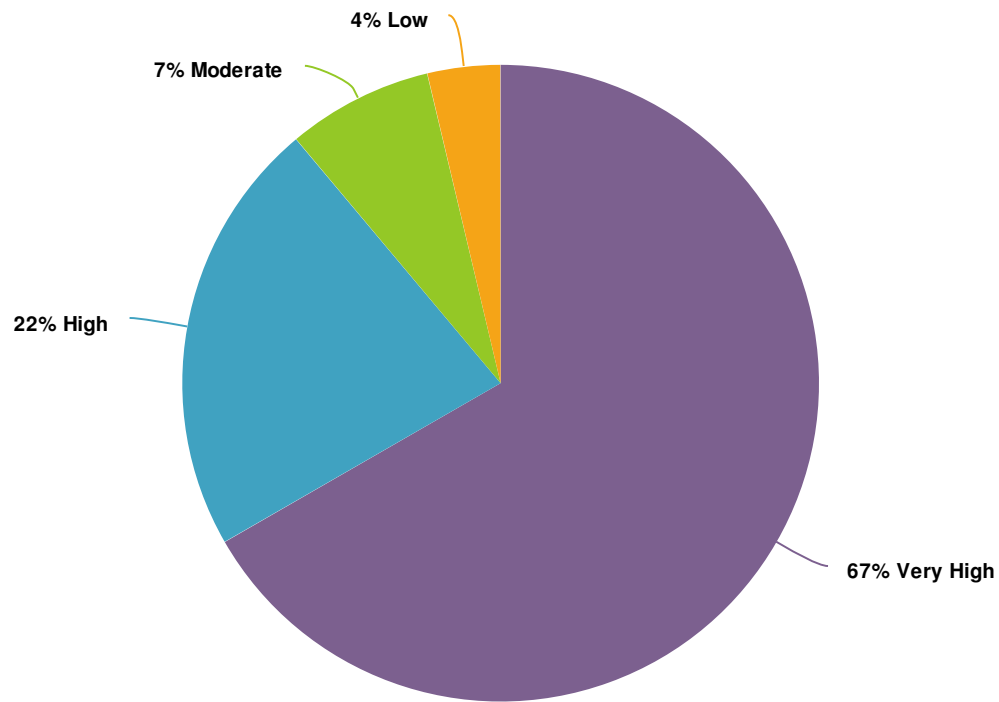


| Value | | Percent | Responses |
|---|---|---|---|
| Very High | | 66.7% | 18 |
| High | | 22.2% | 6 |
| Moderate | | 7.4% | 2 |
| Low | | 3.7% | 1 |

**Totals: 27**

14

10. How many of your staff members do you predict would apply to enter an Indigenous Language Proficiency Degree program if it became available in the next three years?

| ResponseID | Response |
| --- | --- |
| 1 | 12 |
| 2 | one |
| 3 | two |
| 4 | 1 |
| 5 | 1 - 3 |
| 6 | 3 |
| 7 | 6 to 10 |
| 8 | 2 |
| 9 | Unsure |
| 10 | 1 |
| 11 | 4 |
| 12 | 2-3 |
| 13 | 4 |

15

| ResponseID | Response |
| --- | --- |
| 14 | 5 |
| 15 | 2 |
| 16 | 2 |
| 17 | 6 |
| 18 | 11 |
| 19 | 10 |
| 20 | 10 |
| 21 | 2 |
| 22 | 4 |
| 23 | 6 |
| 24 | 3 |
| 25 | 10 |
| 26 | unsure |
| 27 | 10 |

| Year | Term | Immersive Language Courses | | | Language Revitalization Courses | Other Required Courses |
|---|---|---|---|---|---|---|
| Year 4 | Term 2 (15 cr) | INDG 499 (6) Indigenous Studies Capstone Project | | NLEK 439 (3) Language Immersion on Capstone Topic | At least 6 credits from: INLG 481 (3) Heritage Resources in Endangered Language Revitalization; INDG 405 (3) Indigenous Education: History and Revitalization; INLG 480/ ANTH 473 (3) Living Languages: Critical Approaches to Endangered Languages; INLG 382 (3): Lexicography for Endangered Languages; INLG 380 (3) Technologies for Endangered Language Documentation and Revitalization: Digital | INDG 301 (3) Examining an Indigenous Methodology: En'owkinwixw |
| | Term 1 (12 cr) | INDG 460 (3): Indigenous Studies Internship | NLEK 433 (3) Language Practice and Pedagogy: Special Topics | INDG 401 (3) Research Applications | | |
| | Summer Term (9 cr) | NLEK 353 (3) Language Applications: Traditional Ecological Knowledge | NLEK 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge | INDG 307 (3) Traditional Ecological Knowledge | | |
| Year 3 | Term 2 (12 cr) | NLEK 352 (3) Language Applications: Literature and Performative Arts | NLEK 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts | INDG 202 (3) Okanagan Concepts and Frameworks | INLG 282 (3) Structures of Endangered Languages | |
| | Term 1 (12 cr) | NLEK 351 (3) Language Applications: Numeracy and Math | NLEK 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts | | INLG 281 (3) Sounds of Endangered Languages | ENGL 112 (3) Studies in Composition: ENGL 114 (3) Studies in Composition: Aboriginal Perspectives: or ENGL 154 (3) Indigenous Narrative |
| Year 2 | Summer Term (3 cr) | Finalization of NVIT's Diploma Program (Summer Courses) | | | | EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective |

# ACTFL
# PROFICIENCY GUIDELINES 2012
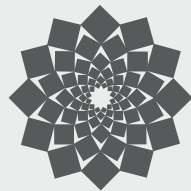


# ACTFL

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**

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# ACKNOWLEDGMENTS

# *General Preface*
## *to the* **ACTFL Proficiency Guidelines** 2012

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

# ACTFL
# PROFICIENCY
# GUIDELINES
# 2012
# — SPEAKING

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Speaking** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

The ACTFL Proficiency Guidelines 2012 – Speaking may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

## DISTINGUISHED

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

# SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

# ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

## Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

# ACTFL **Proficiency Guidelines** 2012 — **SPEAKING**

## Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

## Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

ACTFL **Proficiency Guidelines** 2012 — **SPEAKING**

# INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

## Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

## Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

ACTFL **Proficiency Guidelines** 2012 — **SPEAKING**

## Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

ACTFL **Proficiency Guidelines** 2012 – **SPEAKING**

# NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

## Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

## Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

## Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

# ACTFL
# PROFICIENCY
# GUIDELINES
# 2012
## — WRITING

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Writing** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

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# DISTINGUISHED

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own.  They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns.  At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language.  Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it.  Conventions are generally appropriate to the text modality and the target culture.

# SUPERIOR

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

ACTFL **Proficiency Guidelines** 2012 — <span style="color:blue">**WRITING**</span>

# ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

## Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

## Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

## Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

ACTFL **Proficiency Guidelines** 2012 — **WRITING**

# INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

## Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

## Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

## Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

ACTFL **Proficiency Guidelines** 2012 — **WRITING**

# NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

## Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

## Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

## Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

## ACTFL
# PROFICIENCY GUIDELINES
## 2012
# — LISTENING

# *Preface*

**The ACTFL Proficiency Guidelines 2012 – Listening**
describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse.The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

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ACTFL **Proficiency Guidelines** 2012 — **LISTENING**

## DISTINGUISHED

At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

## SUPERIOR

At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

ACTFL **Proficiency Guidelines** 2012 — **LISTENING**

# ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

### Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

### Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

### Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details.  Comprehension may often derive primarily from situational and subject-matter knowledge.

## ACTFL **Proficiency Guidelines** 2012 — **LISTENING**

# INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions.  Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts.  Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

### Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

### Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.  Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

### Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

# NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

## Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

## Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

## Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

# ACTFL
# PROFICIENCY GUIDELINES 2012
# — READING

## *Preface*

**The ACTFL Proficiency Guidelines 2012 – Reading** describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

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# DISTINGUISHED

At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments.  They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information.  Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

# SUPERIOR

At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar.  Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture.  Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading.  Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

# ACTFL **Proficiency Guidelines** 2012 — **READING**

## ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

### Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

### Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

### Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.  These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

ACTFL **Proficiency Guidelines** 2012 — **READING**

# INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts.  Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums.  These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts.  They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

## Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

## Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

## Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

# ACTFL **Proficiency Guidelines** 2012 — **READING**

## NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

### Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

### Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

### Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

---

*For further information, contact:*

ACTFL Professional Programs

3 Barker Avenue, Suite 300

White Plains, NY 10601

Tel: 914-963-8830

Fax: 914-963-1275

Email: professionalprograms@actfl.org

www.actfl.org

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*Diploma in Nłeʔkepmx Language Fluency*

| | | Stream 1: Language learning tools | Stream 2: Elements of communication | Stream 3: Full immersion | Revitalization Language / Academic support |
|---|---|---|---|---|---|
| Diploma | T3 | NLEK 350 Nłeʔkepmx Language Immersion: Introduction to Mentored Special Topics | | NLEK 330 (NEW) Nłeʔkepmx Language Immersion: Pod/ Cohort Learning through Multiple Mentors | UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective |
| | T2 | NLEK 211 Nłeʔkepmx Language Translation / Transliteration | NLEK 221 Nłeʔkepmx Language Structure & Syntax | NLEK 231 Nłeʔkepmx Language: Place and time through Immersion learning | INLG 261 Ways of knowing: the Nłeʔkepmx land culture |
| | T1 | NLEK 210 Nłeʔkepmx Linguistics | NLEK 220 Nłeʔkepmx vocabulary in place and socio-spatial context II | NLEK 230 Nłeʔkepmx Language conjunctions through immersion learning | INLG 161 Ways of knowing: Nłeʔkepmx Social Foundations |
| Certificate | T3 | NSYL 112 Nłeʔkepmx Language: Introduction to writing | NSYL 122 Nłeʔkepmx vocabulary in place and socio-spatial context I | NLEK 132 Nłeʔkepmx Language: interpersonal interactions through immersion | |
| | T2 | NLEK 111 Nłeʔkepmx Language Pronunciation | NLEK 121 Nłeʔkepmx Language: everyday action and interaction | NLEK 131 Special topics: Nłeʔkepmx language immersion | INLG 181 Issues, Principles and Practices in Language Revitalization |
| | T1 | NLEK 110 Nłeʔkepmx language pronunciation -learning the sounds | NLEK 120 Nłeʔkepmx Language: everyday social language | NLEK 130 Nłeʔkepmx language entry tools: Introduction to full immersion. | INLG 180 Dynamics of Indigenous Language shift |

**BACHELOR OF NꞭEꞂKEPMX LANGUAGE FLUENCY**
**BLOCK TRANSFER AGREEMENT**

**BETWEEN**

**THE UNIVERSITY OF BRITISH COLUMBIA, KELOWNA, BC**

**AND**

**NICOLA VALLEY INSTITUTE OF TECHNOLOGY,**
**MERRITT, BC**

This Bachelor of Nłeʔkepmx Language Fluency Block Transfer Agreement (hereinafter the "Agreement") is entered into between The University of British Columbia, through its Okanagan campus ("UBC Okanagan") and the Nicola Valley Institute of Technology ("NVIT").

**1. Objective of the Agreement**

The purpose of this Agreement is to provide a block transfer arrangement through which students who have successfully completed NVIT's Nłeʔkepmx Language Fluency diploma program may become eligible for admission to the Bachelor of Nłeʔkepmx Language Fluency (BNLEK) that will be offered at UBC's Okanagan Campus. The Diploma and Bachelor programs that make up this block transfer agreement have been developed according to the principles and protocols outlined in the Indigenous Language Proficiency/Fluency Degree Framework for BC.

**2. Conditions Precedent of Agreement**

The parties hereby agree that this Agreement will take effect only when all the following conditions precedent have been satisfied:

a) Approval as required by the appropriate academic and administrative governing bodies at each institution. The academic governing bodies at UBC are its Senate and Council of Senates; the administrative governing body at UBC is its Board of Governors. The academic governing body at NVIT is its Education Council; the administrative governing body at NVIT is its Board of Governors; and,

b) Approval of the BNLEK degree program by the Minister of Advanced Education, Skills & Training of British Columbia

The parties will diligently take the steps necessary to obtain the approvals in 2(a) prior to the signing of this agreement.

**3. Requirements for Block Transfer Admission into the BNLF**

Under this Agreement, students who successfully complete the 63 credit diploma Nłeʔkepmx Language Diploma at NVIT (see Appendix I) will be eligible to have those 63 credits recognized as a block of transfer credits toward admission into the BNLEK at UBC's Okanagan campus under the following conditions:

a) A student achieving a minimum cumulative average GPA of 60% (or equivalent) is a

requirement for successful completion of the NVIT diploma; and,

    b) Students entering UBC Okanagan under this agreement must meet the University's minimum admissions requirements for students admitted on the basis of post-secondary transfer, with the exception of the English Language Admission Standard;

    c) Toward satisfying the expectations for English Language competency at UBC, upon admission, students admitted into the BNLEK on the basis of this block transfer agreement will first undertake a transition course (offered at the beginning of August in a given year in an intensive format). Successful completion of this course will be required before students are able to proceed into the full-time degree program beginning in September of the same given year (i.e. term 1 of the Degree) (see Appendix II for UBC Okanagan degree requirements).

## 4. Application and Admission Process

Each year, prior to December 31, NVIT must advise students wishing to apply to the UBC Okanagan BNLEK to:

    a) Apply to UBC Okanagan through its standard application process by the deadline and indicate that they are seeking admission to the UBC Bachelor of Nłeʔkepmx Language Fluency program starting in the following academic year;

    b) Submit all post-secondary official transcripts and any other required admission documents directly to UBC Okanagan.

Subject to the program limits set out in Sections 4 and 5 of this Agreement, students who have completed the relevant NVIT diploma and who have met the eligibility requirements in Section 3, will be granted admission into Bachelor of Nłeʔkepmx Language Fluency.

UBC Okanagan will grant conditional admission for up to 20 students from the NVIT diploma program and permit students to register for courses by June 30 prior to receiving their official NVIT transcripts for the complete diploma program. Once each student completes the diploma program, NVIT will submit their official transcripts to UBC Okanagan. After receiving these transcripts and confirming the student has met the eligibility requirements in Section 3, UBC Okanagan will admit the student into the Bachelor of Nłeʔkepmx Language Fluency program.

Over the final summer term of the Diploma, UBC Okanagan and NVIT agree to collaborate to ensure appropriate information sharing and to take the steps necessary to ensure the students can attend the UBC Okanagan transition course, offered in August of each year.

## 5. Program Limits

UBC Okanagan will guarantee a maximum of 20 seats per academic year for NVIT students who satisfy the admission requirements set out in Section 3 of this Agreement.

If there are more than 20 students who apply for admission who meet the eligibility requirements set out in this Agreement, UBC Okanagan will (at minimum) admit the 20 students with the highest academic standing in the opinion of UBC Okanagan.

## 6. Implementation, Review and Curriculum Changes

Implementation of this Agreement will be through the Registrar's Office at each institution, in consultation with the units responsible for the delivery of the academic programs.

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The parties will cooperate to make applicants aware of this Agreement and the terms and conditions under which students may enter the UBC Okanagan BNLEK. The heads of the academic programs will conduct annual reviews of this Agreement in consultation with the Registrar's Office

The required courses for the diploma programs listed on Appendix 1 are determined according to the Indigenous Language Proficiency Degree Framework for BC.  Should the courses change in the diploma programs, NVIT will coordinate with UBC Okanagan, with as much lead time as possible regarding any proposed changes that would impact this Agreement.

UBC Okanagan will coordinate with NVIT, with as much lead time as possible regarding any proposed changes to the courses in the UBC Okanagan BNLEK that would impact this Agreement.

## 7. Notices

Any notice, request or other document which may or is required to be given under this Agreement will be in writing and be delivered or sent by regular mail as follows:

> **To UBC Okanagan:**
>
> **Office of the Deputy Vice-Chancellor and Principal**
> Okanagan Campus
> ADM102A - 1138 Alumni Ave
> Kelowna, BC Canada V1V 1V7
> Tel 250 807 9226
>
> **To NVIT:**
>
> **Office of the President**
> Burnaby Campus
> 200-4355 Mathissi Place,
> Burnaby BC V5G 4S8
>
> or to such other address as NVIT may designate by written notice.

## 8. Term and Termination

The term of this Agreement shall commence on January 1, 2023 following the satisfaction of all conditions precedent set out in Section 2 of this Agreement and will continue until December 31, 2027. With opportunity for renewal at the express consent of each institution.

Either party may terminate this Agreement upon six months written notice to the other party, and such termination shall take effect the following January 1.

In the event of a termination or expiration of this Agreement NVIT and UBC Okanagan agree that students already enrolled in a diploma program will be permitted continue in their studies until they have concluded the program (completion, withdrawal, academic dismissal or otherwise), and, if eligible and subject to Section 5, will be permitted to transfer to the corresponding degree program, the Bachelor of Nłeʔkepmx Language Fluency program.

## 9. Confidentiality

In this Agreement, "confidential information" will mean all information documentation or knowledge, in

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any form, not generally known to the public, obtained directly or indirectly from the parties to this Agreement, or any one of them, during the term of this Agreement, including the following:

a) Information, documentation or knowledge from paper or electronic files accessed during the term of this Agreement;
b) Personal information about an identifiable individual, including but not limited to student or employee names, addresses, identification numbers, passwords, evaluation tools, educational history, employment history, personal characteristics, and financial situations;
c) Proprietary or financial information; and
d) Any other similar information that exists or may arise in the future.

The parties agree not to disclose, directly or indirectly, any confidential information belonging to the other party, either during or after the term of this Agreement except as authorized in writing by the owner of the confidential information or as required by law. This Section will survive termination of this Agreement.

**10. General**

a) **Entire agreement.** This Agreement is the entire agreement between these parties and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both parties.
b) **Assignment.** No party will assign its rights and/or obligations under this Agreement without the prior written consent of the other party.
c) **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the parties.
d) **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
e) **Waiver.** No waiver will be inferred or implied by anything done or omitted by the parties save only an express waiver in writing.
f) **Governing law.** This Agreement will be governed by and construed under the laws of British Columbia and the applicable laws of Canada without reference to its conflict of law rules. Any action or proceeding brought to enforce the terms of this Agreement will be brought in a court in British Columbia, and the parties hereby consent and submit to the exclusive jurisdiction of such court.
g) **Enduring Effect.** This Agreement will be binding upon and will enure to the benefit of the parties and each of their respective successors and permitted assigns.
h) **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the parties have executed this Agreement.

On behalf of Nicola Valley Institute of Technology:


_____

_____

Date


_____

Date


On behalf of The University of British Columbia:


_____                    _____
Lesley Cormack, Deputy Vice Chancellor and Principal        Date


_____                    _____
Ananya Mukherjee Reed, Provost and Vice Principal           Date


                                                            October 28, 2021
_____                    _____
Michael Evans, Head, Community, Culture and Global Studies  Date


_____                    _____
                                                            Date

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Appendix I: NVIT Diploma of Indigenous Languages Structure

| | | Stream 1: Language learning tools | Stream 2: Elements of communication | Stream 3: Full immersion | Revitalization Language / Academic support |
|---|---|---|---|---|---|
| Diploma | T3 | NLEK 350 Nłeʔkepmx Immersion: Introduction to Mentored Special Topics | | NLEK 330 (NEW) Nłeʔkepmx Immersion: Pod/Cohort Learning through Multiple Mentors | UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective |
| | T2 | NLEK 211 Nłeʔkepmx Translation / Transliteration | NLEK 221 Nłeʔkepmx Structure & Syntax | NLEK 231 Nłeʔkepmx Place and time through Immersion learning | INLG 240 Ways of knowing the Syilx land culture |
| | T1 | NLEK 210 Nłeʔkepmx , Linguistics | NLEK 220 Nłeʔkepmx vocabulary in place and socio-spatial context II | NLEK 230 Nłeʔkepmx conjunctions through immersion learning | INLG 140 Ways of knowing: Nłeʔkepmx Social Foundations |
| Certificate | T3 | NLEK 112 Introduction to writing Nłeʔkepmx | NLEK 122 Nłeʔkepmx vocabulary in place and socio-spatial context I | NLEK 132 Nłeʔkepmx interpersonal interactions through immersion | |
| | T2 | NLEK 111 Nłeʔkepmx Pronunciation | NLEK 121 Nłeʔkepmx everyday action and interaction | NLEK 131 Special topics: Nłeʔkepmx immersion | INLG 181 Issues, Principles and Practices in Language Revitalization |
| | T1 | NLEK 110 Okanagan language pronunciation - learning the sounds | NLEK 120 Nłeʔkepmx everyday social language | NLEK 130 Nłeʔkepmx entry tools: Introduction to full immersion. | INLG 180 Dynamics of Indigenous Language shift |

Appendix II:  BNLEK Degree requirements at UBC

In addition to the previous completion of the Nłeʔkepmx Language Certificate and Diploma, students must complete 63 credits as follows:

- 3 credits from EDUC 104
- 3 credits from ENGL 112, ENGL 114, or ENGL 154
- 6 credits from INLG 281 and 282
- 12 credits from INDG 202, INDG 301, INDG 307, and INDG 401;
- 6 credits chosen from language revitalization courses:  INLG 380, INLG 382, INDG 405 INLG 480 480 or ANTH 473, and INLG 481;
- 12 credits of immersive language learning courses: NLEK 331, NLEK 332, NLEK 333, and NLEK 433;
- 12 credits of domain focused language learning NLEK 351, NLEK 352, NLEK 353, NLEK 439;
- 3 credits of INDG 460;
- 6 credits of INDG 499.

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## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210721<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |
| **Type of Action:** New Calendar Description – Program overview | |

**Rationale:** In April of 2018 a document entitled "Proposal for an Indigenous Language Proficiency Degree Framework" was submitted to the Province of British Columbia to the Ministry of Advanced Education on behalf of a Province-wide consortium of PPSIs partnered with the First Nations Education Steering Committee and the Indigenous and Adult Higher Learning Association. That proposal was the culmination of several years of work to articulate how post-secondary institutions might better assist Indigenous communities struggling to maintain their languages, and then to create a consensus on how nested certificates, diplomas, and degrees could be linked across the Province, and provide the best possible eco-system for Indigenous communities to work with allies to protect and restore their linguistic heritage.

The framework was based on a set of principles laid out in a partnership agreement. There is a fundamental acknowledgement of the communities' ownership of their languages, and the central role of communities in any revitalization effort. There is also a commitment on the part of the Public Post-Secondary Institutions (PPSIs) involved to share resources when possible, and to support communities and their institutions through ongoing partnerships. Although language content will vary, the framework sets out a common structure, where language intensive curricula are offered through community institutions in the first two years (a certificate and diploma), with the PPSIs then responsible for offering the final two years of the degree, and collaborating with communities to mount language intensive courses within those final years.

This UBC Okanagan initiative is our second such degree, in Nłeʔkepmx Language, and based on partnership with the Nicola Valley Institute of Technology (NVIT). Completion of NVIT's 2-year (63 credit) Nłeʔkepmx Language Diploma is the admission criteria for entry into the UBC Okanagan Degree. This Nłeʔkepmx Language degree builds on the template for additional Interior Salishan language degrees provided by the Bachelor of Nsyilxcn Language Fluency.

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| | |
|---|---|
| **Proposed Academic Calendar Entry:** | **Draft Academic Calendar URL:** |
| | **Present Academic Calendar Entry:** |
| **Program Overview** | N/A |
| **The Bachelor of Nłeʔkepmx Language Fluency (B.Nłek.) degree is a language-specific program emphasizing immersion-based language learning and community engaged partnerships for Indigenous language revitalization. The B.Nłek. is a block-transfer program; the Department of Community, Culture and Global Studies provides the third- and fourth-year of the four-year degree program. Admission is based on previous completion of a two-year Diploma of Nłeʔkepmx Language Fluency at the Nicola Valley Institute of Technology.** | |
| **Students take intensive immersion language courses, language courses focused on domain specific language acquisition, language-informed culture courses, and language-revitalization courses. The curricula are highly structured, and language specific.** | |

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## Admissions Proposal Form
## Okanagan campus

| | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210722<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |

**Type of Action:** Add new page linked from B.Nłek. TOC page

**Rationale:** see B.Nłek. executive summary

| | |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>**Admission Requirements**<br><br>**Application for admission to the Bachelor of Nłeʔkepmx Language Fluency program must be made through Enrolment Services. Procedures, policies, and admission requirements of the UBC Okanagan campus are specified in Admissions.**<br><br>**Block Transfer Admission from Diploma of Nłeʔkepmx Language Fluency Program (NVIT)**<br><br>**Students who successfully complete the 63 credit Nłeʔkepmx Language Diploma at NVIT will be eligible to have those 63 credits recognized as a block of transfer credits toward admission into the B.Nłek. at UBC Okanagan. Students entering UBC Okanagan under this agreement must meet the University's admissions requirements for students admitted on the basis of post-secondary transfer, with the exception of the English Language Admission Standard, which may be waived.**<br><br>**Upon admission, students admitted into the B.Nłek. on the basis of this block transfer agreement will first undertake a transition course (offered in an intensive format during the summer prior to the beginning of full-time** | **Draft Academic Calendar URL:** N/A<br><br>**Present Academic Calendar Entry:** N/A |

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| | |
|---|---|
| **degree study in September of the same given year - i.e. term 1 of the Degree).  Successful completion of this course will be required before students are able to proceed into the full-time degree program.** | |

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## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W/S | **Date:** 20210721<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |
| **Type of Action:** Add new page linked from B.Nłek. TOC page | |
| **Rationale:** see B.Nłek. executive summary | |

| | |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>**Academic Regulations**<br><br>**In addition to the general policies and regulations set out in Policies and Regulations, the following academic regulations apply to undergraduate students in this Faculty.**<br><br>**Academic Standing**<br>**Supplementary to the University's policy on Academic Standing, the regulations below are applicable to B.Nłek. students in this Faculty.**<br><br>**On Academic Probation**<br>**On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:**<br><br>• **earned a sessional cumulative average of less than 55%; or**<br>• **enrolled in 18 or more credits in a session and passed fewer than 60% of those credits; or**<br>• **enrolled in fewer than 18 credits in a session and passed fewer than 50% of those credits.**<br><br>**A student placed On Academic Probation at the end of the Winter Session will normally be allowed to register in a maximum of 9 credits in the following term. This restriction may be** | **Draft Academic Calendar URL:**<br>N/A<br><br>**Present Academic Calendar Entry:**<br><br>N/A |

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**waived at the discretion of the Faculty. The credit restriction will only be enforced if the student is notified before the subsequent term begins.**

**On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.**

**Failed Standing**
**A student placed on Failed standing for the first time will normally be required to discontinue their studies for a period of one academic year (12 months) prior to resuming their program of study. A student who already has a Failed standing on his or her academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the Advancement Regulations. Failed standing will be assigned at the end of the Winter Session (April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:**

- **a sessional cumulative average less than 50%, passing fewer than 50% of the credits attempted in that session; or**
- **a sessional cumulative average of less than 45%.**

**Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.**

**Dean's List**
**Students in any Winter Session with a sessional average of at least 85% while taking 24 or more credits will receive the notation "Dean's List" on their official transcript of academic record.**

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## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** |
|---|

| | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210721<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |

**Type of Action:**  Add new page linked from B.Nłek. TOC page

**Rationale:** see B.Nłek. executive summary

| | |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>**Degree Requirements**<br><br>**In addition to the previous completion of the Nłeʔkepmx Language Certificate and Diploma (63 credits), students must complete an additional 63 credits as follows:**<br>● **3 credits from EDUC 104**<br>● **3 credits from ENGL 112, ENGL 114; or ENGL 154**<br>● **6 credits from INLG 281 and 282**<br>● **12 credits from INDG 202, INDG 301, INDG 307, and INDG 401;**<br>● **6 credits chosen from language revitalization courses:  INLG 380, INLG 382, INDG 405, INLG 480 or ANTH 473, and INLG 481;**<br>● **12 credits of immersive language learning courses: NLEK 331, NLEK 332, NLEK 333, and NLEK 433;**<br>● **12 credits of domain focused language learning NLEK 351, NLEK 352, NLEK 353, NLEK 439;**<br>● **3 credits of INDG 460;**<br>● **6 credits of INDG 499.** | **Draft Academic Calendar URL:** N/A<br><br>**Present Academic Calendar Entry:**<br><br>N/A |

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**Curriculum Proposal Form**
**New/Change to Course/Program – Okanagan campus**

| | |
|---|---|
| Category: **1** | |

| | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210721 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email** michael.evans@ubc.ca |

**Type of Action:** Add new undergraduate degree listing on the FASS Contents page.

**Rationale:** see B.Nɬek. executive summary.  This new link is needed for the new (proposed) B.Nɬek..

| | |
|---|---|
| | **Draft Academic Calendar URL:** <br> http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,0,0 |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |
| **Faculty of Arts and Sciences** | **Faculty of Arts and Sciences** |
| **Contents** <br> Introduction → <br><br> Bachelor of Arts Programs → <br><br> **Bachelor of Nleʔkepmx Language Fluency** → <br><br> Bachelor of Nsyilxcn Language Fluency → <br><br> Academic Staff | **Contents** <br> Introduction → <br><br> Bachelor of Arts Programs → <br><br> Bachelor of Nsyilxcn Language Fluency → <br><br> Academic Staff |

**UBC a place of mind**
THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210722<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |

**Type of Action:** Create new course code

**Rationale:** see B.Nɬek. executive summary.  This new course code is needed to identify the new core courses specific to and required for the new B.Nɬek..

The new NLEK code stands for Nɬeʔkepmx Language and will be used to identify courses where the language of instruction is Nɬeʔkepmx.

| Proposed Academic Calendar Entry: | Draft Academic Calendar URL:<br>http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code<br><br>Present Academic Calendar Entry: |
|---|---|

**Proposed Academic Calendar Entry:**

**Course Descriptions**

**Courses by Subject Code**

[…]

| MGCO | Management Co-Op |
|---|---|
| MGMT | Management |
| MUSC | Music |
| **NLEK** | **Nɬeʔkepmx Language** |
| NRSG | Nursing |
| NSYL | Nsyilxcn |
| PHIL | Philosophy |

[…]

**Present Academic Calendar Entry:**

**Course Descriptions**

**Courses by Subject Code**

[…]

| MGCO | Management Co-Op |
|---|---|
| MGMT | Management |
| MUSC | Music |
| NRSG | Nursing |
| NSYL | Nsyilxcn |
| PHIL | Philosophy |

[…]

**Draft Academic Calendar URL:**
http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&institution=3

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| Proposed Academic Calendar Entry: | Present Academic Calendar Entry: |
|---|---|
| ## Course Descriptions | ## Course Descriptions |
| ## Faculty of Arts and Social Sciences | ## Faculty of Arts and Social Sciences |
| This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule. | This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online Course Schedule. |

| | | | |
|---|---|---|---|
| ANTH | Anthropology | ANTH | Anthropology |
| ECON | Economics | ECON | Economics |
| GWST | Gender and Women's Studies | GWST | Gender and Women's Studies |
| GEOG | Geography | GEOG | Geography |
| GERO | Gerontology | GERO | Gerontology |
| HIST | History | HIST | History |
| INLG | Indigenous Language | INLG | Indigenous Language |
| INDG | Indigenous Studies | INDG | Indigenous Studies |
| **NLEK** | **Nłeʔkepmx Language** | NSYL | Nsyilxcn |
| NSYL | Nsyilxcn | PHIL | Philosophy |
| PHIL | Philosophy | POLI | Political Science |
| POLI | Political Science | PSYO | Psychology |
| PSYO | Psychology | SOCI | Sociology |
| SOCI | Sociology | | |

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THE UNIVERSITY OF BRITISH COLUMBIA

**Curriculum Proposal Form**
**New/Change to Course/Program – Okanagan campus**

| | |
|---|---|
| Category: **1** | |

| | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210721 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email** michael.evans@ubc.ca |

**Type of Action:** Add new undergraduate degree listing on the "Courses of Study and Degrees Offered" page.

**Rationale:** see B.Nłek. executive summary.

**Proposed Academic Calendar Entry:**

## Courses of Study and Degrees Offered

### [14203] Introduction

**[12893]** The UBC Okanagan campus offers a selection of bachelor's, master's, and doctoral degrees. Doctoral and master's degrees are offered by a disciplinary faculty.

### [12806] Degrees Offered

| Faculty of Applied Science | |
|---|---|
| Bachelor of Applied Science | B.A.Sc. |
| Master of Applied Science | M.A.Sc. |
| Master of Engineering | M.Eng. |
| Master of Design | M.Des. |
| Doctor of Philosophy | Ph.D. |
| **Faculty of Arts and Social Sciences** | |
| Bachelor of Arts | B.A. |
| **Bachelor of Nłe?kepmx Language Fluency** | **B.Nłek.** |
| Bachelor of Nsyilxcn Language | B.N.L.F. |
| Master of Arts | M.A. |
| Doctor of Philosophy | Ph.D. |

[…]

**Present Academic Calendar Entry:**

**Draft Academic Calendar URL:**
http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,309,0,0

## Courses of Study and Degrees Offered

### [14203] Introduction

**[12893]** The UBC Okanagan campus offers a selection of bachelor's, master's, and doctoral degrees. Doctoral and master's degrees are offered by a disciplinary faculty.

### [12806] Degrees Offered

| Faculty of Applied Science | |
|---|---|
| Bachelor of Applied Science | B.A.Sc. |
| Master of Applied Science | M.A.Sc. |
| Master of Engineering | M.Eng. |
| Master of Design | M.Des. |
| Doctor of Philosophy | Ph.D. |
| **Faculty of Arts and Social Sciences** | |
| Bachelor of Arts | B.A. |
| Bachelor of Nsyilxcn Language | B.N.L.F. |
| Master of Arts | M.A. |
| Doctor of Philosophy | Ph.D. |

[…]

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THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form
## New/Change to Course/Program – Okanagan campus

| | |
|---|---|
| **Category: 1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210721<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email** michael.evans@ubc.ca |
| **Type of Action:** Add new undergraduate degree listing on the FASS "Introduction" page. | |
| **Rationale:** see B.Nłek. executive summary. | |

| | |
|---|---|
| | **Draft Academic Calendar URL:**<br>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,900,0 |
| **Proposed Academic Calendar Entry:** | **Present Academic Calendar Entry:** |

**Proposed Academic Calendar Entry:**

### Introduction
#### [12442] Faculty of Arts and Social Sciences

[…]

**[12445]** The Irving K. Barber Faculty of Arts and Social Sciences brings together a diverse and unique community of learning and research that integrates the humanities and the social sciences as well as the computational and mathematical sciences. Our undergraduate and graduate programs provide many paths to a rich learning experience through traditional disciplinary programs, interdisciplinary options, co-op opportunities and UBC's GoGlobal international programs. For a complete list of undergraduate academic programs offered by the Faculty of Arts and Social Sciences, please see the Bachelor of Arts, **Bachelor of Nłeʔkepmx Language Fluency,** Bachelor of Nsyilxcn Language Fluency pages and the College of Graduate Studies page for graduate programs.

**[20103]** Credentials offered:
- Bachelor of Arts (B.A.)[1]
- **Bachelor of Nłeʔkepmx Language Fluency (B.Nłek.)**
- Bachelor of Nsyilxcn Language Fluency (B.N.L.F.)
- Masters of Arts (M.A.)
- Doctor of Philosophy (Ph.D.)

**Present Academic Calendar Entry:**

### Introduction
#### [12442] Faculty of Arts and Social Sciences

[…]

**[12445]** The Irving K. Barber Faculty of Arts and Social Sciences brings together a diverse and unique community of learning and research that integrates the humanities and the social sciences as well as the computational and mathematical sciences. Our undergraduate and graduate programs provide many paths to a rich learning experience through traditional disciplinary programs, interdisciplinary options, co-op opportunities and UBC's GoGlobal international programs. For a complete list of undergraduate academic programs offered by the Faculty of Arts and Social Sciences, please see the Bachelor of Arts Programs and the Bachelor of Nsyilxcn Language Fluency pages and the College of Graduate Studies page for graduate programs.

**[20103]** Credentials offered:
- Bachelor of Arts (B.A.)[1]
- Bachelor of Nsyilxcn Language Fluency (B.N.L.F.)
- Masters of Arts (M.A.)
- Doctor of Philosophy (Ph.D.)

THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
## New Course – Okanagan campus

| Category: **1** | |
|---|---|
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210721 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (NLEK 351), combined with several core pedagogies to enhance mathematical language skills as well as familiarity and competencies in the immersion pedagogies used in the course. These pedagogies will be used in all subsequent immersion courses.

| **Proposed Academic Calendar Entry:**<br><br>**NLEK 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts**<br>**Language acquisition pedagogies in and through practice. The language of instruction is Nłeʔkepmx Language. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-0-4]**<br>**Corequisite: NLEK 351.** | **Draft Academic Calendar URL:**<br><br>**Present Academic Calendar Entry:**<br>N/A |
|---|---|

UBC | THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form
## New Course – Okanagan campus

| | |
|---|---|
| Category: 1 | |
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210722 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |

**Type of Action:** New Course

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (NLEK352), combined with several core pedagogies to develop performative language skills. Visual arts practice and the language associated with protocols for design and materials production will also be a foci. These pedagogies will be used in all subsequent immersion courses.

| | |
|---|---|
| **Proposed Academic Calendar Entry:** <br><br> **NLEK 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts** <br> **Intensive language immersion class demonstrating, in and through practice, traditional Nłeʔkepmx visual arts. The language of instruction is Nłeʔkepmx. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-0-4]** <br> *Prerequisite*: **NLEK 331.** <br> *Corequisite:* **NLEK 352.** | **Draft Academic Calendar URL:** <br><br> **Present Academic Calendar Entry:** <br> N/A |

UBC | THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form
## New Course – Okanagan campus

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|---|---|
| Category: **1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210722 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (NLEK 353), through immersive learning to apply TEK and TEK-related language to assess, monitor, mitigate, and conserve ecological systems. These pedagogies will be used in all subsequent immersion courses.

| **Proposed Academic Calendar Entry:** <br><br> **NLEK 333 (3) Language Practice and Pedagogy:  Traditional Ecological Knowledge Intensive language immersion class focused on the application of traditional ecological knowledge (TEK), in and through practice. The language of instruction is Nłeʔkepmx. May be offered on the land. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-4-0]** <br> ***Prerequisite*: NLEK 332.** <br> ***Corequisite:* NLEK 353.** | **Draft Academic Calendar URL:** <br><br> **Present Academic Calendar Entry:** <br> N/A |
|---|---|

**UBC** THE UNIVERSITY OF BRITISH COLUMBIA

**Curriculum Proposal Form**
**New Course – Okanagan campus**

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|---|---|
| Category: **1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210722 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Mathematical concepts and numeracy (including the concepts of quantification and measurement) are a specific and vital domain of language, and the capacity to function in the language in terms of discussions on, for example, changes in ecology, and the measure of resources and needs in the contemporary context. The course is co-requisite with a full language immersion class (NLEK 331), and supports that course by focusing on vocabulary, morphology, and syntax so that students can employ this knowledge through the immersive process.

| | |
|---|---|
| **Proposed Academic Calendar Entry:** <br><br> **NLEK 351 (3) Language Applications: Numeracy and Math** <br> **Numeracy and math frameworks from a Nłeʔkepmx perspective towards increased proficiency in functional numeracy. The language of instruction is Nłeʔkepmx Language. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-0-4]** <br> *Corequisite:* **NLEK 331.** | **Draft Academic Calendar URL:** <br><br> **Present Academic Calendar Entry:** <br> N/A |

**UBC** THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
## New Course – Okanagan campus

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| Category**: 1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210722 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Conventions for the performance of story, music, and song profoundly shape this specific and vital domain of language, and the capacity to function in the language in terms of performance of and discussions about traditional oral performances. These conventions can overlap artistic domains; subtle shifts in word pronunciation can transform meaning. Words relating to movement and emotion can and do change in the context of performance, evoking variations in the communication through song. The course is co-requisite with a full language immersion class (NLEK 332), and supports that course by focusing on vocabulary, morphology, syntax, and the conventions of composition and performance so that students can employ this knowledge through the immersive process.

| | |
|---|---|
| **Proposed Academic Calendar Entry:** <br><br> **NLEK 352 (3) Language Applications: Literature and Performative Arts** <br> **Emphasis on the language domains of literature and performative arts, and a diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use in these domains. The language of instruction is Nłeʔkepmx . Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-0-4]** <br> *Prerequisite***: NLEK 351.** <br> *Corequisite:* **NLEK 332.** | **Draft Academic Calendar URL:** <br><br> **Present Academic Calendar Entry:** <br> N/A |

THE UNIVERSITY OF BRITISH COLUMBIA

# Curriculum Proposal Form
## New Course – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences **Dept./Unit:** Community, Culture and Global Studies **Faculty/School Approval Date: Effective Session:** 2023W | **Date:** 20210722 **Contact Person:** Dr. Michael Evans **Phone:** 250.681.2949 **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Language associated with regional geographies and climatic conditions - both terrestrial and aquatic - are a specific and vital domain of language, and the capacity to function in the language in terms of discussions on, for example, land and waterscape features, climate change in local context, species classification, and changes in land-animal relations. The course is co-requisite with a full language immersion class (NLEK 333), and supports that course by focusing on vocabulary, morphology, and syntax so that students can employ this knowledge through the immersive process.

| | |
|---|---|
| **Proposed Academic Calendar Entry:** **NLEK 353 (3) Language Applications: Traditional Ecological Knowledge** **Emphasis on the language domains of ecology and traditional ecological knowledge (TEK), and a diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use in these domains. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [1-0-4]** *Prerequisite***: NLEK 352.** *Corequisite:* **NLEK 333.** | **Draft Academic Calendar URL:** **Present Academic Calendar Entry:** N/A |

UBC THE UNIVERSITY OF BRITISH COLUMBIA

**Curriculum Proposal Form**
**New Course – Okanagan campus**

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences<br>**Dept./Unit:** Community, Culture and Global Studies<br>**Faculty/School Approval Date:**<br>**Effective Session:** 2023W | **Date:** 20210722<br>**Contact Person:** Dr. Michael Evans<br>**Phone:** 250.681.2949<br>**Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** The B.Nłek. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class combines the vocabulary, morphology, and syntax related a special topic area in an immersive context. The course is cohort based, with students undertaking research about the relevant language domain in and through the language. The course will parallel other Practice and Pedagogy courses with topic/language domains specified, and can be directed at additional language domains as need/opportunities arise. The course augments the range of topics routinely covered in the curriculum.

| | |
|---|---|
| **Proposed Academic Calendar Entry:**<br><br>**NLEK 433 (3) Special Topics in Language Practice and Pedagogy**<br>**Intensive language immersion course to enhance and improve proficiency. Focused on language pertaining to a specific topic or language domain. The language of instruction is Nłeʔkepmx Language. May be offered on the land. Restricted to students in the Bachelor of Nłeʔkepmx Language Fluency program. [0-2-3]**<br>***Prerequisite:* NLEK 333.** | **Draft Academic Calendar URL:**<br><br>**Present Academic Calendar Entry:**<br>N/A |

**THE UNIVERSITY OF BRITISH COLUMBIA**

## Curriculum Proposal Form
## New Course – Okanagan campus

| | |
|---|---|
| Category: **1** | |
| **Faculty/School:** Barber School of Arts and Social Sciences <br> **Dept./Unit:** Community, Culture and Global Studies <br> **Faculty/School Approval Date:** <br> **Effective Session:** 2023W | **Date:** 20210722 <br> **Contact Person:** Dr. Michael Evans <br> **Phone:** 250.681.2949 <br> **Email:** michael.evans@ubc.ca |
| **Type of Action:** New Course | |

**Rationale:** This course will allow students to succeed in their capstone project. Given that all students will work on different capstone projects, language support in the selected topic will be provided through this course to ensure the students develop the vocabulary, morphology, and syntax related to their project.

| | |
|---|---|
| **Proposed Academic Calendar Entry:** <br><br> **NLEK 439 (3) Capstone: Language Immersion** <br> **Project designed to provide students an intensive language immersion experience on a specific topic or domain. Restricted to students in the Bachelor of Nle?kepmx Language Fluency program.** <br> ***Corequisite*: INDG 499.** | **Draft Academic Calendar URL:** <br> **Present Academic Calendar Entry:** <br> N/A |

THE UNIVERSITY OF BRITISH COLUMBIA

19 January 2022

To:     Okanagan Senate

From:   Senate Learning and Research Committee

Re:     Canada Research Council Chairs Distribution (approval)

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The Learning and Research Committee recommends approval of the following motions:

**Motion 1:**

**THAT THE** *Okanagan Senate request that the President eliminate the present inequity in the distribution of Canada Research Chairs across the UBC campuses by ensuring that an additional six Tier 2 chairs and two Tier 1 chairs (or an equivalent distribution of both Tier 1 and Tier 2 chairs) are allocated to the Okanagan campus by July 2023; and further, the Okanagan Senate requests that the President report back to Senate on the administration's consideration of, and any actions taken in response to, this request by September 2022.*

**Motion 2:**

**THAT THE** *Okanagan Senate request that the President ensure that an equitable UBCO-UBCV CRC Chair re-allocation, reflecting research income levels on each campus, occurs immediately after each CRC Secretariat tri-annual CRC allocation (next in 2023); and further, the Okanagan Senate requests that the President report back to Senate on the CRC distributions across both UBC campuses after each CRC Secretariat tri-annual CRC allocation.*

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**Background**

The motions before Senate pertain to the distribution of Canada Research Chairs (CRCs) across the two campuses of UBC.

*The Canada Research Chairs Program stands at the centre of a national strategy to make Canada one of the world's top countries in research and development. It invests approximately $295 million per year to attract and retain a diverse cadre of world-class researchers, to reinforce academic research and training excellence in Canadian postsecondary institutions.[i]*

As of 2018, the UBC system was allocated 198 CRCs of which 89 are Tier 1 chairs and 109 are Tier 2 chairs. UBC Okanagan was allocated 7 Tier 2 chairs, and received two additional chairs

last year as part of a special allocation to address underrepresented groups in the CRC cohort. UBC Okanagan is the only university in Canada without a Tier 1 CRC.

In general, CRCs are allocated to institutions as follows:

*The allocation method for regular Chairs pools together each granting agency's funding for all institutions and allocates Chairs based on the portion of the granting agency's funding that each eligible institution has received. The funding received by each eligible institution over three years is totaled. The portion of granting agency support that each eligible institution holds in this grand total determines the number of Chairs allocated (i.e., the percentage of funding secured = the percentage of Chairs allocated).[ii]*

Over the last three years, UBC Okanagan researchers brought in more than $79M in sponsored research from the Tri-Council agencies.[iii] In the same year, UBC Vancouver researchers outside of Medicine recorded ca. $777M in research funding. Some comparisons between research funding and CRC allocations across UBC Vancouver Faculties are as follows:

| Faculty | Tier 1 | Tier 2 | EDI Call | Total Chairs | Research Funding (last 3 years) | % of Total Funding | % of CRC/% Total Funding |
|---|---|---|---|---|---|---|---|
| Medicine | 30.5 | 24 | 1 | 55.50 | $1,076,294,791 | 53.82% | 0.56 |
| Science | 24 | 28.5 | 1 | 53.50 | $358,285,042 | 17.92% | 1.52 |
| Applied Science | 6 | 13.33 | 1 | 20.33 | $201,757,461 | 10.09% | 0.92 |
| Arts | 10.5 | 19.83 | 1 | 31.33 | $85,262,095 | 4.26% | 3.44 |
| UBCO | 0 | 7 | 2 | 9.00 | $79,078,125 | 3.95% | 0.80 |
| Forestry | 1 | 5 | | 6.00 | $40,202,621 | 2.01% | 1.22 |
| Education | 1 | 4.33 | | 5.33 | $21,194,776 | 1.06% | 2.10 |
| LFS | 3 | 4 | | 7.00 | $21,042,173 | 1.05% | 3.33 |
| Pharm | 1 | 4 | | 5.00 | $20,674,878 | 1.03% | 2.04 |
| Sauder | 2 | 1 | | 3.00 | $12,066,911 | 0.60% | 2.91 |
| Dentistry | 2 | 1 | | 3.00 | $11,804,814 | 0.59% | 2.97 |
| Law | 1 | 3 | | 4.00 | $4,091,709 | 0.20% | 8.57 |

The data in the table shows that relative to research income, UBC Okanagan receives fewer CRCs than all UBC Vancouver Faculties (except Medicine). Furthermore, every UBC Vancouver Faculty has at least one Tier 1 CRC while there are no Tier 1 CRCs on the Okanagan campus. No other institution in Canada has fewer CRCs than UBC Okanagan as a percentage of research income.

*Chairholders improve our depth of knowledge and quality of life, strengthen Canada's international competitiveness, and help train the next generation of highly skilled people*

*through student supervision, teaching and the coordination of other researchers' work.*[iv] Therefore, the appropriate allocation of Canada Research Chairs to UBC Okanagan is key supporting and enhancing the campus's research mission. The motions before Senate seek to balance the allocation of CRCs across the two campus of UBC.

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[i] https://www.chairs-chaires.gc.ca/about_us-a_notre_sujet/index-eng.aspx#
[ii] https://www.chairs-chaires.gc.ca/program-programme/allocation-attribution-eng.aspx
[iii] Data provided by VPRI Office
[iv] https://academic.ubc.ca/awards-funding/funding-opportunities/canada-research-chairs

Respectfully submitted,

Dr. Sally Willis-Stewart, Chair
Senate Learning and Research Committee

**THE UNIVERSITY OF BRITISH COLUMBIA**

To:      Senate
From:   Nominating Committee
Re:      President's Advisory Committees
Date:   17 January 2021

The Senate Nominating Committee has considered requests from the President and the Deputy Vice-Chancellor for Senators to serve on President's Advisory Committees for either the Selection or for consideration of the extension of appointments of senior administrators. In making its recommendations, as usual the Committee has considered disciplinary and demographic balance, potential member experience and backgrounds, and other responsibilities. The Nominating Committee is pleased to recommend that Senate resolve as follows:

*That Senate appoint Syliva Tomášková, Tanya Forneris, Sandy Hilton, and Margaret Reeves to the President's Advisory Committee for the Appointment of the Vice-President Academic & Provost;*

*That Senate appoint Robert Campbell to the President's Advisory Committee for the Appointment of a Registrar; and*

*That Senate appoint Gino DiLabio to the President's Advisory Committee for the Extension of Appointment of the Vice-President Finance and Resources*

# University of British Columbia
# Annual Enrolment Report 2021/22

Dr. Ananya Mukherjee-Reed
Provost and Vice-President Academic, UBC Okanagan

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Provost and Vice-President Academic, UBC Vancouver

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# PREFACE

## THE 2021-22 ACADEMIC YEAR

The continued determination and commitment of the University of British Columbia's (UBC's) students, faculty, and staff in the face of many challenges, including the extraordinary experience of teaching and learning during a global pandemic, have been nothing short of remarkable, and we are grateful to students and their families for their unabated pursuit of excellent post-secondary education.

The COVID-19 pandemic affected all facets of university life and operations throughout the 2020-21 academic year. Student teaching and learning modalities, student recruiting, research, delivery of support services, and campus operations were all significantly changed, and had been so since March of 2020.

It was especially challenging for students who were new to UBC. Most undergraduate recruiting events relied upon on-line formats for major events; however, in the summer, several of UBC's orientation experiences were offered both on-line and in-person, including *Jump Start*, *Imagine day*, and *Create Day*. In support of virtual recruiting, most faculties and schools further developed intensive communication campaigns to connect with their admitted students to ensure that they were supported through the summer and well prepared for online learning.

The *Academic Essentials* program was offered for a second time, building on the success of the first offering, with over 6000 students registered. Involving faculty, staff, and students from across both campuses, the *Academic Essentials* courses were provided free of charge, self-directed and on-line, and were designed to help new first-year students further develop their learning skills and gain an appreciation of what they could expect to encounter in university-level studies.

Graduate programs and central support offices continued to expand and refine their virtual recruitment activities to meet the needs of applicants. This included forms of online conferencing, either as webinars, "ask me anything" or open house chat sessions, and social media Q&A sessions. Outreach to undergraduate students at partner and other institutions and through advertising for specific positions was extended significantly.

Onboarding and orientation events for graduate students remained focused on virtual delivery with extensive communication campaigns along every step of the way, interactive checklists, virtual pre-arrival sessions, and connections to peer ambassadors. The main orientation events were virtual, live and on-demand, with some Graduate Student Society and departmental in-person welcome sessions offered, when possible.

Community building among newly admitted as well as current students remained a focus to ensure that all students felt welcomed and supported at UBC.

As a result of the outstanding efforts led by UBC's recruiting and admissions units, overall student enrolment on both campuses was not negatively affected by the global pandemic. International students certainly faced extraordinary obstacles with frequently changing restrictions, which had an impact on their ability to travel to their chosen campus. UBC's commitment to providing world class education throughout a broadened set of teaching modes and on-line experiences, and nimbleness to address changing circumstances, undoubtedly set the foundation for continued strength in enrolment and students' success.

DATA INITIATIVES

UBC launched the Student Demographic Data Collection Project in alignment with its commitments to inclusive excellence and anti-racism, and in support of its strategic initiatives aimed at advancing equity, diversity, and inclusion. Additional student demographic data are needed to better understand the student population, and to be able to improve supports to those students who have been historically underrepresented and/or marginalized.

The Equity and Inclusion Office (EIO), Enrolment Services, Planning and Institutional Research (PAIR), and the Enterprise Data Governance Office will be working with key stakeholders across both campuses on a centralized student demographic data collection strategy. The project will develop clear definitions and standards for the collection of student data for use with administrative records and institutional surveys, including developing guidelines on the appropriate access, storage and use of these data. These definitions and standards will become part of the UBC Data Governance Program to be applied by the university consistently, and in alignment with the Freedom of Information and Protection of Privacy Act and Human Rights Code.

Improvements were made to the collection of some existing demographic data. Non-binary gender identification options for 2022 undergraduate applicants became available with the launch of the new student undergraduate admission portal, EducationPlannerBC (EPBC). Continued implementation of non-binary gender identification is required for graduate student applicants. The collection of additional demographic data was initiated with the 2021 Undergraduate Entrance Awards application process, which will better enable the university to connect students to relevant awards.

# EXECUTIVE SUMMARY

## Total UBC Enrolment (Headcount)

64,900   66,266   67,958   70,024   72,281

2017/18   2018/19   2019/20   2020/21   2021/22

■ Vancouver   ■ Okanagan
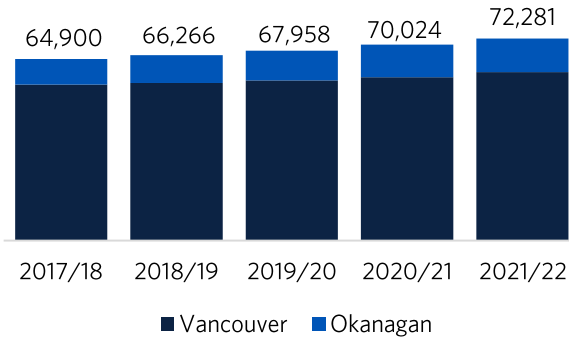
## First Year Undergraduate Retention

### First Year Undergraduate Retention Rates

| 93% | 94% | 88% | 89% |
|---|---|---|---|
| Overall | Domestic Students | Indigenous Students | International Students |
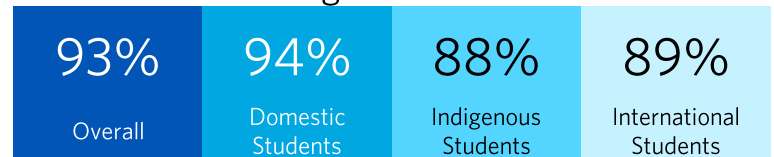
Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies.

## Indigenous Students

UBCV Graduate 12%
UBCV Residents 2%
UBCO Undergraduate 32%

**2,204 Indigenous Students**

UBCV Undergraduate 52%
UBCO Graduate 3%

## International Students

UBCV Graduate 22%
UBCO Undergraduate 11%
UBCO Graduate 2%

**19,566 International Students**

UBCV Undergraduate 64%
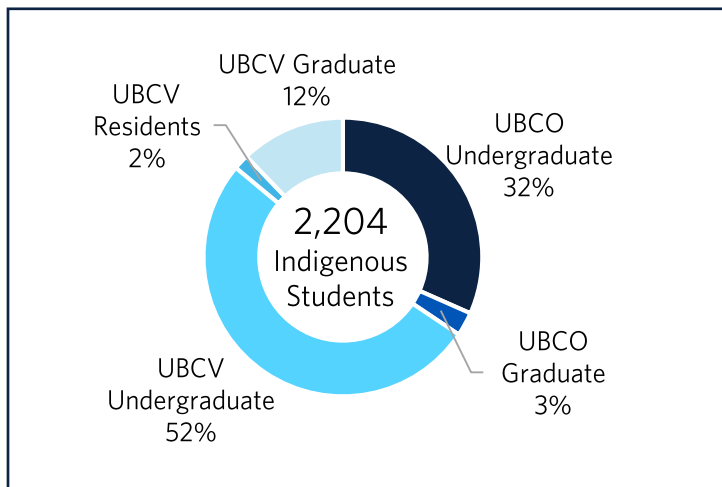
## Direct-Entry Baccalaureate Student Origins

| Origin | Vancouver | Okanagan |
|---|---|---|
| Outside Canada | 32% | 23% |
| Other Canada | 19% | 26% |
| Rest of BC | 8% | 14% |
| Lower Mainland | 40% | 17% |
| Okanagan | 1% | 21% |

■ Vancouver   ■ Okanagan
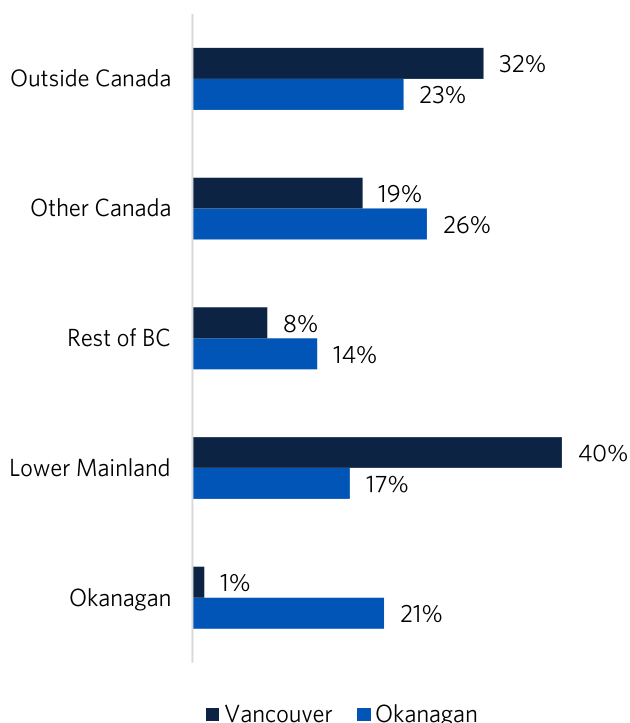
## Top 5 Countries or Territories of Citizenship of UBC International Students'

6,385 China
3,062 India
1,656 United States of
611 Iran
553 Republic of Korea
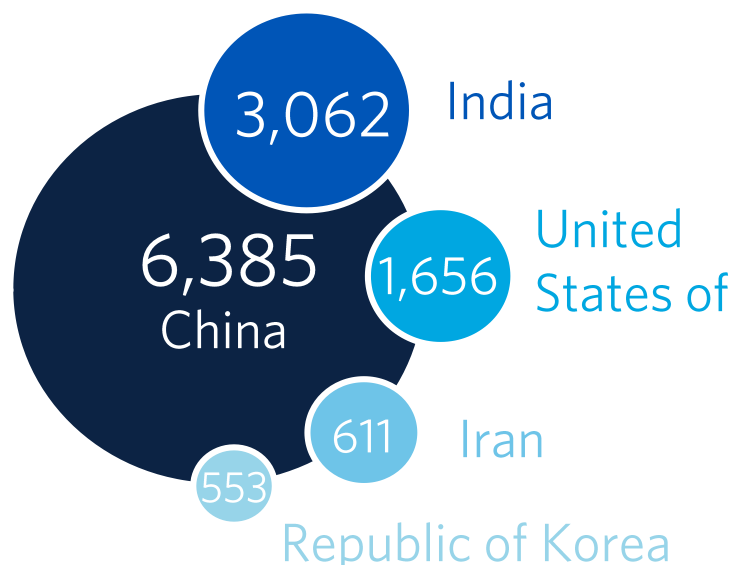
# INTRODUCTION

The UBC Annual Enrolment Report (2021/22) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

- meet the Government's targets for domestic undergraduate and graduate FTEs,
- increase the enrolment of Indigenous students,[1]
- provide access for other historically underrepresented populations,
- and enrol a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world.

New undergraduate student enrolment is managed according to targets approved annually by the Senates and the Board of Governors. Targets are set based on a group of known factors and a group of variables that must be estimated. Known factors include the degree programs offered and physical space occupancy limits. Variables that must be estimated include the number of students who will accept an offer of admission, the number of students that will actually register and pay their tuition, whether the students will take normal course loads, the students' progression and retention rates, and the number that will graduate in a given year.

Managing the admissions process to meet the established targets requires estimating and modelling based on additional factors such as the number of applications received, the academic qualifications of those applicants, the decision-making behaviour of the potential students, changes to Canada's political relationships with other countries, changes in the economy including currency fluctuation, and other unforeseen global events, such as pandemics.

Most of the variable factors can be modelled with good accuracy based on data collected over prior years, but a few factors are highly unpredictable, or cannot be controlled by UBC. As a result, it is a rare event to enrol exactly to target for a program, or even more so at the campus level. Given the strengths of UBC, the demand for our programs is very high, leaving us in the enviable position of managing down to targets in most cases, rather than facing the prospect of under enrolment.

It is important to note that there is a difference between total new student enrolment targets and the Ministry's "funded" seats. The UBC targets include several categories of enrolment that are not directly funded by the provincial government, but are important components of the campus communities. The categories typically excluded from Ministry funding include international undergraduate students, access studies, visitors, diploma and certificate students, most graduate students in research degree programs, and others.

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), a measure of the course activity of the students enrolled. FTEs for undergraduate students are calculated by taking the number of annual course credits taken by a student and dividing by the normal or expected number of credits required by the student's program and year level. For example, a student who takes 27 credits in a particular year, and whose program expects that 30 credits will be taken, is counted as 0.9 FTE. For graduate students, the FTE is determined by awarding 1.0 FTE for full-time status and 0.33 FTE for part-time status, for each term, summing the three terms in an academic year, and then dividing by 3 to create an annual average FTE.

The B.C. Ministry of Advanced Education and Skills Training sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and

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[1] We use the term "Indigenous" to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2021/22 fiscal year (April 1, 2021 to March 31, 2022), UBC was government-funded for a total of 43,174 FTEs, 208 more than the previous year; 7,118 FTEs were allocated to the Okanagan campus and 36,056 FTEs were allocated to the Vancouver campus. Overall, 37,139 FTEs were funded undergraduate domestic student spaces and 6,035 were funded graduate student spaces. An additional 179 FTEs for the 2021/22 year were directed to the Bachelor of Science in Nursing, Occupational Therapy program, Physiotherapy Therapy — North program, Bachelor of Science in Computer Science, Bachelor of Applied Science in Biomedical Engineering, and Bachelor of Applied Science in Manufacturing Engineering on the Vancouver Campus. On the Okanagan campus, the additional 59 FTE were directed to the Bachelor of Science in Nursing, Bachelor of Science in Computer Science and the Bachelor of Applied Science in Manufacturing Engineering.

For the purposes of this report new students include only those who were new at the start of the winter session.

# UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

## HOW MANY UNDERGRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

UBC uses a competitive admission process because it receives applications from more students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, admission decisions are based solely upon a fair and equitable process that evaluates applicants on their individual merits. Ultimately, the goal is for the university to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications with all necessary documents, gain admission, and ultimately register in courses. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students and the numbers have been increasing over time. It is important to note that international students do not compete with domestic students for the government-funded seats and thus do not displace domestic students. The two groups of students are measured by a common standard in two independent applicant pools and processes.

In September 2021, UBC started using a new application system for undergraduate admissions, EducationPlannerBC. The new system, which is a province-wide service, integrates planning, application and data movement services. By using centralized planning resources, students can search for information about various programs, institutions and communities across B.C. When students decide to apply to one or more programs, they can complete their application through the system without having to re-enter the same information for each application. In addition, the service further expands electronic transcript exchange including more K-12 and post-secondary institutions and provincial hubs.

Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2017/18 through 2021/22. Undergraduate students may apply to two programs, ranked in order of choice, offered by one or both campuses. The application pyramids report the students' first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their

preferred or first choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the number of submitted and completed applications, the number of admitted students and subsequent number of registrations for 2017/18 through 2021/22. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all documentation and information required to initiate the evaluation of the application was received. The term "admitted" identifies that an application was reviewed and UBC extended an admission offer to enrol to the applicant. Lastly, "registered" identifies that the student accepted the offer of admission, selected courses and started attending classes. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applicants do not progress to the next stage.

In 2021/22, the total applicant pool (with completed applications) for the Okanagan campus increased over the number received in 2020/21. The size of the domestic undergraduate applicant pool increased by 13% over 2020/21 (see Figure 1), and the international undergraduate applicant pool grew by 24% (see Figure 2).

For the Vancouver campus, the total applicant pool (with completed applications) increased by 20% over 2020/21. The domestic applicant pool increased by 17%, over 2020/21 (see Figure 3), and the international applicant pool increased by 23% (see Figure 4).

FIGURE 1: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR
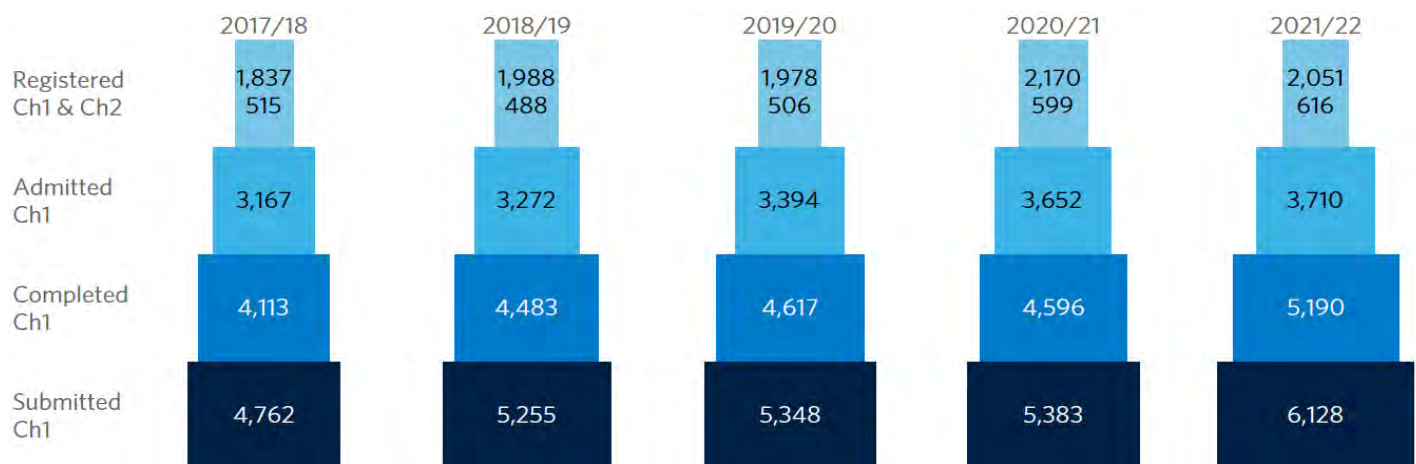


Note: "Ch1" denotes first choice program, and "Ch2" denotes a second choice or alternative program choice.

FIGURE 2: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR



| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered Ch1 & Ch2 | 186 / 314 | 253 / 362 | 255 / 392 | 269 / 450 | 267 / 406 |
| Admitted Ch1 | 578 | 690 | 768 | 831 | 999 |
| Completed Ch1 | 728 | 924 | 1,087 | 1,098 | 1,363 |
| Submitted Ch1 | 876 | 1,170 | 1,375 | 1,371 | 1,613 |
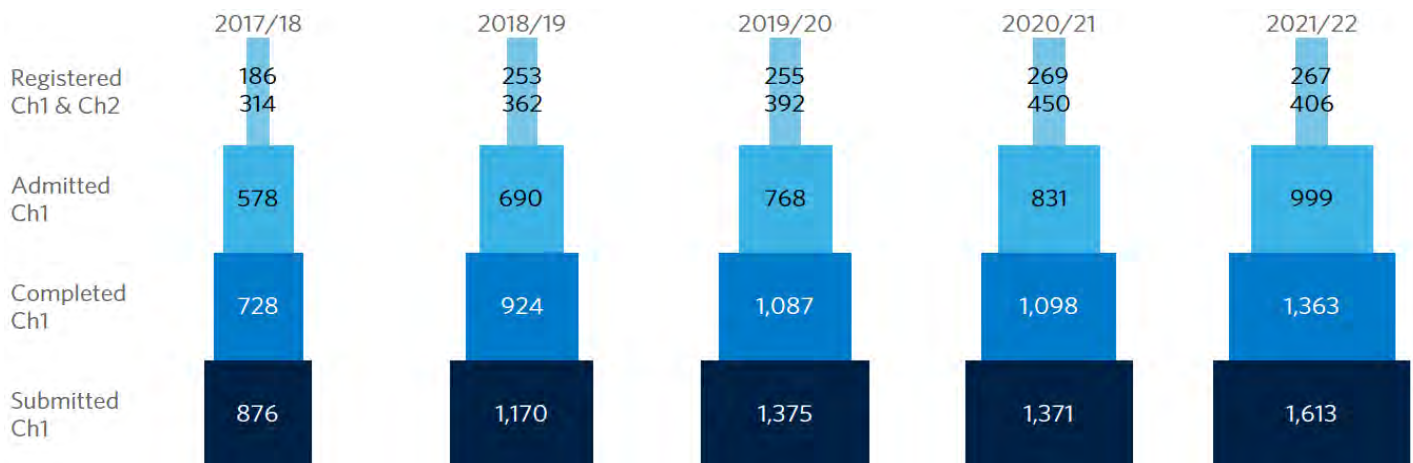
FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered Ch1 & Ch2 | 6,342 / 973 | 6,352 / 811 | 6,586 / 774 | 7,366 / 835 | 6,950 / 697 |
| Admitted Ch1 | 10,812 | 10,986 | 11,575 | 13,018 | 12,855 |
| Completed Ch1 | 19,769 | 20,461 | 20,009 | 21,582 | 25,336 |
| Submitted Ch1 | 21,747 | 22,562 | 21,929 | 23,465 | 27,697 |
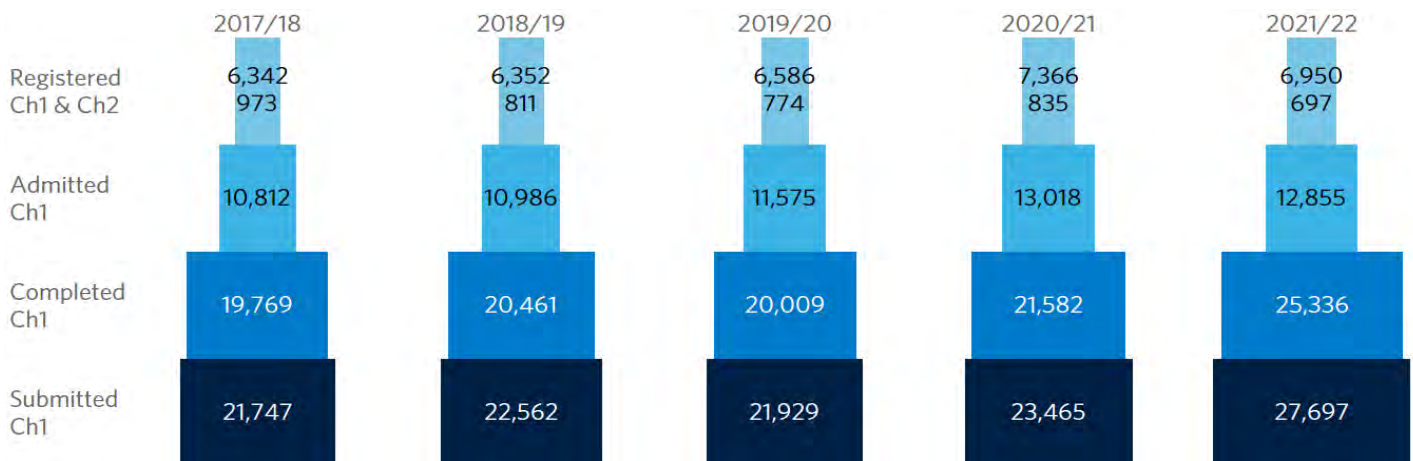
FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR
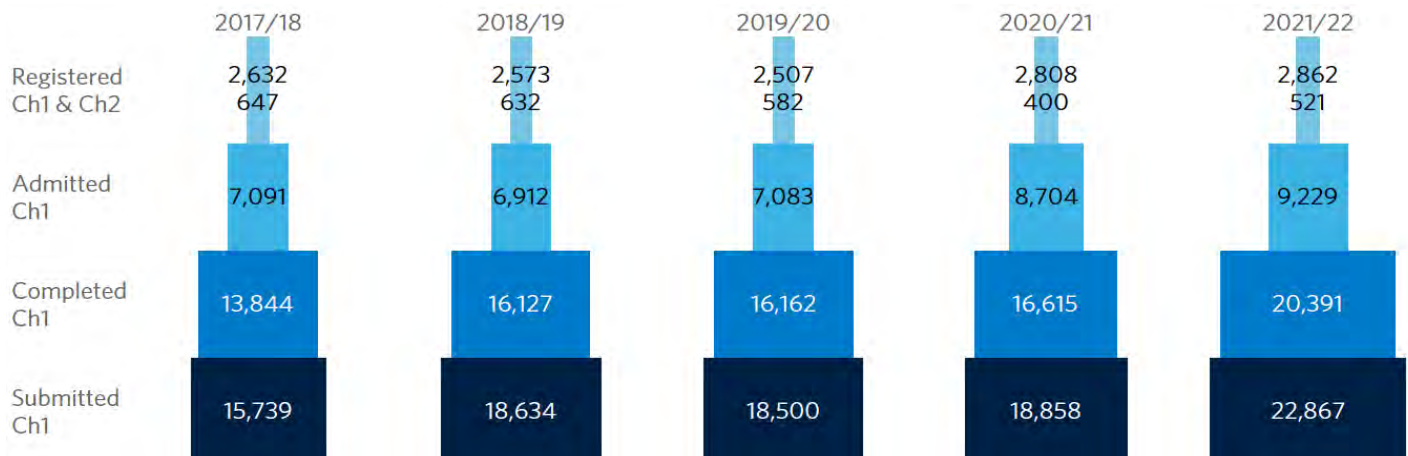


UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC's offer of admission.

Based on past experience, we anticipate the proportion of applicants that would typically accept an offer of admission and register; consequently, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 1. The admit rate is the ratio of students offered admission to their preferred choice of program to the number of completed applications received; this includes applicants refused admission for failure to achieve minimum requirements (e.g., missing a pre-requisite course) and those refused due to lack of space (e.g., their academic and personal profile assessments were not sufficiently competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program. The admit rate is influenced by the number of applicants, the number of seats available for each applicant pool (domestic and international) and the likelihood that the student, once offered admission, will register (these likelihoods vary for domestic and international students).

TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

| Campus | Citizenship | | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Domestic | Admit Rate | 77% | 73% | 74% | 79% | 71% |
| | | Yield Rate | 58% | 61% | 58% | 59% | 55% |
| | International | Admit Rate | 79% | 75% | 71% | 76% | 73% |
| | | Yield Rate | 32% | 37% | 33% | 32% | 27% |
| | **Okanagan Total** | **Admit Rate** | **77%** | **73%** | **73%** | **79%** | **72%** |
| | | **Yield Rate** | **54%** | **57%** | **54%** | **54%** | **49%** |
| Vancouver | Domestic | Admit Rate | 55% | 54% | 58% | 60% | 51% |
| | | Yield Rate | 59% | 58% | 57% | 57% | 54% |
| | International | Admit Rate | 51% | 43% | 44% | 52% | 45% |
| | | Yield Rate | 37% | 37% | 35% | 32% | 31% |
| | **Vancouver Total** | **Admit Rate** | **53%** | **49%** | **52%** | **57%** | **48%** |
| | | **Yield Rate** | **50%** | **50%** | **49%** | **47%** | **44%** |

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.
Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2021/22, 45% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 13% did not register and attend classes in September. Last year, 48% of these students accepted their offer of admission and 15% of those did not ultimately register and attend classes.

After letters with offers of admission are provided to successful applicants, a targeted and timed communication campaign keeps these applicants engaged with the university through to the deadline by which they must accept their offer.

## HOW MANY GRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2017/18 through 2021/22. The years 2017/18 through 2020/21 contain intake data as of March 1st, whereas the 2021/22 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2021. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here underestimate the total interest in graduate studies at UBC.

For Figures 5 through 8, the 'Submitted' value refers to the number of students who submitted one or more applications, rather than a count of applications submitted. In 2021/22, the number of graduate student applicants for the Okanagan campus grew by 28% over 2020/21. The domestic applicant pool grew by 15% over 2020/21 (see Figure 5), and the international applicant pool grew by 33% (see Figure 6).

For the Vancouver campus, the number of graduate student applicants increased by 29% over 2020/21. The domestic applicant pool increased by 36%, over 2020/21 (see Figure 7), and the international applicant pool grew by 27% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

FIGURE 5: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR



| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered | 172 | 232 | 265 | 233 | 222 |
| Admitted | 185 | 258 | 304 | 281 | 288 |
| Submitted | 400 | 450 | 530 | 514 | 589 |
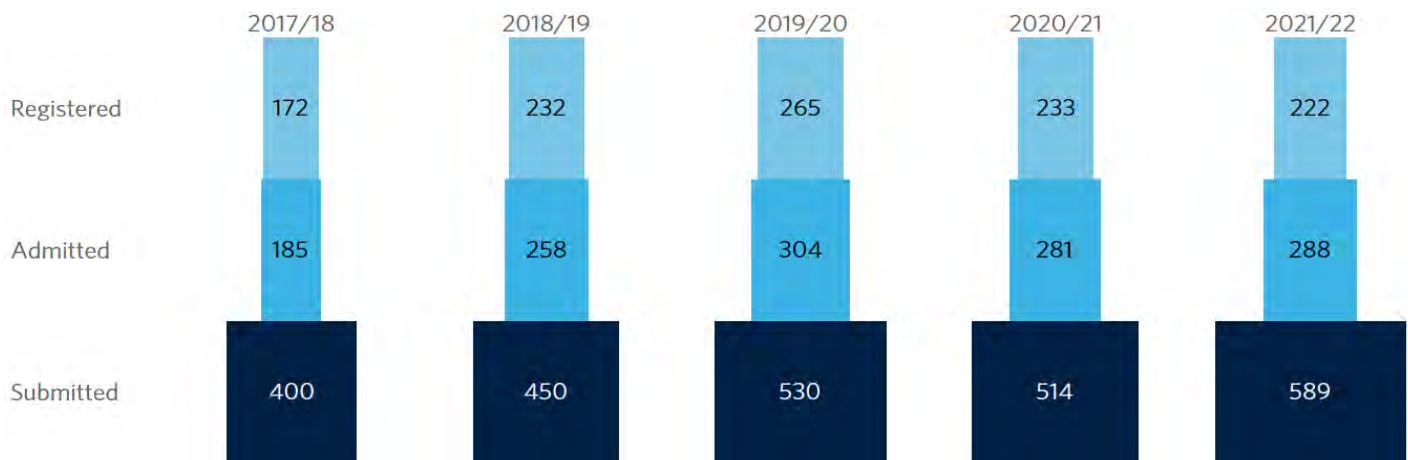
FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR



| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered | 104 | 128 | 154 | 130 | 172 |
| Admitted | 120 | 172 | 188 | 166 | 285 |
| Submitted | 683 | 889 | 1,298 | 1,308 | 1,738 |
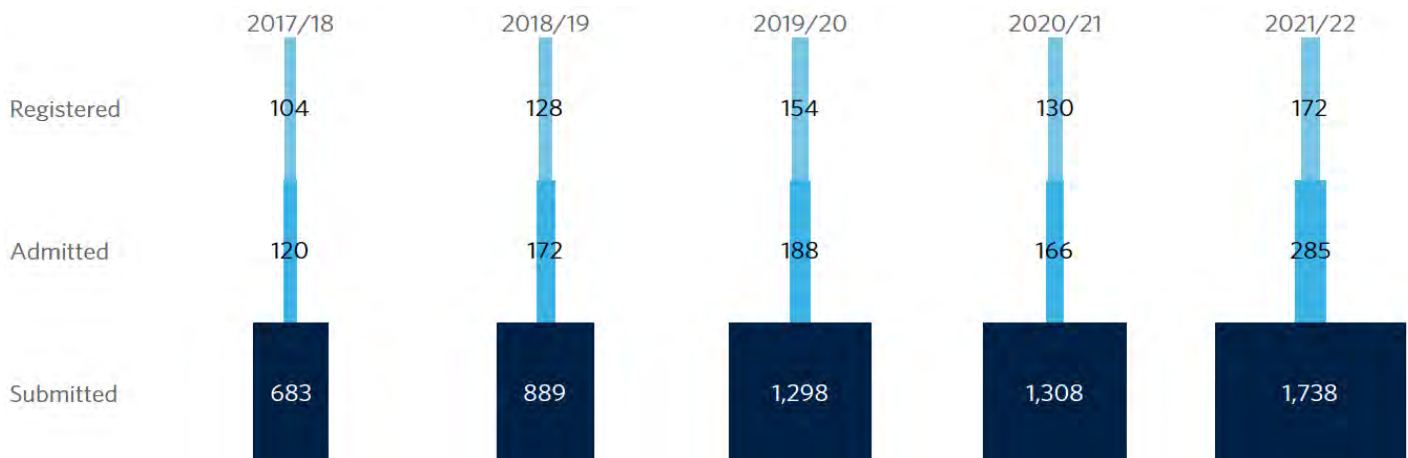
FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR



| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered | 1,916 | 1,992 | 1,971 | 2,312 | 2,087 |
| Admitted | 2,529 | 2,622 | 2,636 | 3,008 | 2,858 |
| Submitted | 6,572 | 6,367 | 6,066 | 6,088 | 8,251 |
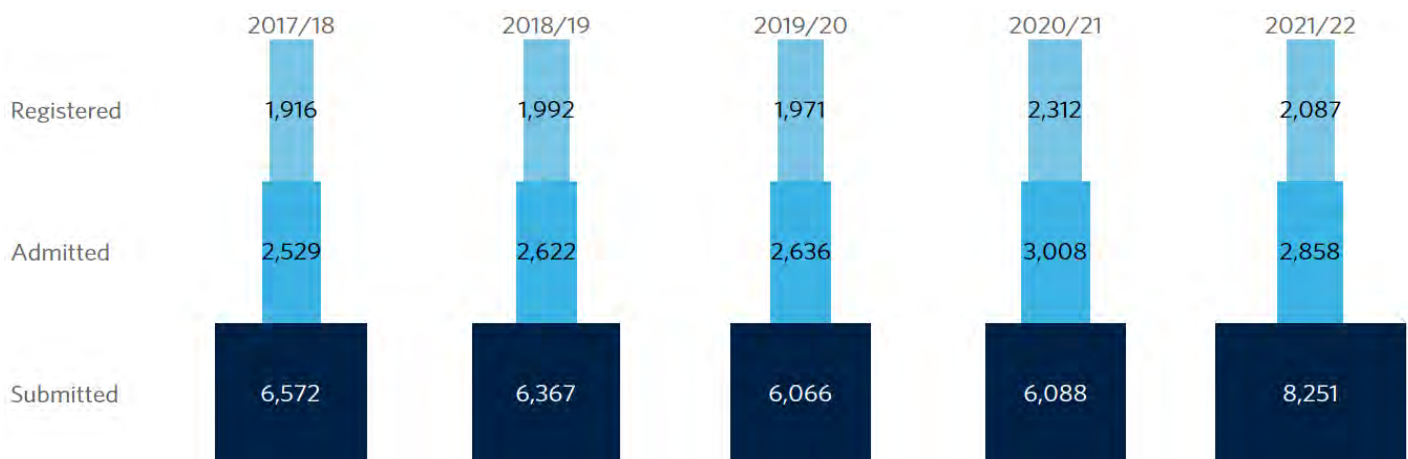
FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR



|  | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|
| Registered | 1,394 | 1,381 | 1,581 | 1,411 | 1,625 |
| Admitted | 2,151 | 2,330 | 2,583 | 2,513 | 2,817 |
| Submitted | 12,457 | 13,259 | 15,369 | 16,406 | 20,773 |
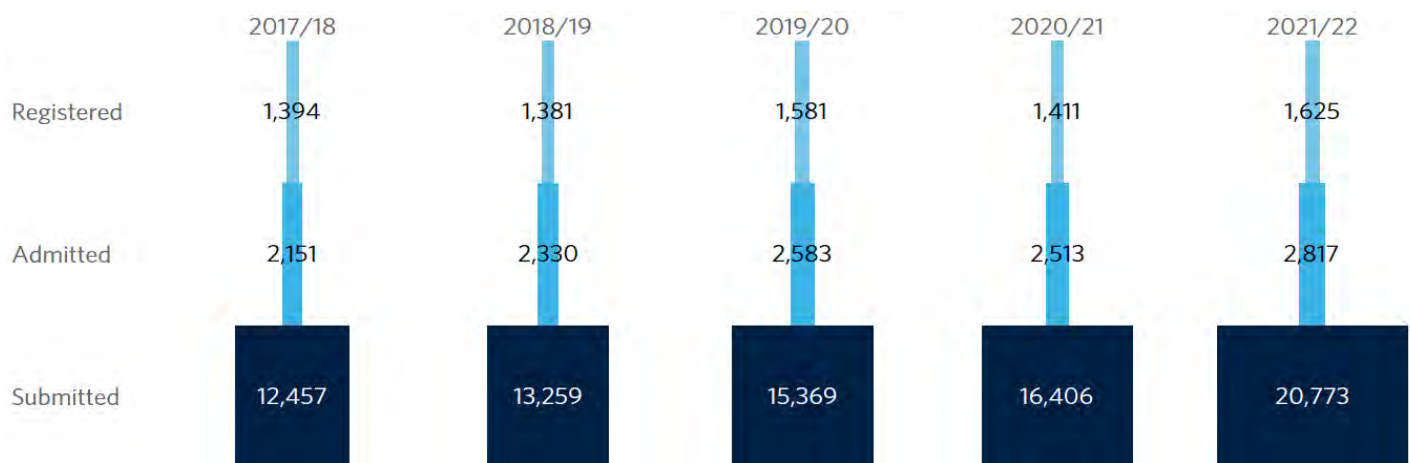
TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

| Campus | Citizenship |  | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Domestic | Admit Rate | 46% | 57% | 57% | 54% | 49% |
|  |  | Yield Rate | 93% | 90% | 87% | 81% | 77% |
|  | International | Admit Rate | 18% | 19% | 14% | 13% | 16% |
|  |  | Yield Rate | 87% | 74% | 82% | 64% | 60% |
|  | **Okanagan Total** | **Admit Rate** | **28%** | **32%** | **27%** | **24%** | **25%** |
|  |  | **Yield Rate** | **90%** | **84%** | **85%** | **75%** | **69%** |
| Vancouver | Domestic | Admit Rate | 38% | 41% | 43% | 42% | 35% |
|  |  | Yield Rate | 76% | 76% | 75% | 69% | 73% |
|  | International | Admit Rate | 17% | 18% | 17% | 16% | 14% |
|  |  | Yield Rate | 65% | 59% | 61% | 46% | 58% |
|  | **Vancouver Total** | **Admit Rate** | **25%** | **25%** | **24%** | **24%** | **20%** |
|  |  | **Yield Rate** | **71%** | **68%** | **68%** | **58%** | **65%** |

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.
Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

# GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans' offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS). Much of this work involves collaboration between units, and efforts are supported by G+PS with a variety of initiatives to strengthen recruitment. Significant resources continue to be focused on coordinating this ecosystem to be best positioned to support incoming students during the pandemic and advocate for graduate student needs.

A recruitment framework supports graduate programs with the development of recruitment plans, the creation of an Applicant Guide eBook to assist applicants through the application process, outreach to equity-deserving groups, continued expansion of virtual outreach events, streamlined advertising service of student positions in career networks, and collaborations with the faculties on initiatives such as faculty member video campaigns and online prospective student sessions.

Further growth and increased interest can be anticipated based on early indicators: prospective student webinars are seeing record attendance numbers (34 events with 15,000+ attendees), the prospective student newsletter has grown to 35,500 subscribers within two years, and web traffic is up, with a year-to-date 20% increase in users (2.6 million) as of Dec. 5th and 15% increase in pageviews (14.4 million) compared to the same period in the previous year.

On the Okanagan campus, each faculty manages the marketing and recruitment for their specific graduate programs. This includes prospective student webpages for each graduate program, the creation of student and supervisor profiles, and conventional marketing activities for graduate student recruitment, including attendance at selected recruitment fairs, and digital marketing campaigns. Working with External Relations, faculties have undertaken digital marketing campaigns (including Google advertising and social media advertising) to promote priority programs.

Additionally, the Okanagan, University Relations unit and the College of Graduate Studies are working on a digital marketing campaign to promote graduate studies more broadly using both Google advertising and social media advertising. The goal of this campaign is to raise awareness about graduate studies on the campus. This campaign will be used as a trial to assess the effectiveness of campaigns that are not program specific.

The College of Graduate Studies and Indigenous Programs and Services have partnered to create and fill a new role, Indigenous Graduate Student Advisor. This role is dedicated to advising prospective and enrolled Indigenous graduate students, and identifying opportunities to improve admissions, enrolment, and retention of Indigenous graduate students. The Indigenous Graduate Student Advisor at UBC Okanagan has already launched new opportunities such as an Indigenous Graduate Student Orientation and several workshops, and planning is underway for a pathways program to launch in 2022.


## WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

UBC students are academically successful and well-rounded. A holistic evaluation method has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage with their communities.

For direct-entry undergraduate applicants, all Grade 11 and Grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged their self as evidenced by the volume of academic courses completed or rigour of the courses completed. The mean entering grade range, for all academic courses a student completed in the senior years of secondary school, was 85-87% for students attending the Okanagan campus; on the Vancouver campus, it was 89-91%.

The comprehensive and holistic review of academic coursework and grades is taken in conjunction with a review of the accomplishments (both academic and non-academic) and experiences outside of the classroom of each applicant. This process involves assessing personal profiles, which provide applicants with the opportunity to describe the things that are important to them, their significant achievements, what they have learned from their experiences, and the challenges that they have overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions.

In 2021/22, over 110,000 personal profile reviews were scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. Overall, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

## WHERE DID UBC'S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

Figure 9 displays, for each campus, where 2021/22's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2021/22, 78% of the new-to-UBC undergraduate students (N = 2,329) on the Okanagan campus entered directly from secondary school. Of those students originating from an Okanagan regional secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vernon school districts.

In 2021/22, 7,178 new direct-entry students, who comprised 75% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 40% (N = 2,886) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in B.C. (N = 675) including the Okanagan, and 32% had studied outside of Canada (N = 2,274).

### FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2021/22, BY CAMPUS

Okanagan Campus (N = 2,329)

| Location | Value |
| --- | --- |
| Okanagan | 21%, 485 |
| Lower Mainland | 17%, 399 |
| Rest of BC | 14%, 316 |
| Other Canada | 26%, 594 |
| Outside Canada | 23%, 535 |
| Unknown | 0%, - |

Vancouver Campus (N = 7,178)

| Location | Value |
| --- | --- |
| Okanagan | 1%, 92 |
| Lower Mainland | 40%, 2,886 |
| Rest of BC | 8%, 583 |
| Other Canada | 19%, 1,329 |
| Outside Canada | 32%, 2,274 |
| Unknown | 0%, 14 |
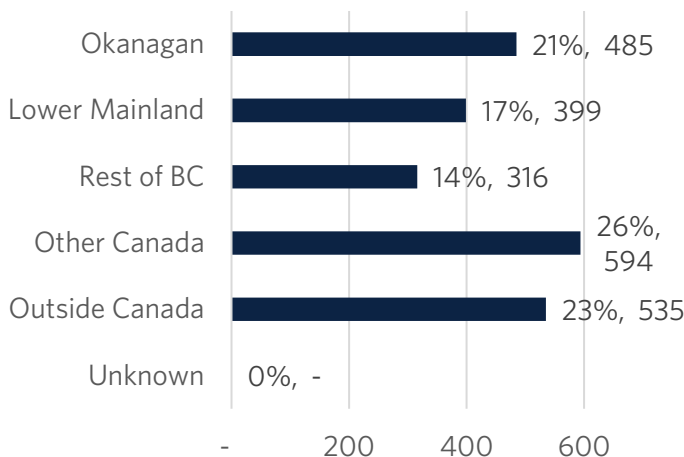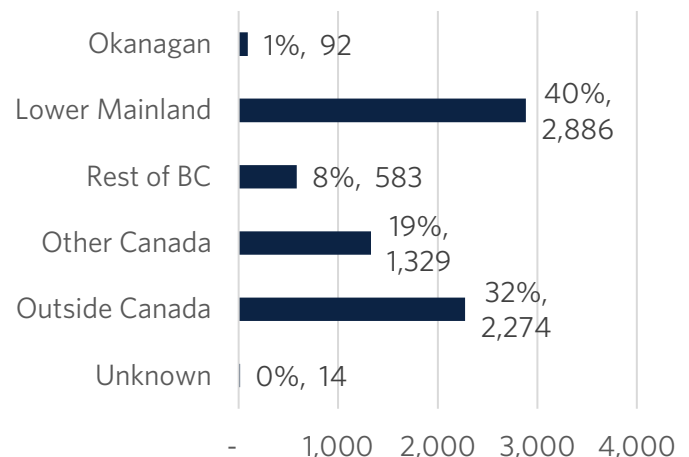
UBC actively recruits students from all over the world and has relationships with several thousand secondary schools globally. New direct-entry students who previously studied at an institution outside of Canada originated from 109 countries. The most common countries or territories, outside of Canada, for each campus, are shown in Figure 10.

FIGURE 10: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2021/22, BY CAMPUS

Okanagan Campus
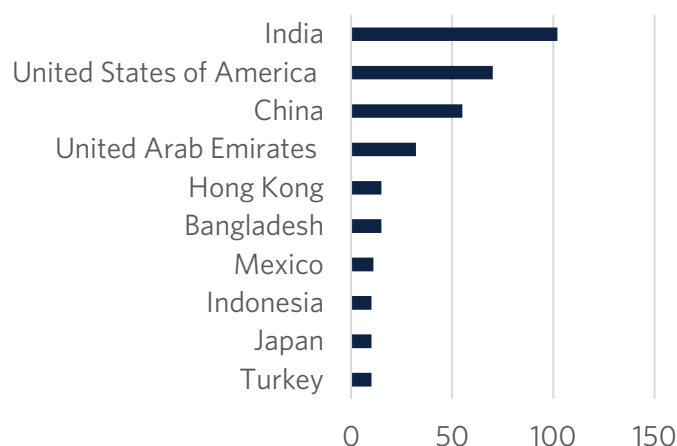
Vancouver Campus
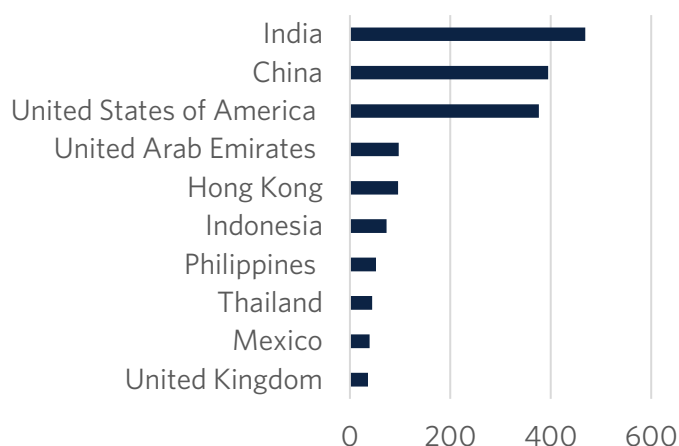


## WHERE DID UBC'S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 11 illustrates the location of the previous institution attended by new transfer students to each of UBC's campuses in 2021/22.

In 2021/22, 667 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 22% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 412 students (or 62% of all the post-secondary transfer students) previously attended a post-secondary institution in B.C.

In 2021/22, UBC Vancouver registered 2,454 post-secondary transfer students, who comprised 25% of all the new-to-UBC students on the Vancouver campus. Most of these students (58%) transferred from a post-secondary institution in B.C.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2021/22, BY CAMPUS

Okanagan Campus (N = 667)
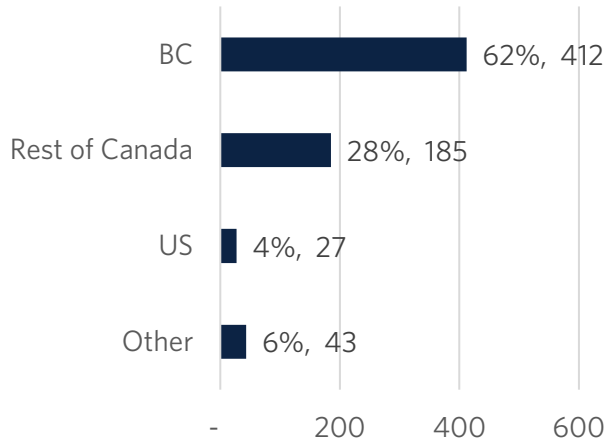


Vancouver Campus (N = 2,454)
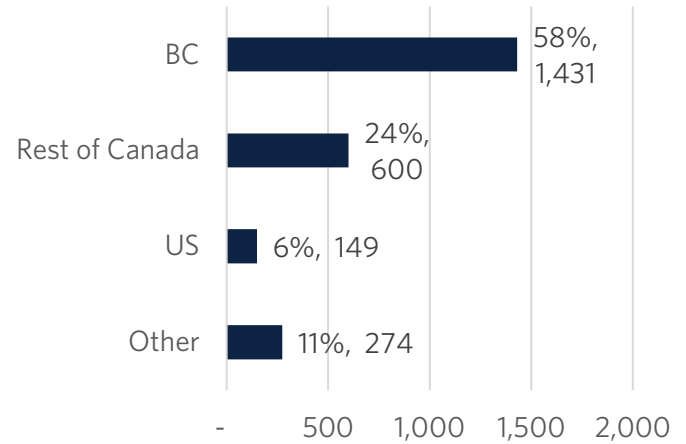


The 2021/22 new transfer students attended post-secondary institutions in over 40 countries and territories before enrolling at UBC. The most common countries or territories, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2021/22

Okanagan Campus
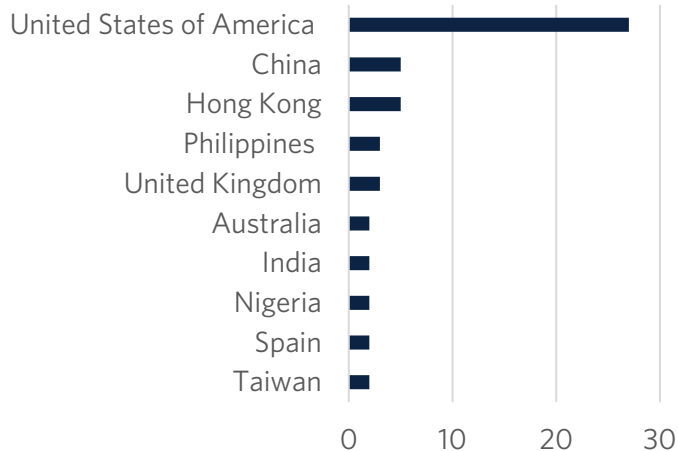


Vancouver Campus
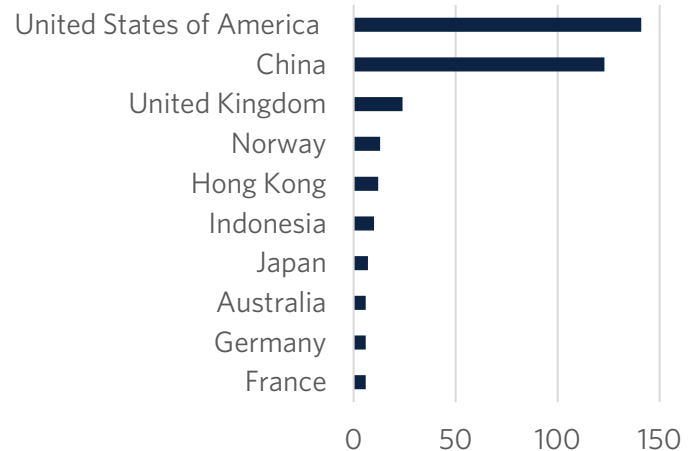
# WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

Indigenous students at UBC are mostly direct-entry students from secondary schools, although the proportion who first register at UBC as transfer students is much higher than the overall proportion of domestic transfers. Table 3 shows the Indigenous student headcount, by campus, by student level, and by the type of institution previously attended. Most Indigenous students at UBC studied in B.C. before enrolling at either the Vancouver or Okanagan campus. A small proportion of enrolled Indigenous students studied at institutions from Central or Eastern Canada. Figure 13 identifies the previous institution provinces for Okanagan students (N = 729) and Figure 14 for Vancouver students (N = 1,286).

TABLE 3: ALL ENROLLED INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

| Campus | Student Level | Institution Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Secondary School | 341 | 337 | 370 | 426 | 448 |
| | | Technical Institute | 13 | 9 | 11 | 9 | 15 |
| | | College | 106 | 104 | 116 | 144 | 152 |
| | | University | 39 | 35 | 50 | 54 | 58 |
| | | Unknown | 34 | 44 | 56 | 28 | 24 |
| | | Undergraduate Total | 533 | 529 | 603 | 661 | 697 |
| | Graduate | Secondary School | 4 | 5 | 7 | 8 | 9 |
| | | Technical Institute | 2 | 2 | | 1 | 1 |
| | | College | 10 | 10 | 17 | 18 | 18 |
| | | University | 16 | 12 | 17 | 20 | 27 |
| | | Unknown | 5 | 5 | 5 | 4 | 6 |
| | | Graduate Total | 37 | 34 | 46 | 51 | 61 |
| | | Okanagan Total | 570 | 563 | 649 | 712 | 758 |
| Vancouver | Undergraduate | Secondary School | 461 | 478 | 518 | 585 | 701 |
| | | Technical Institute | 7 | 11 | 9 | 11 | 14 |
| | | College | 184 | 185 | 189 | 185 | 167 |
| | | University | 176 | 125 | 129 | 129 | 158 |
| | | Unknown | 109 | 117 | 107 | 111 | 99 |
| | | Undergraduate Total | 937 | 916 | 952 | 1,021 | 1,139 |
| | Graduate | Secondary School | 25 | 24 | 24 | 26 | 36 |
| | | Technical Institute | 9 | 7 | 9 | 11 | 7 |
| | | College | 57 | 51 | 58 | 77 | 48 |
| | | University | 130 | 118 | 119 | 143 | 160 |
| | | Unknown | 13 | 14 | 11 | 19 | 17 |
| | | Graduate Total | 234 | 214 | 221 | 276 | 268 |
| | | Vancouver Total | 1,171 | 1,130 | 1,173 | 1,297 | 1,407 |
| Grand Total | | | 1,741 | 1,693 | 1,822 | 2,009 | 2,165 |

FIGURE 13: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2021/22, OKANAGAN CAMPUS (IF IN CANADA)
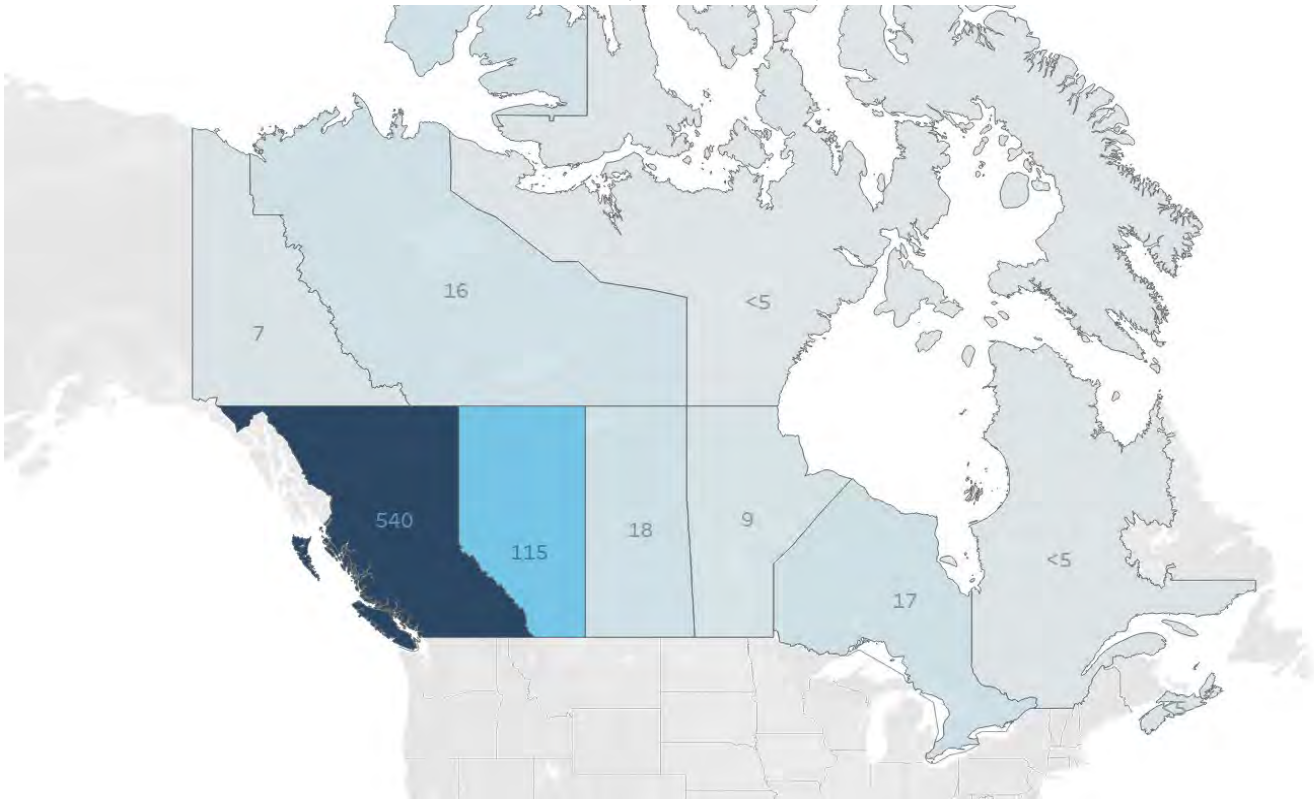


FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2021/22, VANCOUVER CAMPUS (IF IN CANADA)
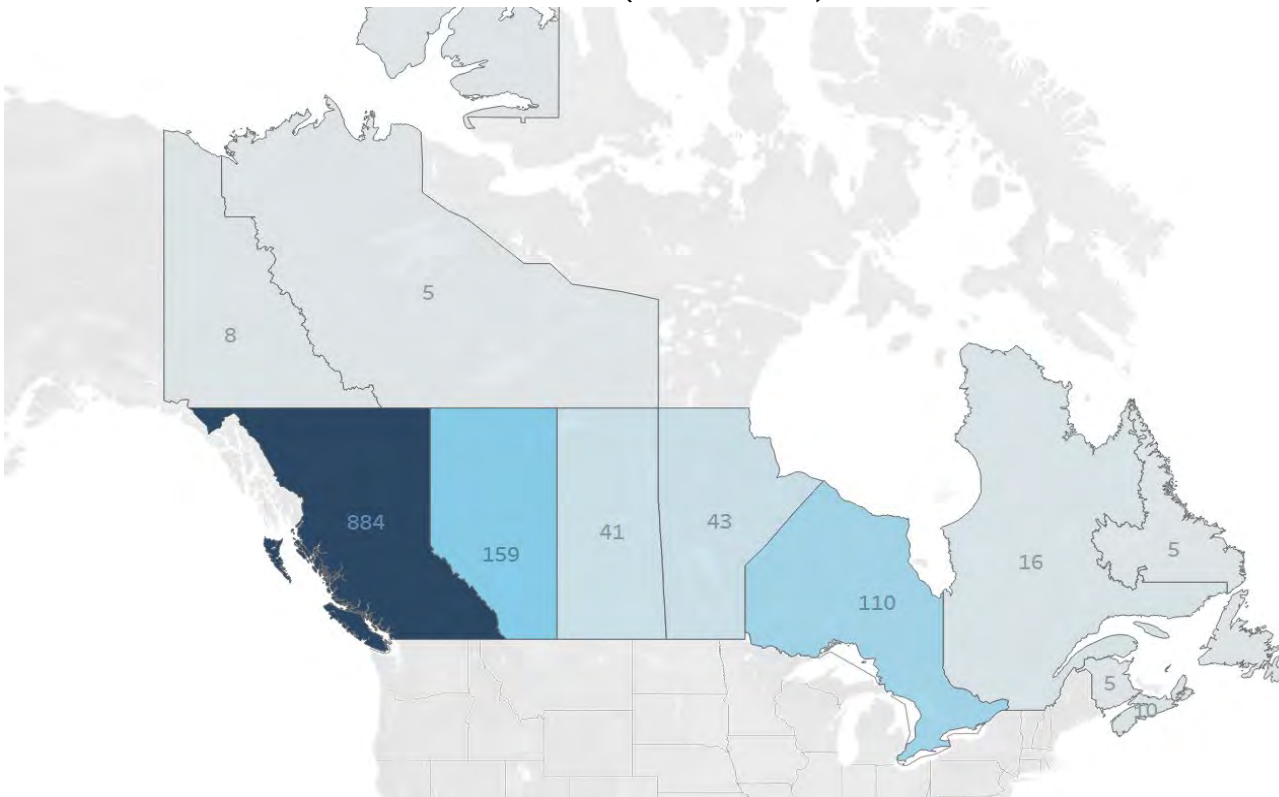
# IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 15 (N = 2,347) and 16 (N = 7,171) are maps of where UBC's 2021/22 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student permit, issued by the Government of Canada, before registering at UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada.

FIGURE 15: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS (IF IN CANADA)
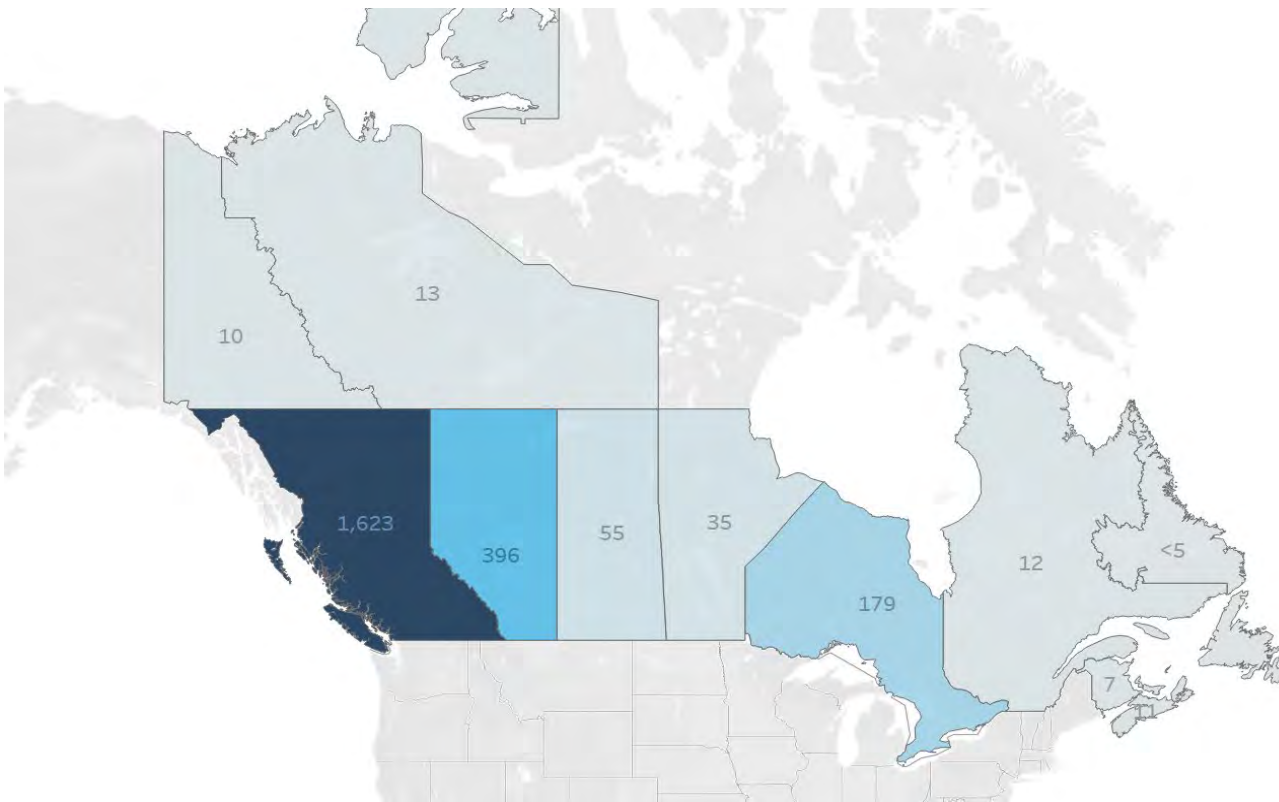
FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS (IF IN CANADA)
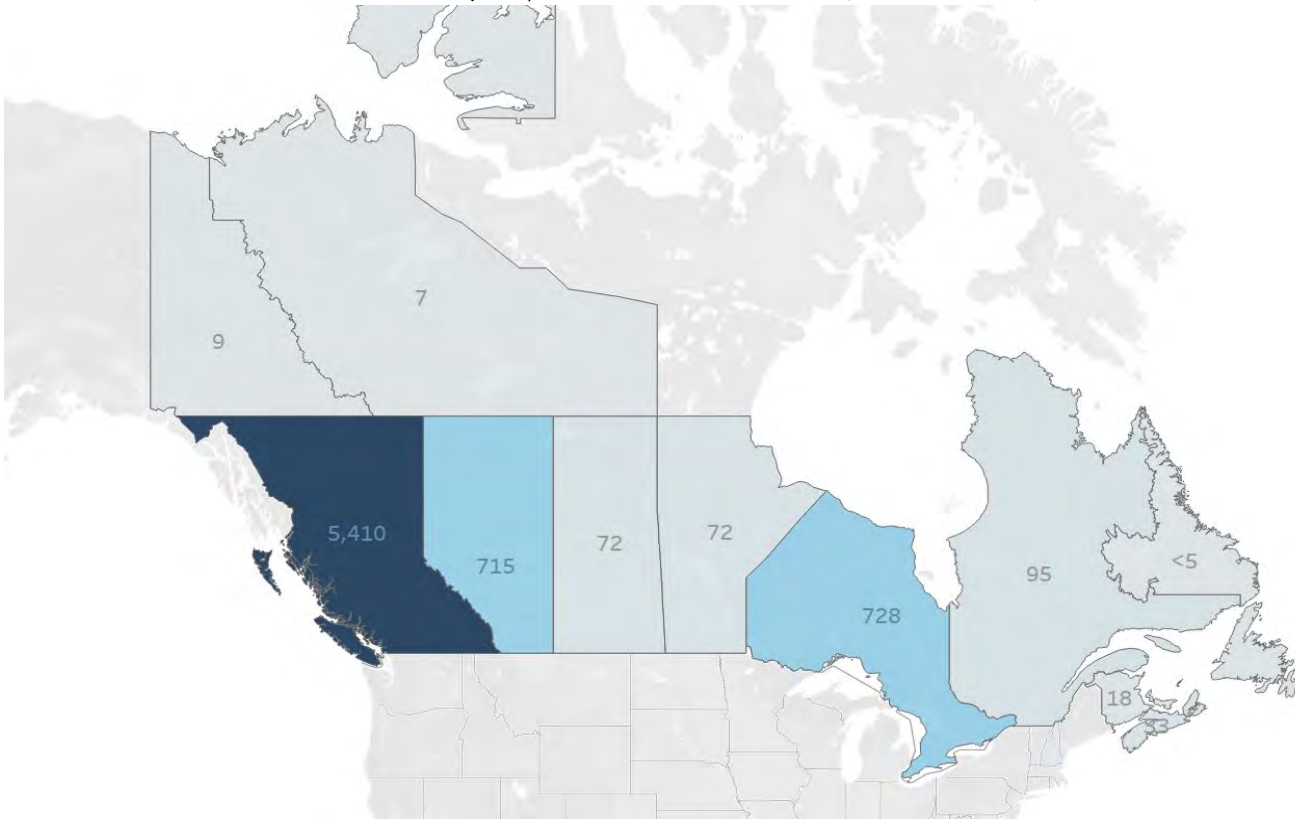


## IN WHICH COUNTRIES OR TERRITORIES DID UBC'S NEW INTERNATIONAL UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

In 2021/22, new-to-UBC international undergraduate students came from many countries or territories (see Figure 17, N = 629 and Figure 18, N = 2,988). Following Canada; India, China, and the U.S.A. predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS
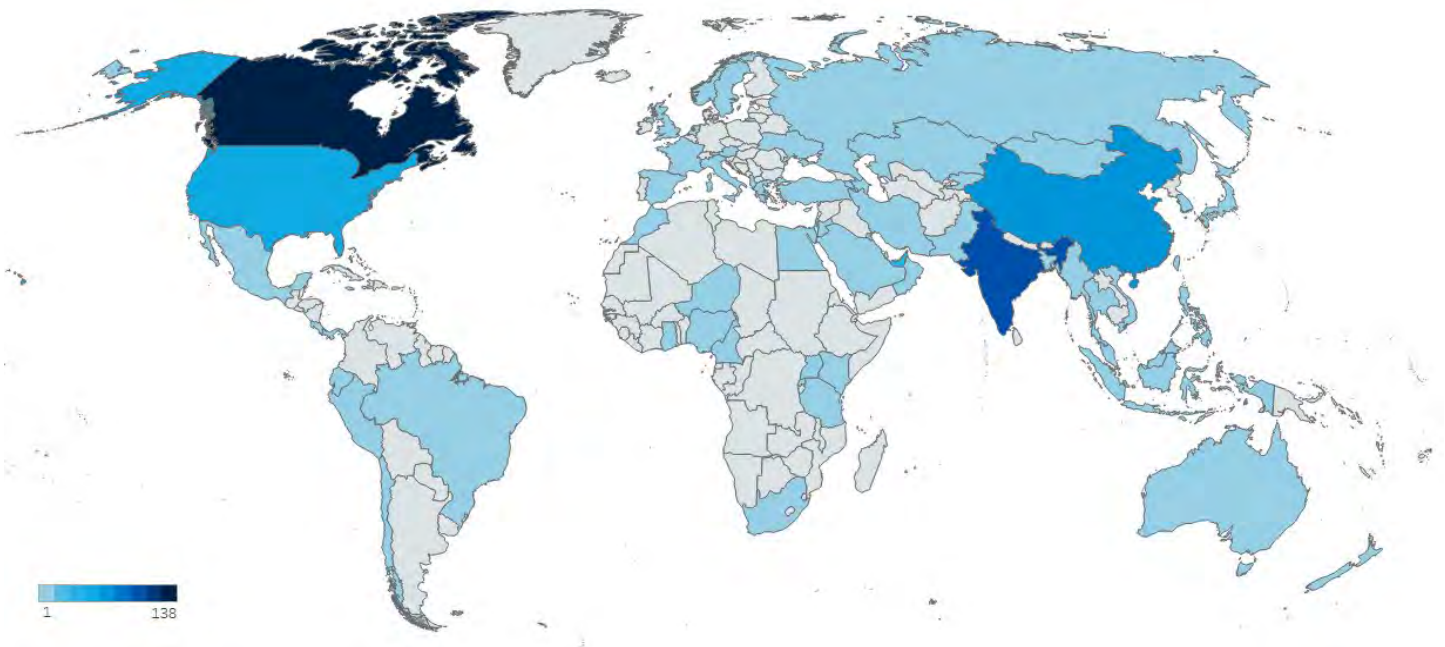


FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS
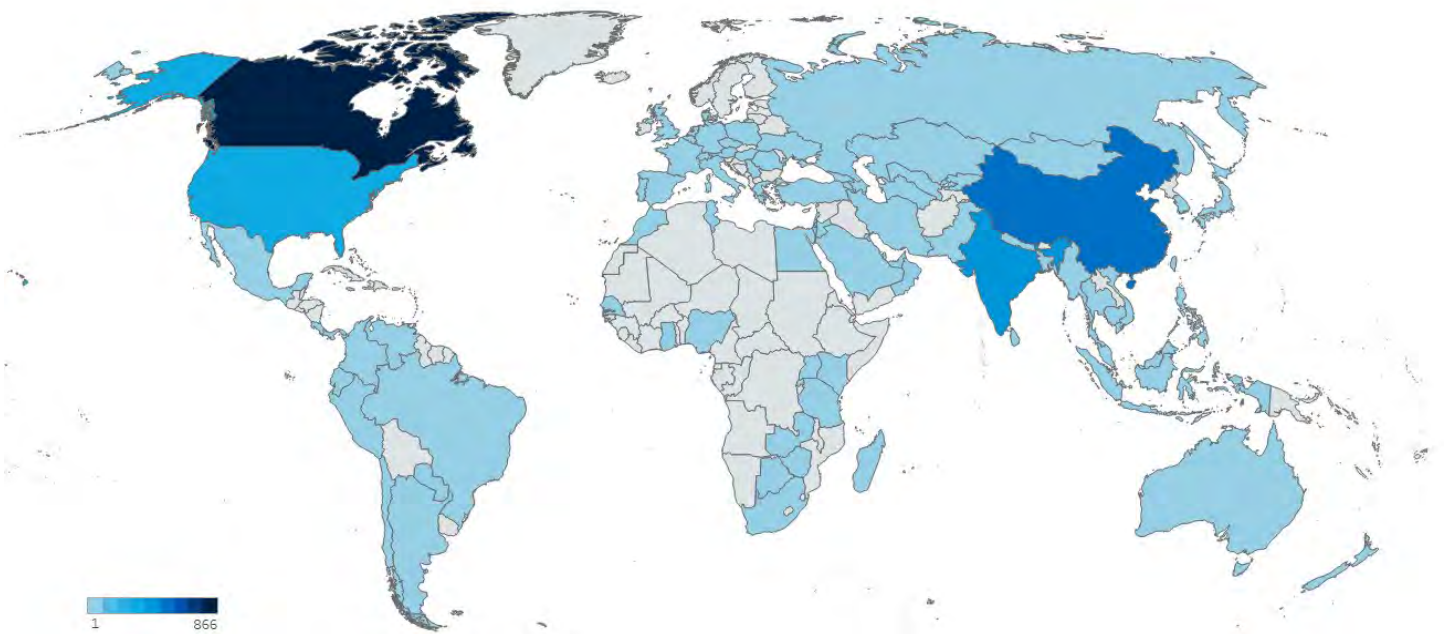
# WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 (N = 209) and 20 (N = 1,507) are maps of where UBC's 2021/22 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Ontario.

### FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS
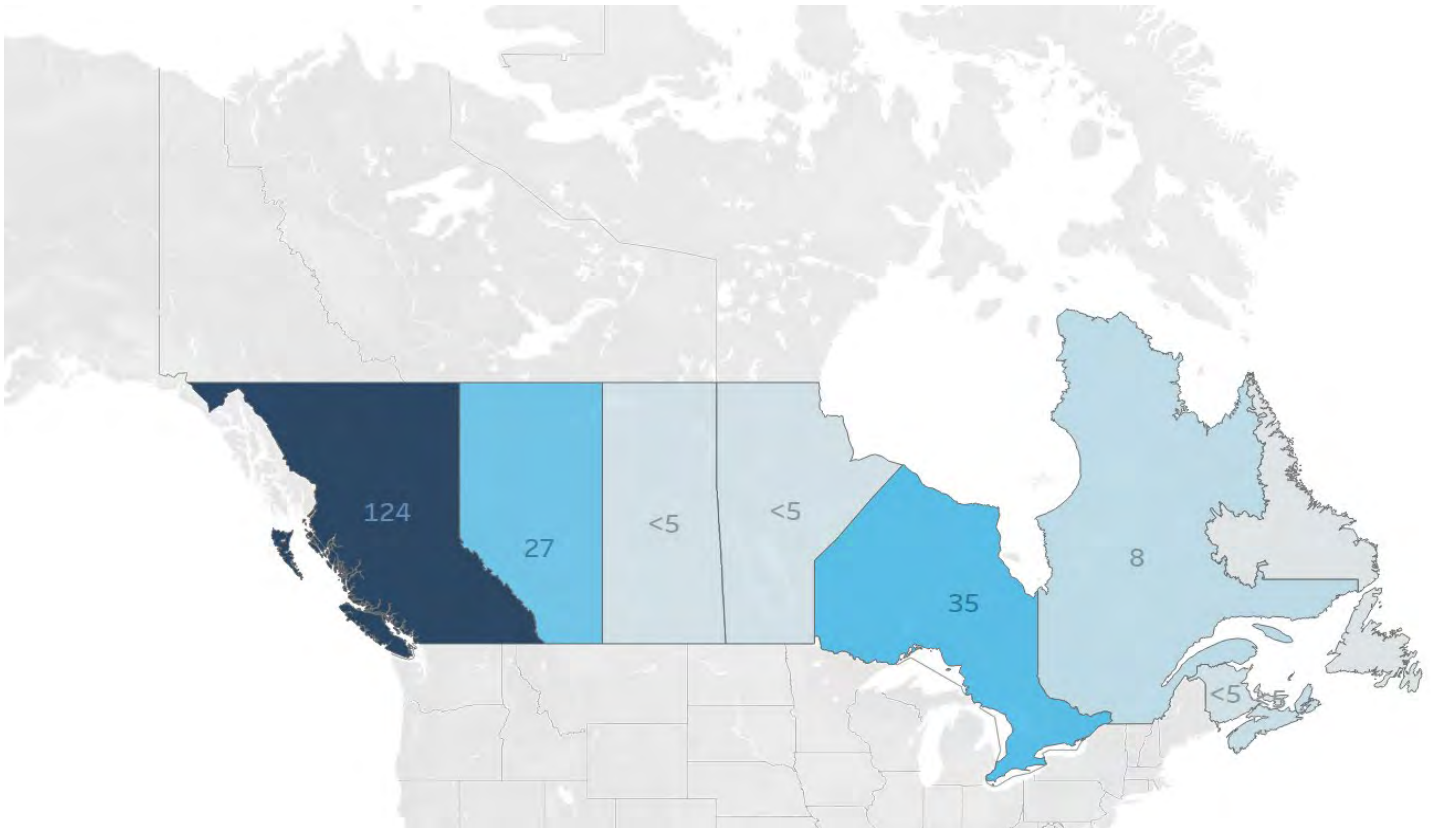
FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS
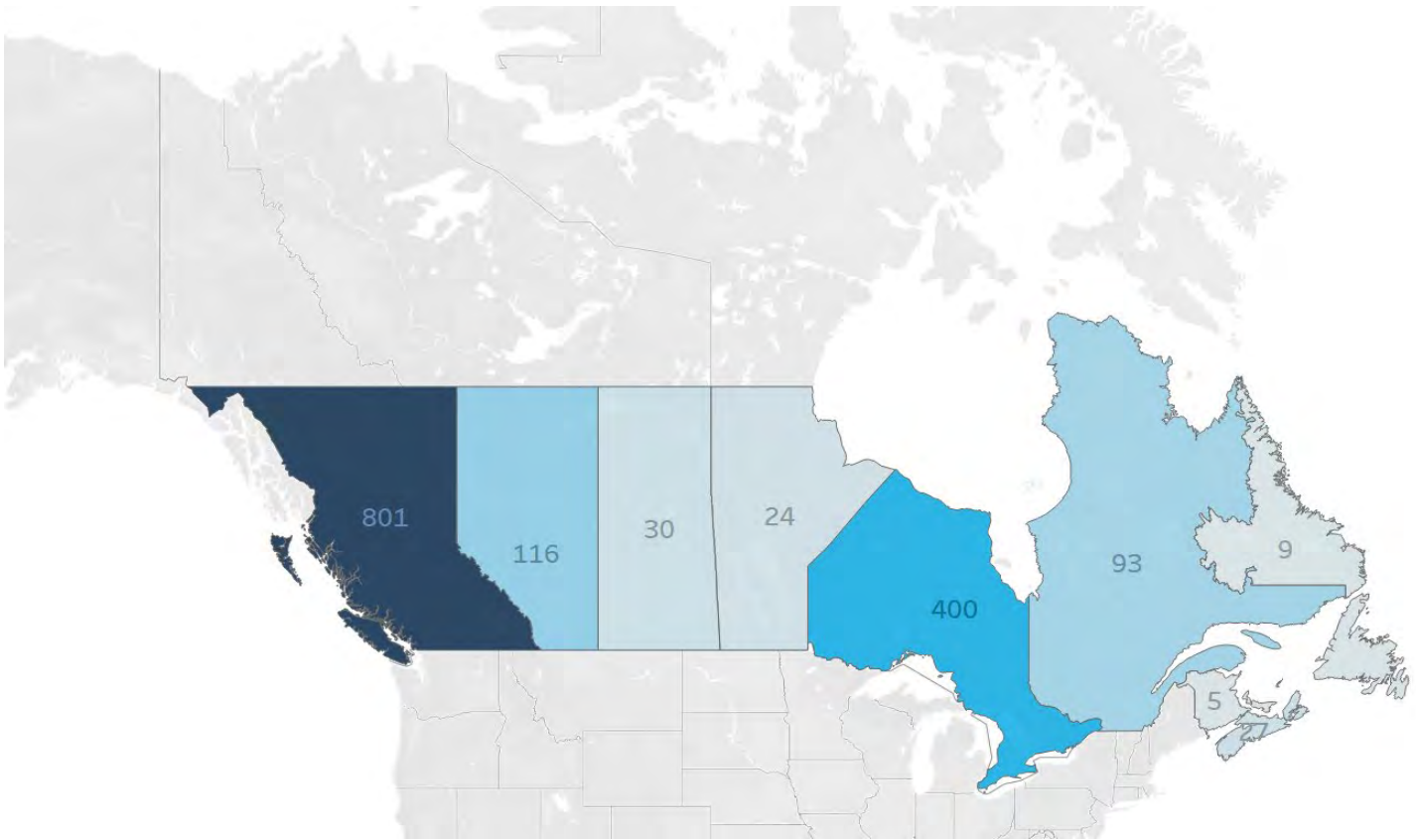


The 2021/22 new-to-UBC international graduate students came from many countries or territories (see Figure 21, N = 350 and Figure 22, N = 2,271). For Okanagan students, following Canada, India and China dominated. On the Vancouver campus, most students studied at an institution in China or India prior to entering their graduate program at UBC.

FIGURE 21: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2021/22, OKANAGAN CAMPUS
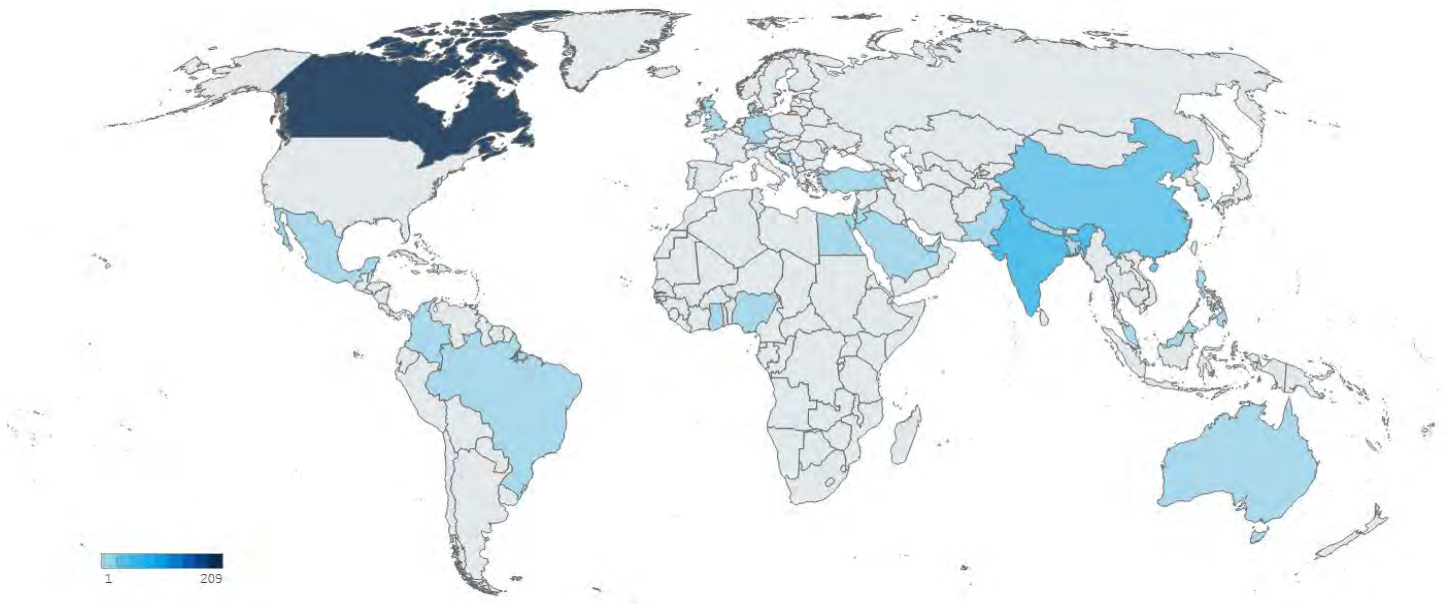


FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2021/22, VANCOUVER CAMPUS
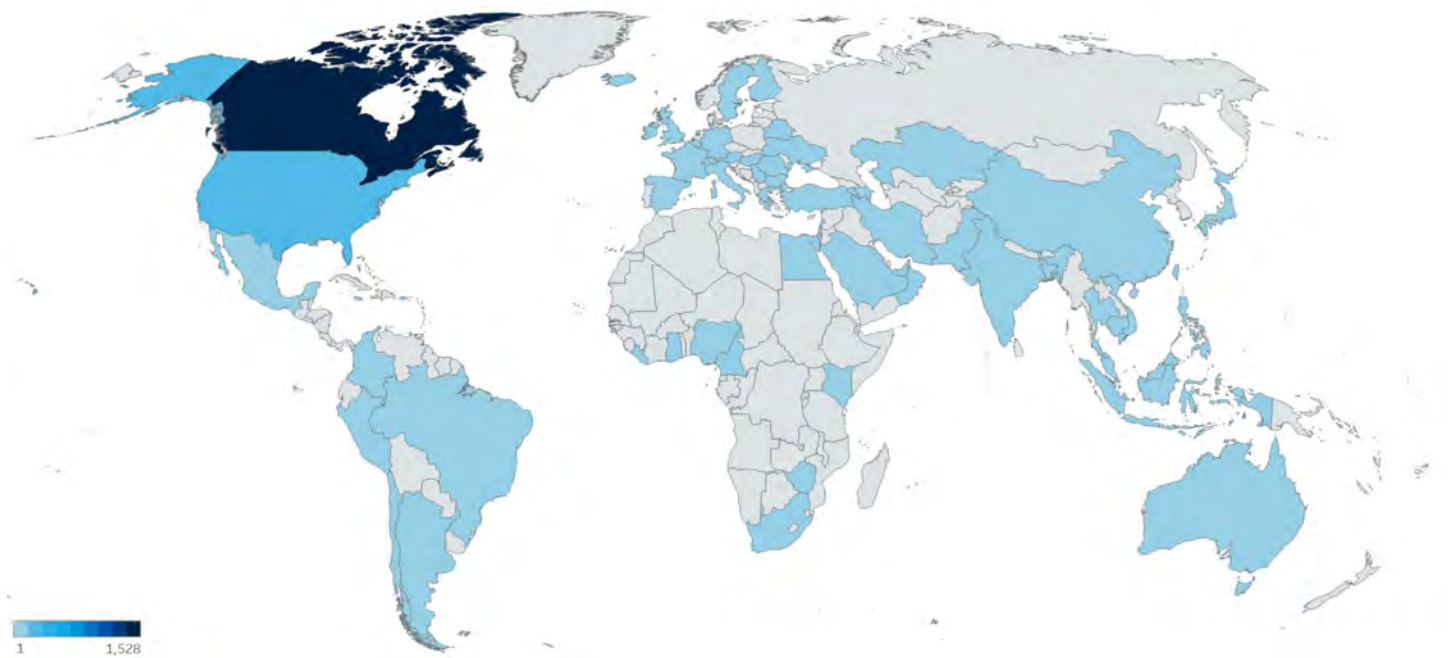
# UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

## WHAT IS UBC'S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

Figure 23 illustrates the historical and 2021/22 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

UBC Okanagan was funded for 7,118 domestic undergraduate and graduate student FTEs for 2021/22 and delivered over the FTE target. As of November 1, 2021, the actual FTE total enrolment was estimated to be 8,904, an increase of 442 FTEs over the previous year, representing a utilization rate of 125% (about 123% estimated for the official reporting date of March 1, 2021, accounting for attrition from the fall to winter terms). As of November, UBC Okanagan had an undergraduate utilization rate of 113% and graduate FTE utilization rate of 735%.

UBC Vancouver was funded for 36,056 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 42,608 FTEs (118%). As of November, UBC Vancouver had an undergraduate utilization rate of 111% and graduate FTE utilization rate of 154%.

Combining both campuses, government-funded domestic FTEs for 2021/22 were 43,174 and actual enrolment was 51,512 FTEs, which results in a 119% utilization rate. There were 41,404 undergraduate domestic student FTEs enrolled representing a utilization rate of 111%, and 10,108 graduate student FTEs enrolled representing a utilization rate of 167%.

FIGURE 23: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTES, BY CAMPUS
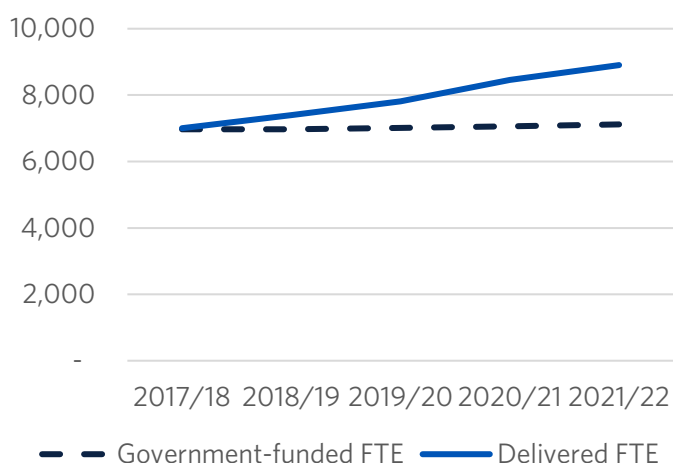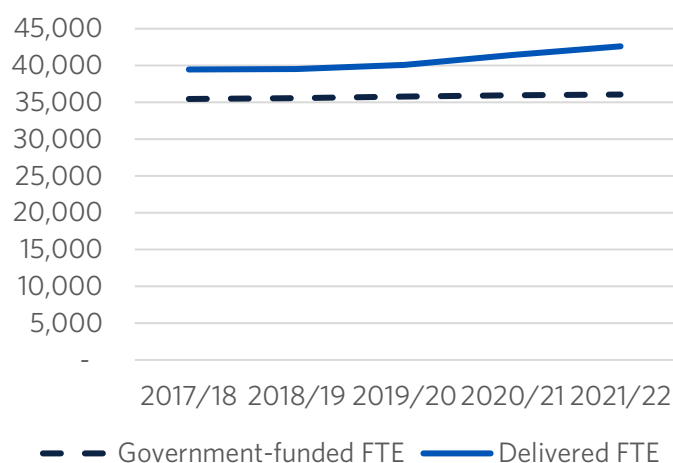


## HOW MANY STUDENTS DID UBC ENROL IN 2021/22?

In 2021/22, 70,757 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 3% over the previous year. The number of undergraduate students was 58,206 and graduate students was 12,551 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2021/22, with the remaining 17% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students

taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in Appendix B.

On the Okanagan campus, there were 11,989 undergraduate and graduate students enrolled in 2021/22, a 4% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since being established in 2005/06, headcount enrolment has increased by 241% (N = 3,511). Undergraduate student enrolment increased by 3% over the previous year and graduate student enrolment increased by 7%. Further, 2021/22 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,183). Approximately 28% of all Okanagan students enrolled in 2021/22 were new-to-UBC students (N = 3,350).[2]

The Vancouver campus 2021/22 total enrolment grew to 60,292 an increase of 3% over the previous year, with nearly all of the growth concentrated in graduate master's degree, undergraduate baccalaureate degree program, and non-degree student enrolment.

TABLE 4: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 30 | 11 | 19 | 18 | 17 |
| | | Baccalaureate Degree | 7,896 | 8,565 | 9,160 | 10,074 | 10,382 |
| | | Post-Baccalaureate Degree | 119 | 186 | 237 | 235 | 220 |
| | | Non-Degree | 219 | 228 | 227 | 132 | 187 |
| | | Undergraduate Total | 8,264 | 8,990 | 9,643 | 10,459 | 10,806 |
| | Graduate | Master's Degree | 559 | 626 | 702 | 711 | 760 |
| | | Doctoral Degree | 297 | 319 | 363 | 392 | 423 |
| | | Graduate Total | 856 | 945 | 1,065 | 1,103 | 1,183 |
| | | **Okanagan Total** | **9,120** | **9,935** | **10,708** | **11,562** | **11,989** |
| Vancouver | Undergraduate | Diploma & Certificate | 2,460 | 2,403 | 2,362 | 2,439 | 2,603 |
| | | Baccalaureate Degree | 36,670 | 37,238 | 37,859 | 39,462 | 40,088 |
| | | Post-Baccalaureate Degree | 2,781 | 2,836 | 2,864 | 2,868 | 2,813 |
| | | Non-Degree | 2,467 | 2,405 | 2,431 | 1,553 | 1,896 |
| | | Undergraduate Total | 44,378 | 44,882 | 45,516 | 46,322 | 47,400 |
| | Residents | Residents Total | 1,461 | 1,468 | 1,448 | 1,526 | 1,524 |
| | Graduate | Master's Degree | 6,395 | 6,432 | 6,687 | 6,977 | 7,586 |
| | | Doctoral Degree | 3,546 | 3,549 | 3,599 | 3,637 | 3,782 |
| | | Graduate Total | 9,941 | 9,981 | 10,286 | 10,614 | 11,368 |
| | | **Vancouver Total** | **55,780** | **56,331** | **57,250** | **58,462** | **60,292** |
| **Grand Total** | | | **64,900** | **66,266** | **67,958** | **70,024** | **72,281** |

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences. Not all residents have student status, but all are counted towards FTE targets.

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[2] New-to-UBC students are new students who have not studied previously at UBC.

# HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2021/22?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 5 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan increased by 3% in 2021/22 (N = 8,441 in 2020/21), while domestic graduate student enrolment increased by 1% (N = 707 in 2020/21). Domestic new-to-UBC undergraduate student enrolment in 2021/22 (N = 2,360) decreased by 3% when compared with the previous year (N = 2,444 in 2020/21) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2021/22 (N = 41,968) increased compared to 2020/21 (N = 41,432). Domestic new-to-UBC undergraduate student enrolment decreased between 2020/21 (N = 8,050) and 2021/22 (N = 7,764) by 4%.

TABLE 5: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 30 | 11 | 19 | 18 | 17 |
| | | Baccalaureate Degree | 6,777 | 7,119 | 7,440 | 8,066 | 8,299 |
| | | Post-Baccalaureate Degree | 119 | 186 | 237 | 235 | 220 |
| | | Non-Degree | 139 | 170 | 148 | 122 | 131 |
| | | Undergraduate Total | 7,065 | 7,486 | 7,844 | 8,441 | 8,667 |
| | Graduate | Master's Degree | 421 | 456 | 498 | 503 | 486 |
| | | Doctoral Degree | 161 | 173 | 181 | 204 | 227 |
| | | Graduate Total | 582 | 629 | 679 | 707 | 713 |
| | | Okanagan Total | 7,647 | 8,115 | 8,523 | 9,148 | 9,380 |
| Vancouver | Undergraduate | Diploma & Certificate | 2,290 | 2,237 | 2,169 | 2,166 | 2,299 |
| | | Baccalaureate Degree | 26,909 | 26,838 | 27,091 | 28,333 | 28,748 |
| | | Post-Baccalaureate Degree | 2,748 | 2,808 | 2,840 | 2,841 | 2,769 |
| | | Non-Degree | 1,222 | 1,181 | 1,201 | 1,380 | 1,121 |
| | | Undergraduate Total | 33,169 | 33,064 | 33,301 | 34,720 | 34,937 |
| | Residents | Residents Total | 1,452 | 1,468 | 1,448 | 1,526 | 1,520 |
| | Graduate | Master's Degree | 4,473 | 4,406 | 4,421 | 4,778 | 5,076 |
| | | Doctoral Degree | 2,001 | 1,988 | 1,982 | 1,934 | 1,955 |
| | | Graduate Total | 6,474 | 6,394 | 6,403 | 6,712 | 7,031 |
| | | Vancouver Total | 41,095 | 40,926 | 41,152 | 42,958 | 43,488 |
| Grand Total | | | 48,742 | 49,041 | 49,675 | 52,106 | 52,868 |

# HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2021/22?

UBC is committed to expanding educational opportunities for Indigenous students. There is some imprecision associated with the reported number of Indigenous students enrolled at UBC because students are not required to identify as Indigenous at any time during their studies, but can do so voluntarily. Students' Indigenous status is gleaned from several sources: students may self-identify as part of the admissions process, or they may indicate their Indigenous status at any time after initial admission. Thus, the numbers of Indigenous students shown in Tables 3 and 6 are an underestimation of the actual number of students enrolled.

Reporting is based on the number of Indigenous students of Canada. There are a small number of additional students who are not included in the following sections because they are international Indigenous students, that is, they require government-issued study permits to enrol at UBC.

In 2021/22, 6.3% of students enrolled on the Okanagan campus identified as Indigenous (N = 758), constituting 8.1% of all domestic students. About 2.4% of all students on the Vancouver campus identified as Indigenous, constituting 3.3% of all domestic students.

In 2021/22, 276 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 40 new Indigenous students started a graduate program; 32 in master's programs and 8 in a doctoral program. On the Okanagan campus in 2021/22, 156 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program. An additional 16 Indigenous students started a graduate program, an increase compared to 2020/21 (N = 9); seven student entered doctoral studies and 9 started a master's program.

UBC places great importance on partnering with Indigenous communities and promoting access to postsecondary education for Indigenous students. To better support retention and to support students' success, specialized personnel have been added to undergraduate admissions and recruitment teams. With the guidance of an Indigenous Strategic Plan endorsed by the Board of Governors these roles will advance services in support of Indigenous students.

TABLE 6: DOMESTIC INDIGENOUS STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 1 | 1 | | 1 | |
| | | Baccalaureate Degree | 473 | 463 | 524 | 600 | 644 |
| | | Post-Baccalaureate Degree | 5 | 8 | 16 | 19 | 21 |
| | | Non-Degree | 54 | 57 | 63 | 41 | 32 |
| | | Undergraduate Total | 533 | 529 | 603 | 661 | 697 |
| | Graduate | Master's Degree | 28 | 26 | 37 | 39 | 42 |
| | | Doctoral Degree | 9 | 8 | 9 | 12 | 19 |
| | | Graduate Total | 37 | 34 | 46 | 51 | 61 |
| | | Okanagan Total | 570 | 563 | 649 | 712 | 758 |
| Vancouver | Undergraduate | Diploma & Certificate | 24 | 30 | 29 | 33 | 31 |
| | | Baccalaureate Degree | 665 | 635 | 687 | 739 | 856 |
| | | Post-Baccalaureate Degree | 204 | 206 | 208 | 224 | 216 |
| | | Non-Degree | 44 | 45 | 28 | 25 | 36 |
| | | Undergraduate Total | 937 | 916 | 952 | 1,021 | 1,139 |
| | Residents | Residents Total | 32 | 38 | 34 | 33 | 39 |
| | Graduate | Master's Degree | 165 | 142 | 142 | 202 | 186 |
| | | Doctoral Degree | 69 | 72 | 79 | 74 | 82 |
| | | Graduate Total | 234 | 214 | 221 | 276 | 268 |
| | | Vancouver Total | 1,203 | 1,168 | 1,207 | 1,330 | 1,446 |
| Grand Total | | | 1,773 | 1,731 | 1,856 | 2,042 | 2,204 |

# HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2021/22?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.[3] Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2017/18 through 2021/22, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in "for-credit" courses (33 on the Okanagan campus and 256 on the Vancouver campus).

In 2021/22, 2,609 international students were enrolled on the Okanagan campus, representing an 8% increase over the previous year (N = 2,414), which is the largest international student population to date. International students represented 22% of the total student population. In 2021/22, 856 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment increased by1% (N =683) over the previous year (N = 675) (not shown in the Table). International students made up 20% of all undergraduate students and 40% of all graduate students. Since 2011/12, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 13%.

In 2021/22, 16,804 international students were enrolled on the Vancouver campus, which represents an 8% increase over the previous year. The proportion of international students was greater at the graduate level, where they comprised 38% of all graduate students. International students comprised 26% of all undergraduate students.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | | | | | |
| | | Baccalaureate Degree | 1,119 | 1,446 | 1,720 | 2,008 | 2,083 |
| | | Post-Baccalaureate Degree | | | | | |
| | | Non-Degree | 80 | 58 | 79 | 10 | 56 |
| | | Undergraduate Total | 1,199 | 1,504 | 1,799 | 2,018 | 2,139 |
| | Graduate | Master's Degree | 138 | 170 | 204 | 208 | 274 |
| | | Doctoral Degree | 136 | 146 | 182 | 188 | 196 |
| | | Graduate Total | 274 | 316 | 386 | 396 | 470 |
| | | Okanagan Total | 1,473 | 1,820 | 2,185 | 2,414 | 2,609 |
| Vancouver | Undergraduate | Diploma & Certificate | 170 | 166 | 193 | 273 | 304 |
| | | Baccalaureate Degree | 9,761 | 10,400 | 10,768 | 11,129 | 11,340 |
| | | Post-Baccalaureate Degree | 33 | 28 | 24 | 27 | 44 |
| | | Non-Degree | 1,245 | 1,224 | 1,230 | 173 | 775 |
| | | Undergraduate Total | 11,209 | 11,818 | 12,215 | 11,602 | 12,463 |
| | Residents | Residents Total | 9 | | | | 4 |
| | Graduate | Master's Degree | 1,922 | 2,026 | 2,266 | 2,199 | 2,510 |
| | | Doctoral Degree | 1,545 | 1,561 | 1,617 | 1,703 | 1,827 |
| | | Graduate Total | 3,467 | 3,587 | 3,883 | 3,902 | 4,337 |
| | | Vancouver Total | 14,685 | 15,405 | 16,098 | 15,504 | 16,804 |
| Grand Total | | | 16,158 | 17,225 | 18,283 | 17,918 | 19,413 |

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[3] Permits are issued by Immigration, Refugees and Citizenship Canada.

# HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2021/22?

Transfer students enter a UBC degree program either after completing courses in a different UBC program, or after obtaining relevant post-secondary course credits from another recognized university or college. Figure 24 identifies that 2,528 new to UBC transfer students enrolled in Vancouver and 666 enrolled in an Okanagan program. In addition, 1,309 students transferred internally between UBC programs in Vancouver and 335 in the Okanagan. The Vancouver campus enrolled 659 international new-to-UBC transfer students and 65 enrolled in the Okanagan.

### FIGURE 24: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2021/22

Okanagan Campus
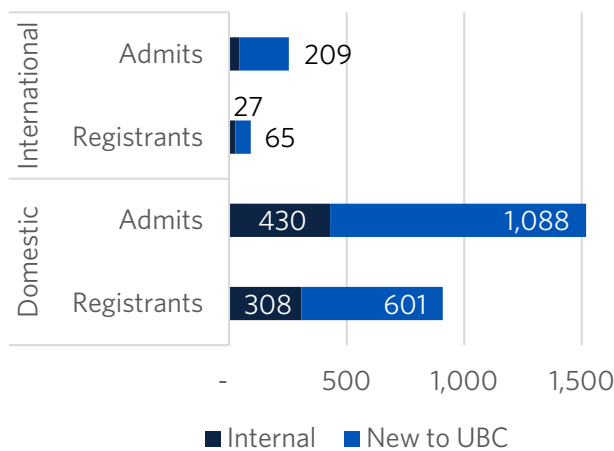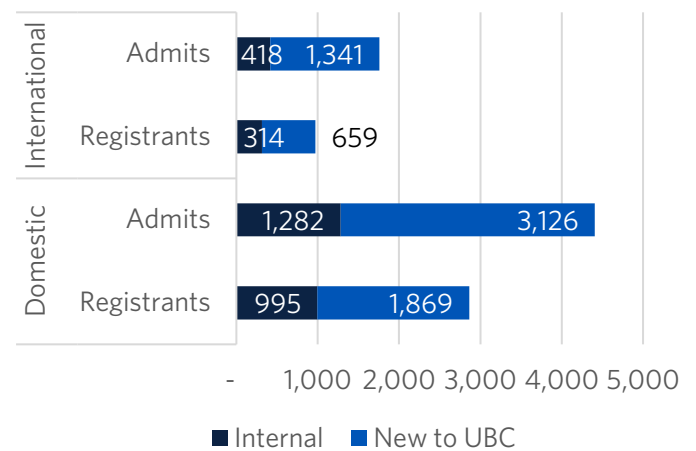
Vancouver Campus



Figure 25 focuses on UBC students who transferred between programs on different campuses. In 2021/22 this included a total of 338 undergraduate students. Sixteen students transferred to the Okanagan campus from a Vancouver program, and 322 students transferred to Vancouver from the Okanagan campus.

FIGURE 25: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR

Vancouver to Okanagan             Okanagan to Vancouver
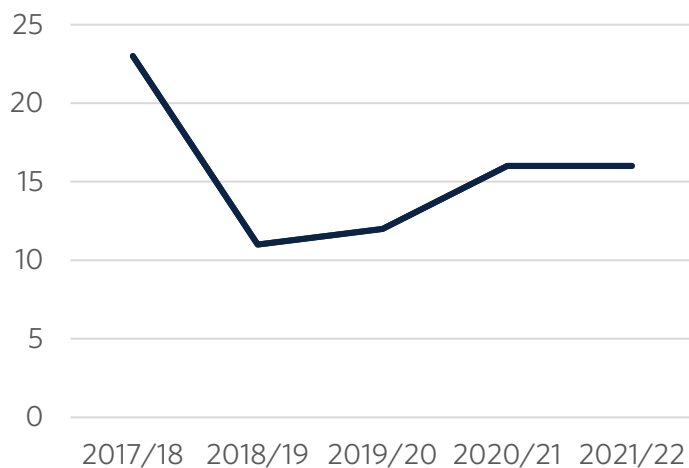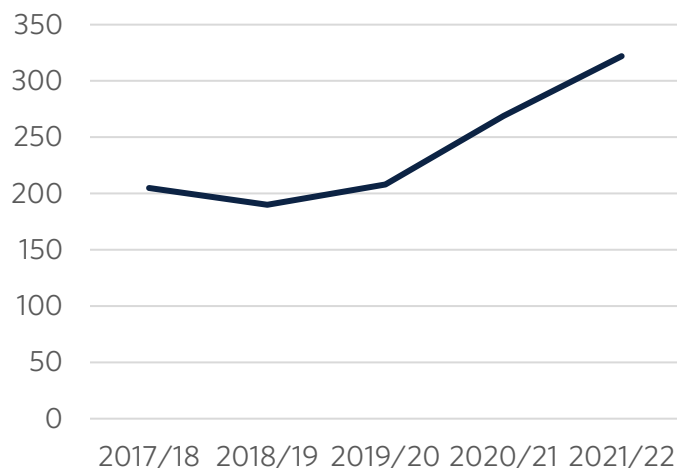


## HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

UBC's Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The college's program, Vantage One, offers an enriched first-year undergraduate experience for international students who, after successfully completing one year of coursework combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2021/22, students transitioned into: Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver campus). The headcounts for 2021/22 Vantage College students are: 61 students in the Applied Science stream, 89 in Arts, and 116 in the Science stream.

## HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

In 2013/14, UBC was one of a handful of B.C. post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing "wrap-around" support, helping students navigate the application and admission process, as well as the services and resources available to them at UBC and in the broader community.

Undergraduate, unclassified, and second-degree students with lived experience in care are eligible for a tuition waiver at UBC. An age limit for tuition waiver eligibility was lifted in 2020/21 and in 2021/22 an additional three students became eligible for the waiver, as a result.

Over the past few years, the number of registered students at UBC who were "post-care" has more than doubled. There are currently 106 former youth in care studying at UBC on either a Provincial or UBC tuition waiver, a 41% increase over 2020/21. Since the inception of the program in 2013, 32 former youth in care students have graduated from UBC with undergraduate degrees. Figure 26 shows that in 2021/22 this initiative is providing support to 88 students who were formerly in government care.

FIGURE 26: FUNDED STUDENTS WITH LIVED EXPERIENCE IN CARE, BY CAMPUS

Okanagan Campus
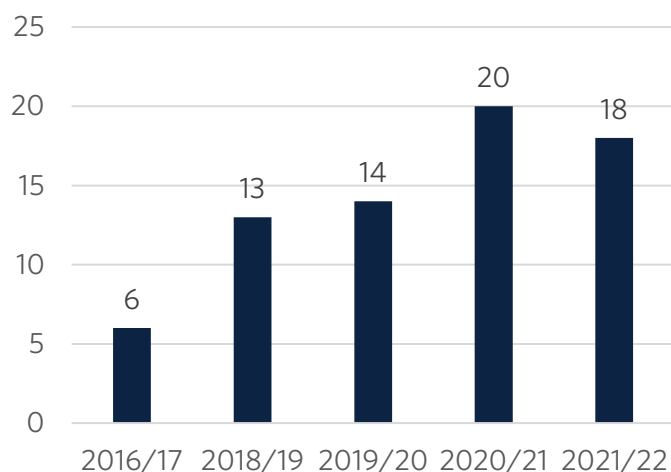
Vancouver Campus
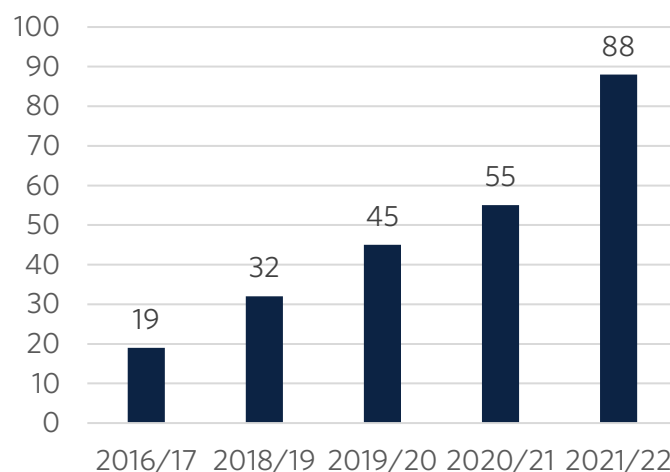


## HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnerships with about 80 Canadian universities. A key to WUSC's success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC's local committees raise funds and awareness for the program and play a vital role in providing social and academic support for the 10 WUSC new-to-UBC students enrolled in 2021/22. In all, there are 49 WUSC students enrolled at UBC. Together, UBC's student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students' tuition, book fees, and partial housing and living expenses.

## WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

The gender distribution of students enrolled at UBC in 2021/22 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 27).[4] There are seven students on the Okanagan campus and forty-nine students on the Vancouver campus with no declared gender for 2021/22.

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[4] The binary gender categories "male" and "female" were used for this report because they were the only categories collected in the UBC student information system at the time.

FIGURE 27: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2021/22

Okanagan Campus            Vancouver Campus
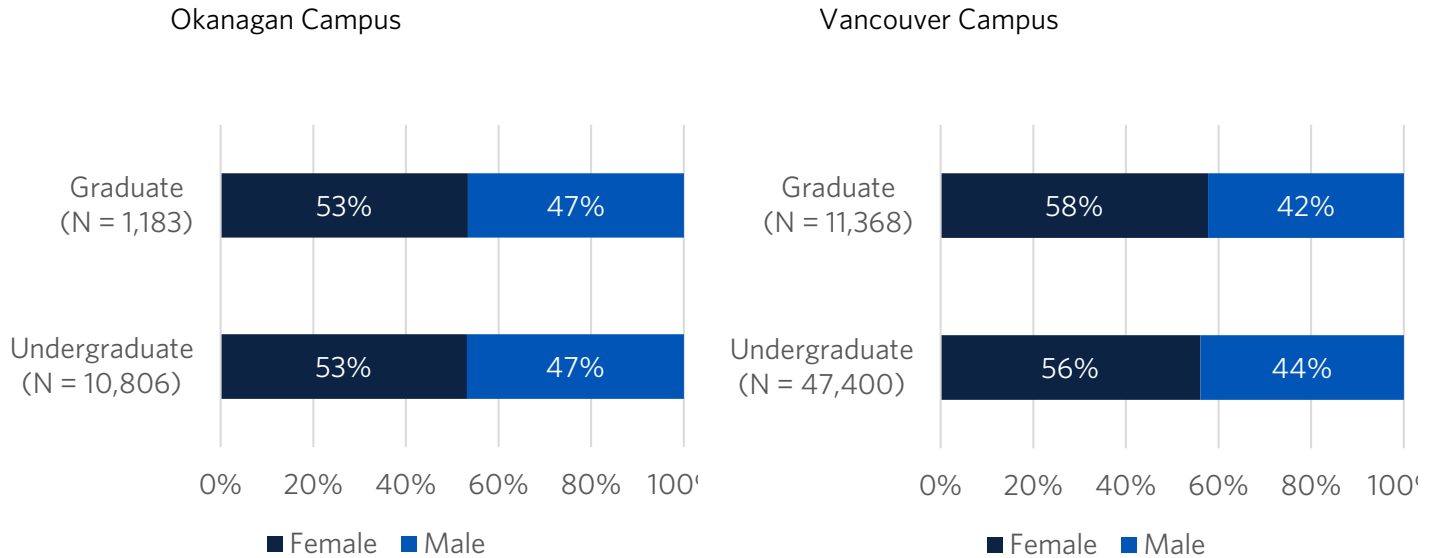


The majority of undergraduate students, in 2021/22, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 28). On the Okanagan campus, the undergraduate students' average age, in 2021/22, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (38%), followed by the 21-25-year age group (28%); the average age was 30 years. On the Vancouver campus, the undergraduate students' average age was 22 years. The largest proportion of graduate students (34%) was the 26-30-year age groups followed by the 12-25-year age group (32%); the graduate students' average age was 30 years.

FIGURE 28: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2021/22

Okanagan Campus            Vancouver Campus
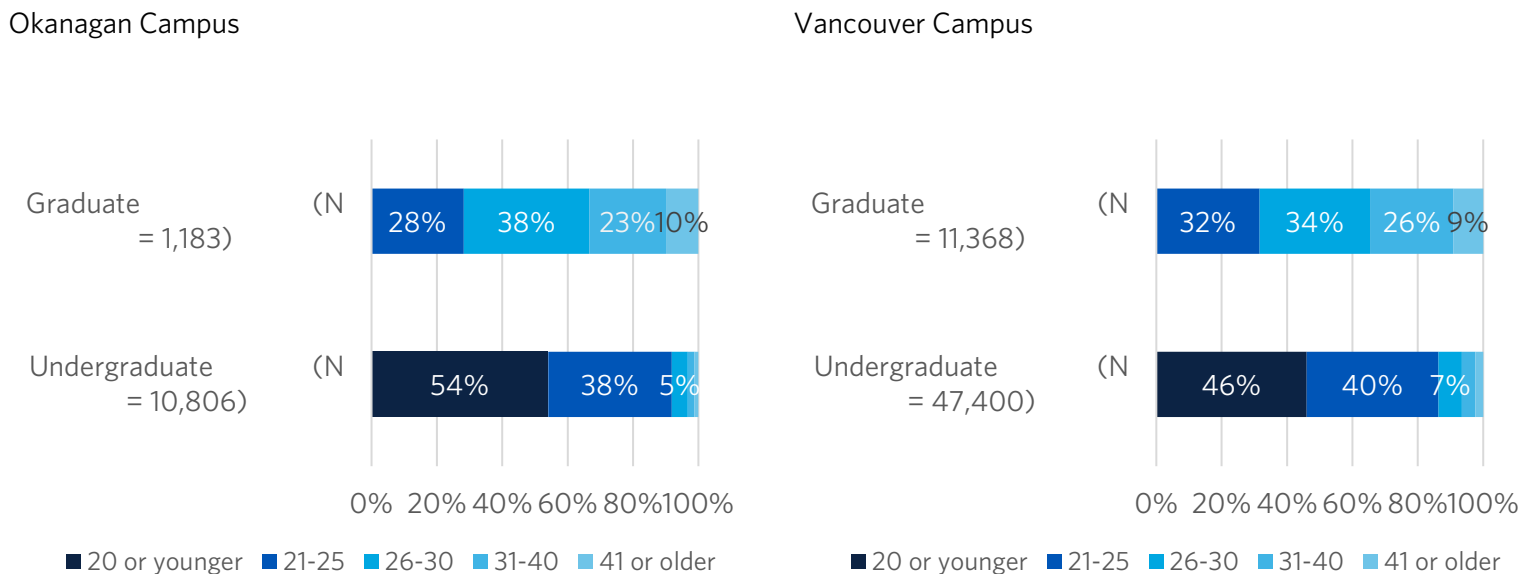
# WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2021/22, UBC's international students, at both campuses combined, were citizens of over 150 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 29 (N = 2,609) and 30 (N = 16,790) provide maps of the countries or territories of citizenship for each campus. About one third (33%) of UBC's international students held Chinese citizenship in 2021/22 (N = 6,385). Following China, the most common countries of citizenship were India, the U.S.A., Iran, and the Republic of Korea.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2021/22, 119 countries were represented by 2,609 students.

A total of 148 countries were represented by 16,804 international students on the Vancouver campus in 2021/22 as seen in Figure 30 (N = 16,790 with 10 Unknown). Thirty-five percent of these international students held Chinese citizenship (N = 5,826). Since 2011/12, the number of international students with Indian citizenship has increased by 774%.

TABLE 8: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

| Student Level | Citizenship | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | Change from 2017/18 |
|---|---|---|---|---|---|---|---|
| Undergraduate | China | 368 | 471 | 536 | 574 | 486 | 32% |
| | India | 90 | 174 | 255 | 358 | 453 | 403% |
| | United States of America | 76 | 80 | 83 | 101 | 107 | 41% |
| | Hong Kong | 32 | 42 | 46 | 48 | 63 | 97% |
| | Japan | 33 | 36 | 41 | 42 | 50 | 52% |
| | Indonesia | 15 | 26 | 37 | 47 | 48 | 220% |
| | Vietnam | 10 | 20 | 29 | 33 | 45 | 350% |
| | Republic of Korea | 42 | 32 | 43 | 48 | 44 | 5% |
| | Bangladesh | 22 | 28 | 30 | 31 | 40 | 82% |
| | Brazil | 18 | 25 | 33 | 43 | 40 | 122% |
| | Other | 497(83) | 570(83) | 666(94) | 693(96) | 763(105) | 54% |
| | **Undergraduate Total** | **1,203** | **1,504** | **1,799** | **2,018** | **2,139** | **78%** |
| Graduate | Iran | 50 | 56 | 81 | 98 | 113 | 126% |
| | India | 44 | 71 | 78 | 65 | 97 | 120% |
| | China | 47 | 53 | 62 | 58 | 73 | 55% |
| | Bangladesh | 19 | 18 | 30 | 28 | 30 | 58% |
| | United States of America | 18 | 19 | 23 | 24 | 24 | 33% |
| | Pakistan | 11 | 11 | 11 | 12 | 17 | 55% |
| | Other | 85(37) | 87(43) | 101(48) | 111(45) | 116(47) | 36% |
| | | 274 | 315 | 386 | 396 | 470 | 72% |
| Grand Total | | 1,477 | 1,819 | 2,185 | 2,414 | 2,609 | 77% |

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

## TABLE 9: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

| Student Level | Citizenship | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | Change from 2017/18 |
|---|---|---|---|---|---|---|---|
| Undergraduate | China | 4,406 | 4,856 | 4,997 | 4,936 | 4,729 | 7% |
| | India | 726 | 941 | 1,211 | 1,575 | 1,977 | 172% |
| | United States of America | 1,081 | 1,045 | 981 | 902 | 891 | -18% |
| | Korea, Republic of | 435 | 435 | 446 | 439 | 446 | 3% |
| | Indonesia | 215 | 234 | 265 | 290 | 349 | 62% |
| | Hong Kong | 290 | 288 | 271 | 266 | 309 | 7% |
| | Japan | 326 | 306 | 294 | 192 | 250 | -23% |
| | Taiwan | 150 | 153 | 167 | 180 | 185 | 23% |
| | Vietnam | 92 | 104 | 119 | 148 | 175 | 90% |
| | Turkey | 141 | 174 | 177 | 174 | 168 | 19% |
| | Other | 3,347(137) | 3,282(130) | 3,287(134) | 2,500(130) | 2,984(134) | -11% |
| | | 11,209 | 11,818 | 12,215 | 11,602 | 12,463 | 11% |
| Graduate | China | 817 | 859 | 959 | 1,060 | 1,097 | 34% |
| | United States of America | 581 | 596 | 637 | 608 | 634 | 9% |
| | India | 343 | 405 | 494 | 459 | 535 | 56% |
| | Iran | 210 | 220 | 261 | 298 | 371 | 77% |
| | Mexico | 101 | 92 | 92 | 89 | 124 | 23% |
| | Hong Kong | 30 | 31 | 29 | 45 | 110 | 267% |
| | United Kingdom | 106 | 94 | 90 | 86 | 95 | -10% |
| | Brazil | 86 | 100 | 87 | 89 | 91 | 6% |
| | Nigeria | 49 | 66 | 71 | 72 | 82 | 67% |
| | Germany | 84 | 82 | 73 | 64 | 69 | -18% |
| | Other | 1,060(105) | 1,042(114) | 1,090(110) | 1,032(108) | 1,129(108) | 7% |
| | | 3,467 | 3,587 | 3,883 | 3,902 | 4,337 | 25% |
| Grand Total | | 14,676 | 15,405 | 16,098 | 15,504 | 16,800 | 14% |

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

FIGURE 29: INTERNATIONAL STUDENTS' CITIZENSHIP, 2021/22, OKANAGAN CAMPUS
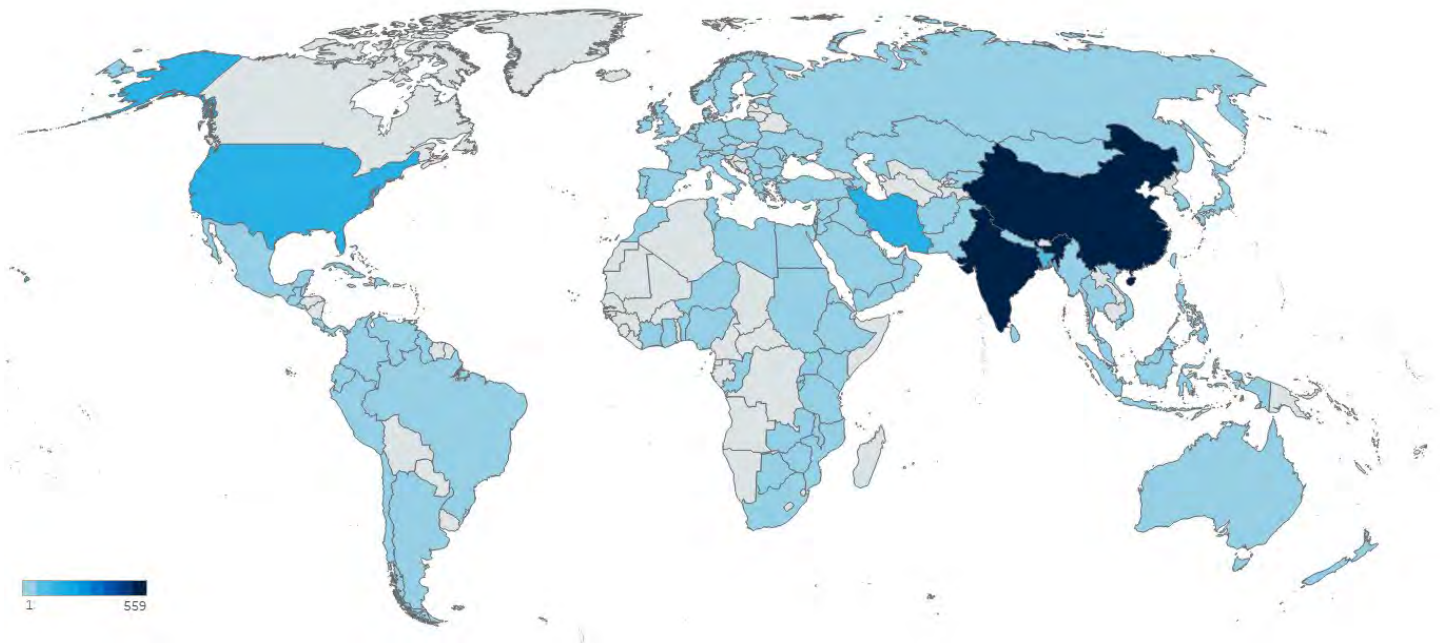


FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2021/22, VANCOUVER CAMPUS
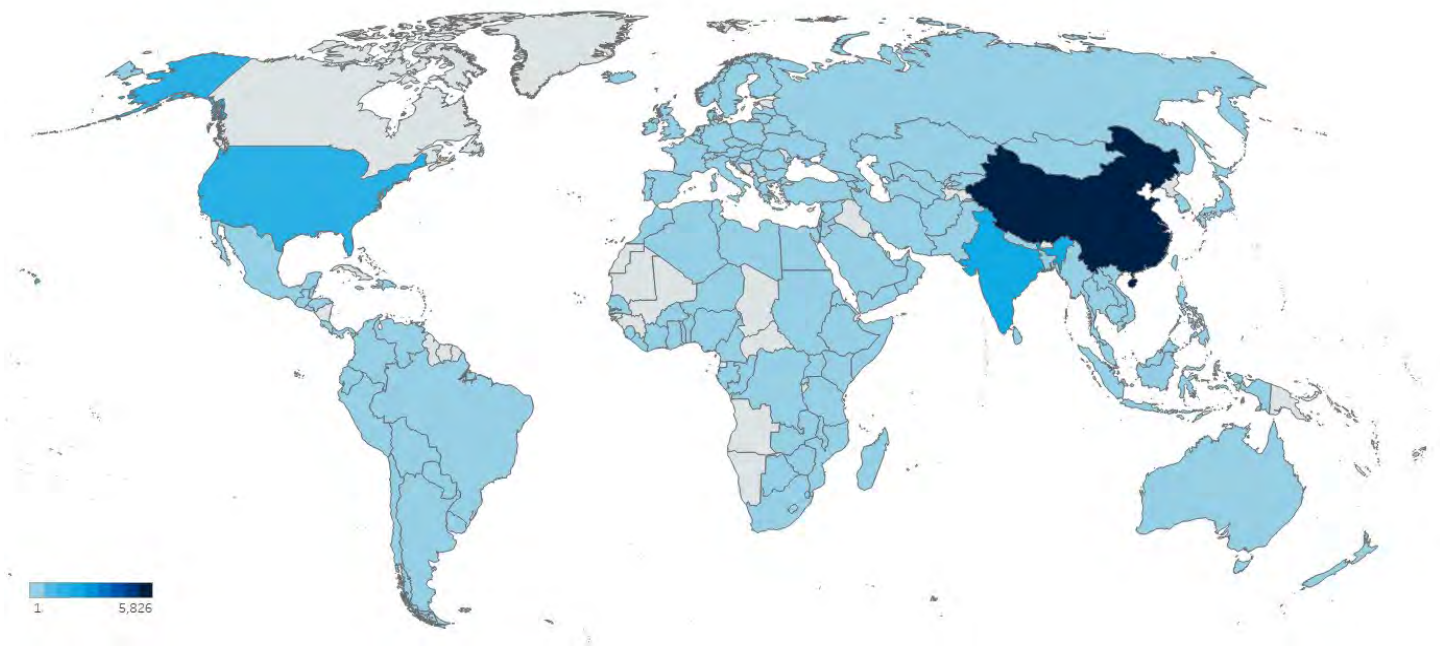
# INDICATORS OF STUDENT SUCCESS

## HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November). On the Okanagan campus, ceremonies are held in the spring. Credentials are reported by calendar year. Table 10 shows a steadily increasing number of credentials awarded, which is consistent with UBC's enrolment growth over the period under review. A total of 1,973 credentials were awarded to Okanagan campus graduates in 2020. Since 2005, over 21,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 17% growth in the number of credentials awarded annually between 2016 and 2020. Almost 13,000 credentials were awarded to students on the Vancouver campus in 2020.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY CALENDAR YEAR, BY CAMPUS

| Campus | Program Level | Program Type | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | *Domestic* | | | | | |
| | | Baccalaureate Degree | 1,328 | 1,255 | 1,286 | 1,233 | 1,326 |
| | | Post-Baccalaureate Degree | 117 | 89 | 45 | 86 | 105 |
| | | *International* | | | | | |
| | | Baccalaureate Degree | 116 | 132 | 110 | 161 | 207 |
| | | Undergraduate Total | 1,561 | 1,476 | 1,441 | 1,480 | 1,638 |
| | Graduate | *Domestic* | | | | | |
| | | Master's Degree | 143 | 113 | 158 | 185 | 206 |
| | | Doctoral Degree | 17 | 28 | 17 | 30 | 26 |
| | | *International* | | | | | |
| | | Master's Degree | 37 | 49 | 56 | 78 | 81 |
| | | Doctoral Degree | 14 | 14 | 10 | 15 | 22 |
| | | Graduate Total | 211 | 204 | 241 | 308 | 335 |
| | | **Okanagan Total** | **1,772** | **1,680** | **1,682** | **1,788** | **1,973** |
| Vancouver | Undergraduate | *Domestic* | | | | | |
| | | Diploma & Certificate | 513 | 518 | 506 | 556 | 502 |
| | | Baccalaureate Degree | 5,413 | 5,560 | 5,505 | 5,580 | 5,655 |
| | | Post-Baccalaureate Degree | 1,038 | 1,102 | 1,140 | 1,200 | 1,242 |
| | | *International* | | | | | |
| | | Diploma & Certificate | 56 | 72 | 73 | 52 | 65 |
| | | Baccalaureate Degree | 1,098 | 1,329 | 1,711 | 2,052 | 2,292 |
| | | Post-Baccalaureate Degree | 7 | 13 | 18 | 15 | 8 |
| | | Undergraduate Total | 8,125 | 8,594 | 8,953 | 9,455 | 9,764 |
| | Graduate | *Domestic* | | | | | |
| | | Master's Degree | 1,643 | 1,725 | 1,778 | 1,797 | 1,673 |
| | | Doctoral Degree | 376 | 361 | 345 | 305 | 348 |
| | | *International* | | | | | |
| | | Master's Degree | 715 | 692 | 836 | 907 | 1,011 |
| | | Doctoral Degree | 181 | 185 | 184 | 189 | 175 |
| | | Graduate Total | 2,915 | 2,963 | 3,143 | 3,198 | 3,207 |
| | | **Vancouver Total** | **11,040** | **11,557** | **12,096** | **12,653** | **12,971** |
| **Grand Total** | | | **12,812** | **13,237** | **13,778** | **14,441** | **14,944** |

Note: In the Vancouver campus count of credentials awarded, the Master's Degree includes graduate students receiving a parchment for the Master of Digital Media program offered at the Centre for Digital Media, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

The number of Indigenous students conferred a UBC degree has increased by 18% between 2016 and 2020 (see Table 11). Indigenous students at the Okanagan campus received about 5% of all the undergraduate and graduate credentials awarded in 2020. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2020.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

| Campus | Program Level | 2016 Number | % | 2017 Number | % | 2018 Number | % | 2019 Number | % | 2020 Number | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | 68 | 4% | 68 | 5% | 97 | 7% | 88 | 6% | 81 | 5% |
| | Graduate | 12 | 6% | 7 | 3% | 5 | 2% | 10 | 3% | 15 | 4% |
| | Okanagan Total | 80 | 5% | 75 | 4% | 102 | 6% | 98 | 5% | 96 | 5% |
| Vancouver | Undergraduate | 162 | 2% | 168 | 2% | 168 | 2% | 189 | 2% | 188 | 2% |
| | Graduate | 51 | 2% | 24 | 1% | 56 | 2% | 68 | 2% | 62 | 2% |
| | Vancouver Total | 213 | 2% | 192 | 2% | 224 | 2% | 257 | 2% | 250 | 2% |
| Grand Total | | 293 | 2% | 267 | 2% | 326 | 2% | 355 | 2% | 346 | 2% |

# WHAT ARE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. If the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (at the system-level). For undergraduate students, it is typical to report completion rates within six years of the students' program start date.

Overall, 89% of the 2020/21 cohort of UBC Okanagan first-year undergraduate students were retained into 2021/22; 88% of the domestic cohort and 90% of the international cohort were retained.

For UBC Vancouver, 94% of the 2020/21 cohort of first-year undergraduate students were retained into 2021/22. Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 31). With the most recent cohort, 96% of domestic students and 89% of international first-year students were retained from 2020/21 into 2021/22.

FIGURE 31: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS
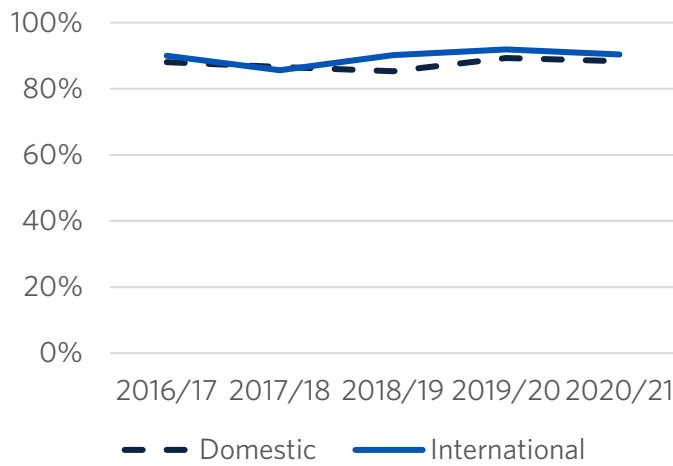
Okanagan Campus

Vancouver Campus
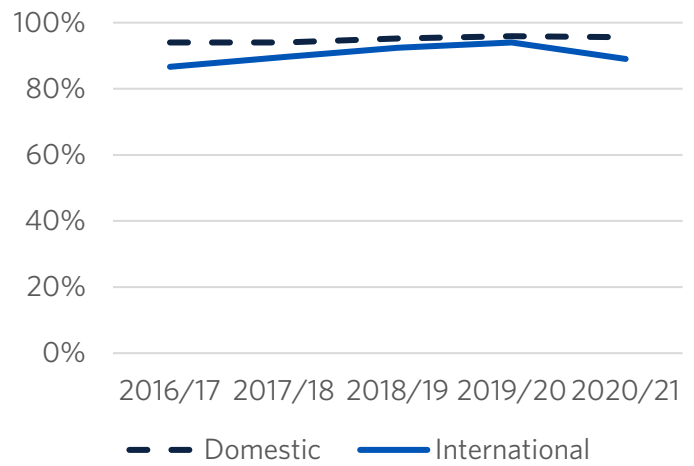


With respect to the cohort of undergraduate students who began their degree programs in 2015/16, 72% of UBC Okanagan students and 80% of UBC Vancouver students completed their programs within six years.

Overall, six-year completion rates have remained consistent over time, with very slight but steady increases over the last three years. Figure 32 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 32: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus
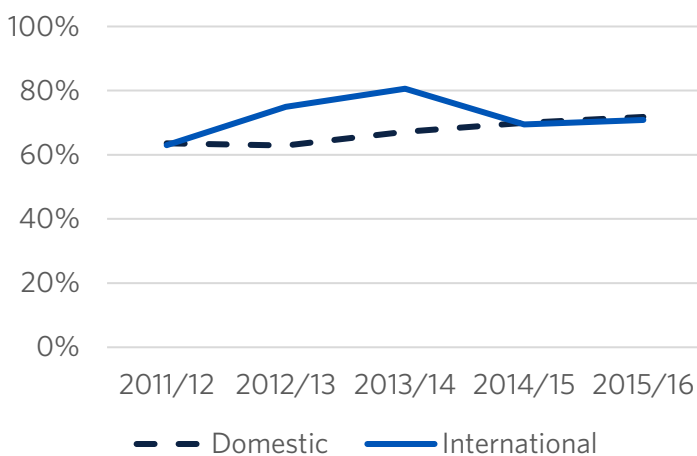
Vancouver Campus
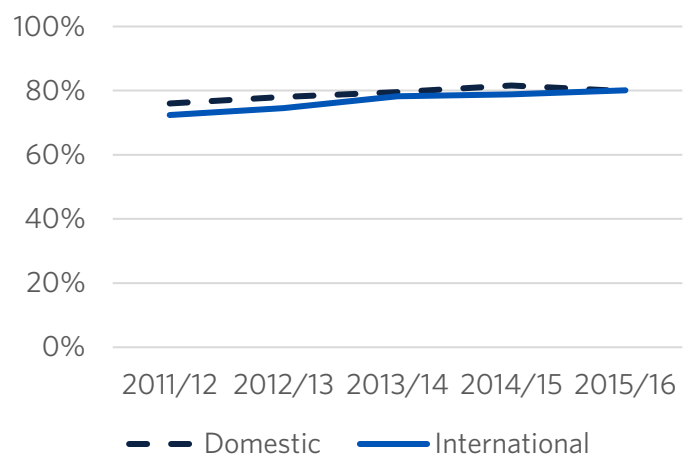
# WHAT ARE UBC'S INDIGENOUS UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Indigenous undergraduate students' retention and completion rates are also reported according to the Consortium for Student Retention Data Exchange standard definition (i.e., they began as first-time, full-time, first-year students). These retention rates are indicators of persistence from a student's first year into the subsequent year, irrespective of whether the student changed programs, campuses, or opted for part-time study.

Overall, 90% of the 2020/21 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2021/22, and for UBC Vancouver, 86% were retained.

FIGURE 33: RETENTION RATES OF INDIGENOUS STUDENTS, BY ENTRY YEAR, BY CAMPUS
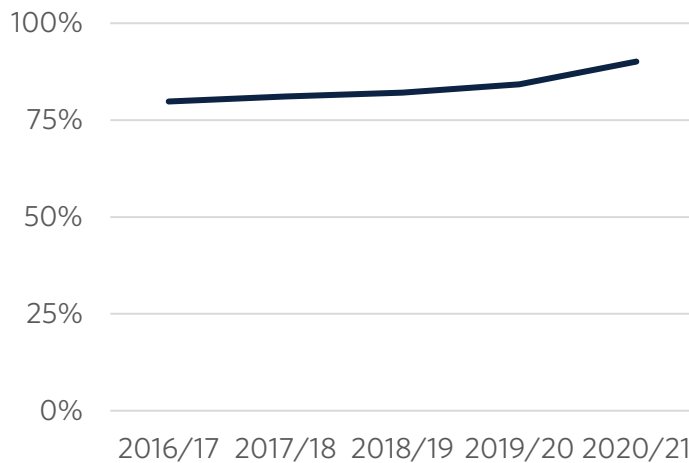
Okanagan Campus

Vancouver Campus
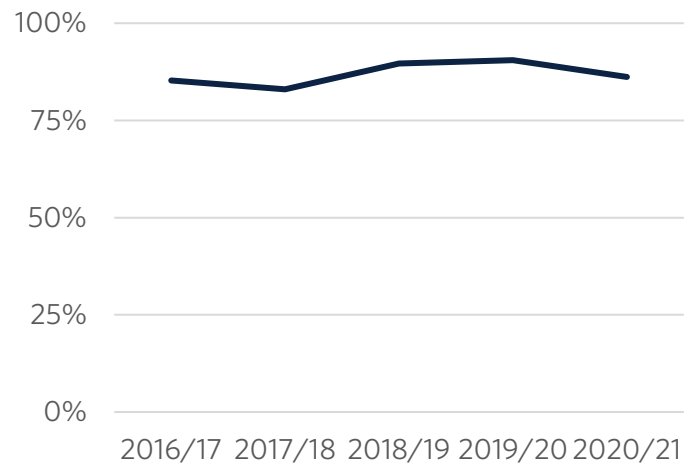


With respect to the cohort of full-time Indigenous undergraduate students who began the first-year of their degree programs in 2015/16, 65% of UBC Okanagan students and 66% of UBC Vancouver students completed their programs within six years.

FIGURE 34: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus

Vancouver Campus
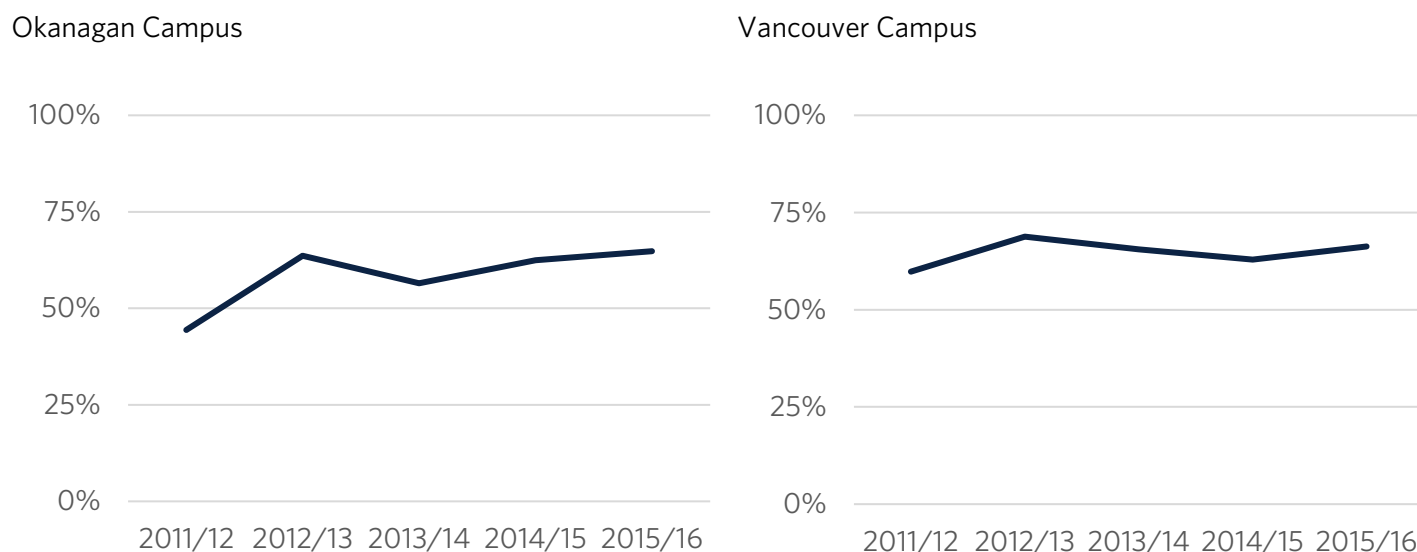


## WHAT WAS THE TIME TAKEN BY UBC GRADUATE STUDENTS TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 35 and 36 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 482; Vancouver, N = 7,260) who began their programs between 2011/12 and 2014/15, and the number of years between the start of their programs and degree completion.

Okanagan course-based master's students had a graduation rate of 97% (N = 88) within six years and took an average of 2.1 years to complete their studies. Thesis optional students had a graduation rate of 92% (N = 162) and took an average of 1.9 years to complete their programs while 89% (N = 232) of students in programs requiring a thesis graduated in an average of 2.5 years.

On the Vancouver campus, 95% (N = 3,652) of course based master's students graduated within six years and took an average of 2.0 years to complete their programs. Ninety-four percent (N = 1,581) of thesis optional students graduated within six years and took an average of 2.0 years to complete, and 94% (N = 2,027) of students in thesis required programs graduated in an average of 2.6 years.

For both campuses, most master's students graduated within one to three years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 35: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, OKANAGAN CAMPUS
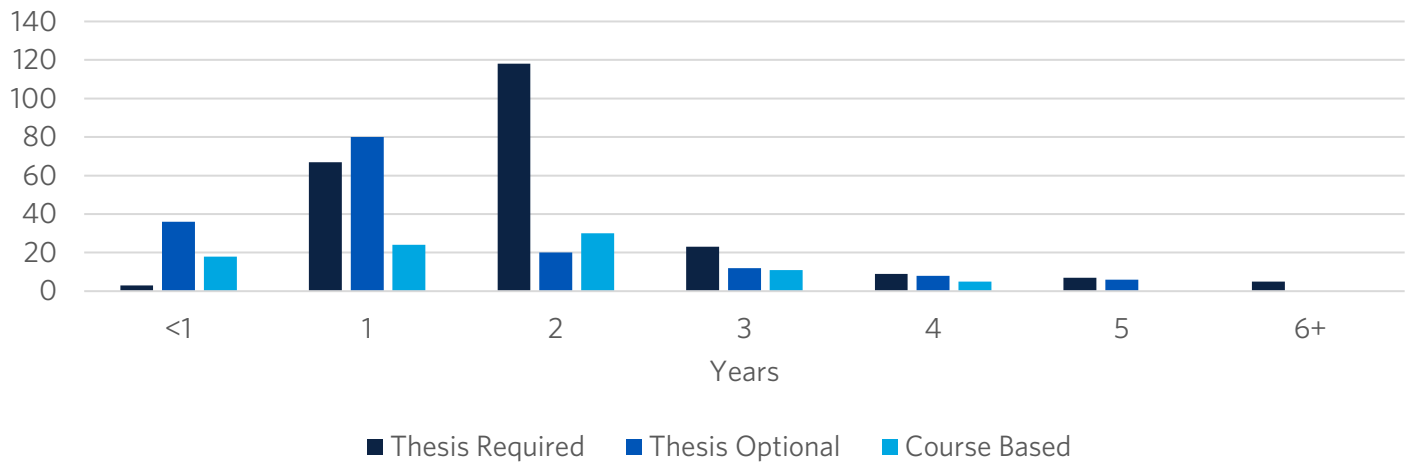


FIGURE 36: MASTER'S STUDENTS' YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, VANCOUVER CAMPUS
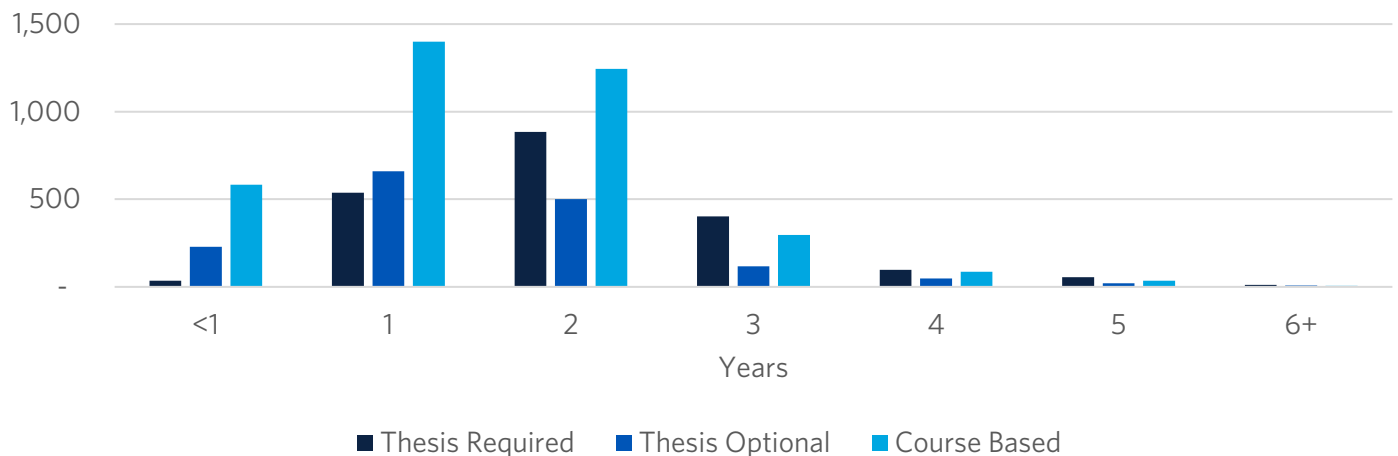


For UBC's doctoral students, whose programs are expected to take longer than those of master's students, the report is based on how many students graduated within nine years of program entry.

On the Okanagan campus, 39 (80%) of the 49 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2008/09 and 2011/12). The 39 students who have completed are shown in Figure 37. The 10 (20%) students who did not complete their degrees withdrew from their program after an average of 2 years of study. Okanagan doctoral students took an average of 4.8 years to complete their studies and are shown in Figure 37.

For the Vancouver campus, 1,897 students began their studies between 2008/09 and 2011/12, and 1,580 (83%) completed their doctoral degrees within nine years. The 1,580 students who completed their programs are shown in Figure 38. There were 317 (17%) students who did not complete their degrees and withdrew from their programs on

average after 2.2 years of study. The students who completed their degree within nine years took an average of 5.7 years to complete their studies.

FIGURE 37: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, OKANAGAN CAMPUS
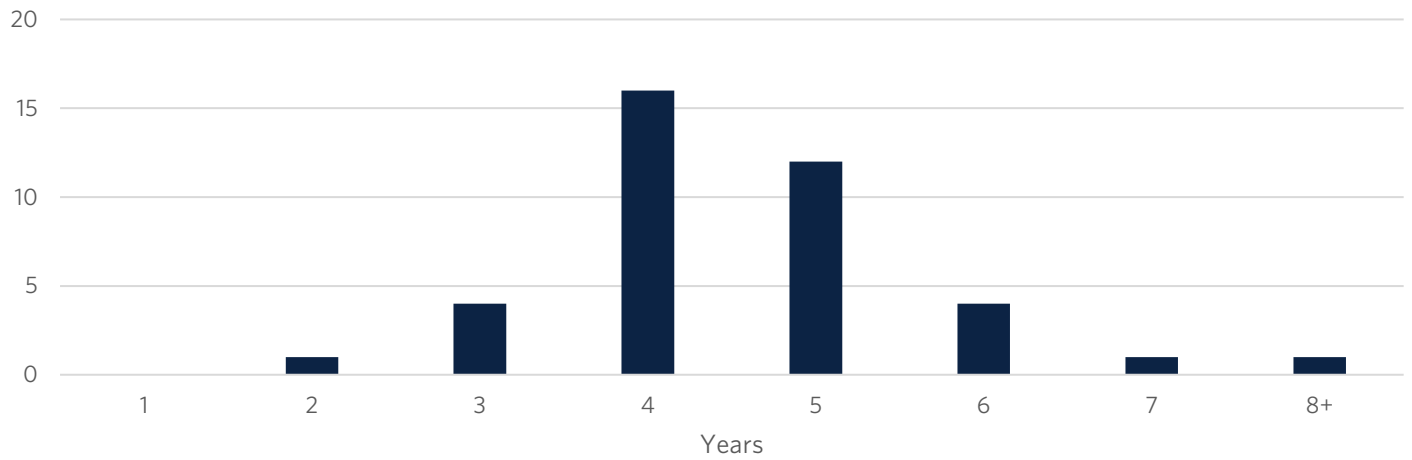


FIGURE 38: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, VANCOUVER CAMPUS
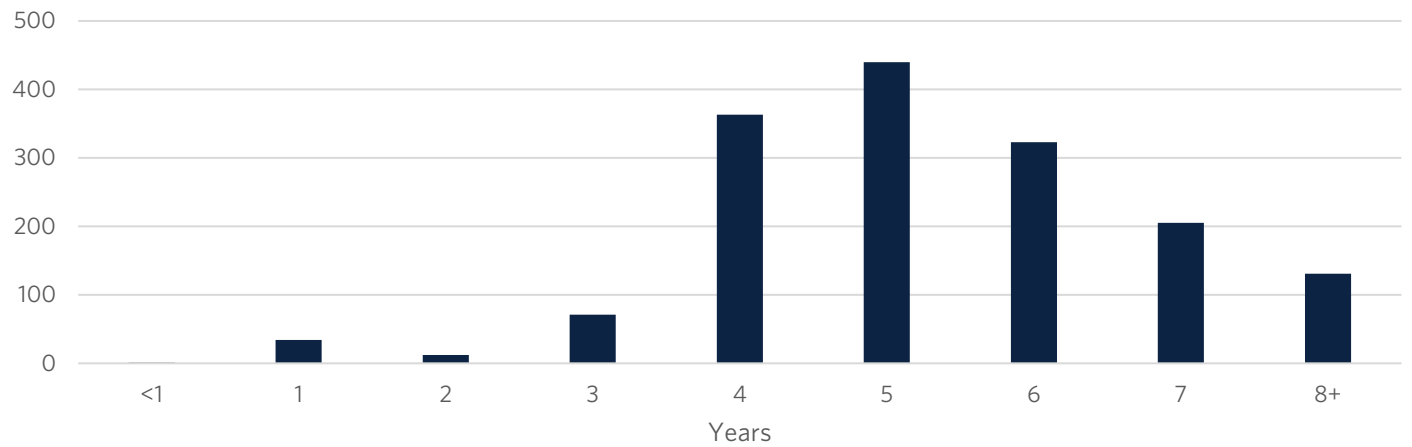
# APPENDIX A: HEADCOUNT ENROLMENT TABLES

## OKANAGAN CAMPUS

### TABLE 12: OKANAGAN STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Applied Science | Bachelor of Applied Science | 1,195 | 304 | 1,499 | 1,367 | 336 | 1,703 | 1,406 | 351 | 1,757 |
| | Master of Applied Science | 50 | 72 | 122 | 56 | 91 | 147 | 50 | 82 | 132 |
| | Master of Arts | | 1 | 1 | | 1 | 1 | | 1 | 1 |
| | Master of Engineering | 4 | 39 | 43 | 5 | 28 | 33 | 6 | 83 | 89 |
| | Doctor of Philosophy | 50 | 123 | 173 | 52 | 126 | 178 | 58 | 133 | 191 |
| **Applied Science Total** | | **1,299** | **539** | **1,838** | **1,480** | **582** | **2,062** | **1,520** | **650** | **2,170** |
| Arts and Sciences | Bachelor of Science | 2,180 | 488 | 2,668 | | | | | | |
| | Master of Arts | 44 | 5 | 49 | | | | | | |
| | Master of Data Science | 16 | 19 | 35 | | | | | | |
| | Master of Science | 77 | 47 | 124 | | | | | | |
| | Doctor of Philosophy | 76 | 48 | 124 | | | | | | |
| **Arts and Sciences Total** | | **2,393** | **607** | **3,000** | | | | | | |
| Arts and Social Sciences | Bachelor of Nsyilxcn Language Fluency | | | | | | | 9 | | 9 |
| | Master of Arts | | | | 36 | 6 | 42 | 36 | 15 | 51 |
| | Doctor of Philosophy | | | | 47 | 14 | 61 | 51 | 11 | 62 |
| **Arts and Social Sciences Total** | | | | | **83** | **20** | **103** | **96** | **26** | **122** |
| Creative and Critical Studies | Bachelor of Fine Arts | 105 | 16 | 121 | 109 | 20 | 129 | 109 | 19 | 128 |
| | Master of Arts | 16 | 4 | 20 | 21 | 3 | 24 | 21 | 8 | 29 |
| | Master of Fine Arts | 18 | 6 | 24 | 23 | 4 | 27 | 20 | 7 | 27 |
| | Doctor of Philosophy | 10 | 7 | 17 | 11 | 8 | 19 | 11 | 11 | 22 |
| **Creative and Critical Studies Total** | | **149** | **33** | **182** | **164** | **35** | **199** | **161** | **45** | **206** |
| Education | Bachelor of Education | 236 | | 236 | 235 | | 235 | 220 | | 220 |
| | Bachelor of Education, Elementary | 1 | | 1 | | | | | | |
| | Cert in Inter and Cont Ed Post-baccalaureate | 4 | | 4 | 1 | | 1 | 1 | | 1 |
| | Dipl in Inter and Cont Ed Post-baccalaureate | 15 | | 15 | 17 | | 17 | 16 | | 16 |
| | Master of Arts | 10 | 3 | 13 | 7 | 2 | 9 | 6 | 6 | 12 |
| | Master of Education | 55 | 1 | 56 | 54 | 2 | 56 | 54 | 1 | 55 |
| | Doctor of Philosophy | 8 | | 8 | 10 | | 10 | 8 | | 8 |
| **Education Total** | | **329** | **4** | **333** | **324** | **4** | **328** | **305** | **7** | **312** |
| Health and Social Development | Bachelor of Human Kinetics | 805 | 16 | 821 | 859 | 15 | 874 | 853 | 11 | 864 |
| | Bachelor of Science in Nursing | 573 | | 573 | 597 | | 597 | 603 | 4 | 607 |
| | Master of Arts | 1 | | 1 | 6 | | 6 | 6 | 1 | 7 |
| | Master of Science | 21 | 2 | 23 | 15 | 4 | 19 | 13 | 3 | 16 |
| | Master of Science in Nursing | 55 | 1 | 56 | 44 | 1 | 45 | 51 | | 51 |
| | Master of Social Work | 124 | 4 | 128 | 124 | 2 | 126 | 112 | 1 | 113 |
| | Doctor of Philosophy | 34 | 3 | 37 | 45 | 6 | 51 | 49 | 8 | 57 |
| **Health and Social Development Total** | | **1,613** | **26** | **1,639** | **1,690** | **28** | **1,718** | **1,687** | **28** | **1,715** |

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Management | Bachelor of Management | 636 | 326 | 962 | 629 | 376 | 1,005 | 675 | 385 | 1,060 |
| | Master of Arts | 1 | | 1 | 1 | | 1 | 2 | | 2 |
| | Master of Management | 6 | | 6 | 4 | | 4 | | | |
| | Master of Science | | | | | | | | 1 | 1 |
| | Doctor of Philosophy | 3 | 1 | 4 | 3 | 1 | 4 | 4 | 1 | 5 |
| **Management Total** | | **646** | **327** | **973** | **637** | **377** | **1,014** | **681** | **387** | **1,068** |
| Science | Master of Arts | | | | 2 | | 2 | 1 | | 1 |
| | Master of Data Science | | | | 18 | 14 | 32 | 15 | 16 | 31 |
| | Master of Science | | | | 87 | 50 | 137 | 93 | 49 | 142 |
| | Doctor of Philosophy | | | | 36 | 33 | 69 | 46 | 32 | 78 |
| **Science Total** | | | | | **143** | **97** | **240** | **155** | **97** | **252** |
| Arts and Sciences/Creative and Critical Studies/Science | Bachelor of Arts | | | | 2,154 | 649 | 2,803 | 2,176 | 622 | 2,798 |
| **Arts and Sciences/Creative and Critical Studies/Science Total** | | | | | **2,154** | **649** | **2,803** | **2,176** | **622** | **2,798** |
| Arts and Sciences/Creative and Critical Studies | Bachelor of Arts | 1,928 | 565 | 2,493 | | | | | | |
| | Bachelor of Media Studies | 18 | 5 | 23 | | | | | | |
| **Arts and Sciences/Creative and Critical Studies Total** | | **1,946** | **570** | **2,516** | | | | | | |
| Arts and Social Sciences/Science | Bachelor of Science | | | | 2,326 | 607 | 2,933 | 2,421 | 681 | 3,102 |
| **Arts and Social Sciences/Science Total** | | | | | **2,326** | **607** | **2,933** | **2,421** | **681** | **3,102** |
| Creative and Critical Studies/Science | Bachelor of Media Studies | | | | 25 | 5 | 30 | 47 | 10 | 57 |
| **Creative and Critical Studies/Science Total** | | | | | **25** | **5** | **30** | **47** | **10** | **57** |
| Non-Degree | Access Studies | 86 | | 86 | 50 | | 50 | 50 | | 50 |
| | Exchange | | 74 | 74 | | 2 | 2 | | 48 | 48 |
| | Unclassified | 56 | 1 | 57 | 70 | 6 | 76 | 79 | 2 | 81 |
| | Visiting | 6 | 4 | 10 | 2 | 2 | 4 | 2 | 6 | 8 |
| **Non-Degree Total** | | **148** | **79** | **227** | **122** | **10** | **132** | **131** | **56** | **187** |
| **Grand Total** | | **8,523** | **2,185** | **10,708** | **9,148** | **2,414** | **11,562** | **9,380** | **2,609** | **11,989** |

# VANCOUVER CAMPUS

## TABLE 13: VANCOUVER STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Applied Science | Bachelor of Applied Science | 3,509 | 1,423 | 4,932 | 3,688 | 1,487 | 5,175 | 3,764 | 1,570 | 5,334 |
| | Bachelor of Design in Arch Landscape-Arch Urbanism | | | | 57 | 14 | 71 | 101 | 25 | 126 |
| | Bachelor of Environmental Design | 47 | 13 | 60 | 21 | 8 | 29 | 6 | 1 | 7 |
| | Bachelor of Science in Nursing | 229 | 2 | 231 | 236 | | 236 | 245 | | 245 |
| | Graduate Cert in Global Mine Waste Management | | | | 6 | 5 | 11 | | | |
| | Master of Advanced Studies in Architecture | 2 | 7 | 9 | 1 | 5 | 6 | 1 | 6 | 7 |
| | Master of Advanced Studies Landscape Architecture | | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 3 |
| | Master of Applied Science | 168 | 231 | 399 | 160 | 255 | 415 | 192 | 257 | 449 |
| | Master of Architecture | 144 | 29 | 173 | 159 | 20 | 179 | 158 | 14 | 172 |
| | Master of Architecture / Master of Landscape Arch. | 14 | 1 | 15 | 13 | | 13 | 16 | | 16 |
| | Master of Arts (Planning) | 2 | 1 | 3 | 2 | 2 | 4 | 3 | 1 | 4 |
| | Master of Community and Regional Planning | 70 | 16 | 86 | 66 | 14 | 80 | 69 | 13 | 82 |
| | Master of Engineering | 102 | 270 | 372 | 132 | 259 | 391 | 164 | 268 | 432 |
| | Master of Engineering Leadership | 37 | 92 | 129 | 37 | 97 | 134 | 43 | 133 | 176 |
| | Master of Health Leadership and Policy | 34 | 7 | 41 | 37 | 6 | 43 | 61 | 19 | 80 |
| | Master of Landscape Architecture | 52 | 18 | 70 | 54 | 17 | 71 | 56 | 23 | 79 |
| | Master of Nursing | 61 | | 61 | 60 | | 60 | 60 | | 60 |
| | Master of Science | | 3 | 3 | 1 | 6 | 7 | 1 | 4 | 5 |
| | Master of Science in Nursing | 94 | 4 | 98 | 96 | 4 | 100 | 105 | | 105 |
| | Master of Urban Design | 2 | 13 | 15 | 2 | 3 | 5 | 7 | 18 | 25 |
| | Doctor of Philosophy - Biomedical Engineering | 21 | 17 | 38 | 29 | 26 | 55 | 37 | 31 | 68 |
| | Doctor of Philosophy - Chemical & Biol Engineering | 21 | 45 | 66 | 22 | 45 | 67 | 22 | 58 | 80 |
| | Doctor of Philosophy - Civil Engineering | 28 | 40 | 68 | 27 | 50 | 77 | 21 | 58 | 79 |
| | Doctor of Philosophy - Community & Regional Planning | 16 | 8 | 24 | 12 | 8 | 20 | 14 | 8 | 22 |
| | Doctor of Philosophy - Electrical & Computer Eng | 70 | 104 | 174 | 71 | 100 | 171 | 71 | 105 | 176 |
| | Doctor of Philosophy - Materials Engineering | 13 | 47 | 60 | 12 | 40 | 52 | 18 | 43 | 61 |
| | Doctor of Philosophy - Mechanical Engineering | 19 | 53 | 72 | 24 | 62 | 86 | 27 | 59 | 86 |
| | Doctor of Philosophy - Mining | 18 | 20 | 38 | 12 | 27 | 39 | 13 | 27 | 40 |
| | Doctor of Philosophy - Nursing | 26 | 6 | 32 | 31 | 10 | 41 | 31 | 12 | 43 |
| | Doctor of Philosophy - Total | 234 | 357 | 591 | 240 | 368 | 608 | 254 | 401 | 655 |
| **Applied Science Total** | | **4,801** | **2,488** | **7,289** | **5,069** | **2,571** | **7,640** | **5,307** | **2,755** | **8,062** |

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Arts | Bachelor of Arts | 8,893 | 4,177 | 13,070 | 9,271 | 4,248 | 13,519 | 9,265 | 4,289 | 13,554 |
| | Bachelor of Fine Arts | 261 | 104 | 365 | 269 | 99 | 368 | 269 | 93 | 362 |
| | Bachelor of International Economics | 180 | 194 | 374 | 190 | 206 | 396 | 198 | 217 | 415 |
| | Bachelor of Media Studies | 99 | 65 | 164 | 97 | 69 | 166 | 86 | 67 | 153 |
| | Bachelor of Music | 216 | 29 | 245 | 229 | 29 | 258 | 198 | 19 | 217 |
| | Bachelor of Social Work | 102 | 2 | 104 | 108 | 2 | 110 | 113 | 3 | 116 |
| | Cert Dechinta Community & Land-Based Research | | | | 9 | | 9 | | | |
| | Diploma in Art History | 20 | 1 | 21 | 19 | 2 | 21 | 17 | 1 | 18 |
| | Diploma in Collaborative Piano Studies | | 1 | 1 | | 1 | 1 | | | |
| | Diploma in Film Production | | | | | 1 | 1 | | 1 | 1 |
| | Diploma in Linguistics | 9 | 1 | 10 | 11 | 1 | 12 | 13 | 1 | 14 |
| | Diploma in Music Performance Studies | 7 | 4 | 11 | 6 | 2 | 8 | 9 | 2 | 11 |
| | Master of Archival Studies | 15 | 10 | 25 | 12 | 6 | 18 | 12 | 6 | 18 |
| | Master of Archival Studies & Library Info Studies | 47 | 33 | 80 | 51 | 33 | 84 | 53 | 36 | 89 |
| | Master of Arts | 219 | 160 | 379 | 243 | 169 | 412 | 261 | 183 | 444 |
| | Master of Arts (Asia Pacific Policy Studies) | | | | | | | 1 | | 1 |
| | Master of Data Science | 8 | 19 | 27 | 13 | 22 | 35 | 6 | 31 | 37 |
| | Master of Fine Arts | 170 | 35 | 205 | 157 | 32 | 189 | 140 | 31 | 171 |
| | Master of Journalism | 38 | 30 | 68 | 39 | 31 | 70 | 51 | 25 | 76 |
| | Master of Library and Information Studies | 83 | 50 | 133 | 91 | 48 | 139 | 97 | 59 | 156 |
| | Master of Music | 36 | 20 | 56 | 34 | 16 | 50 | 47 | 15 | 62 |
| | Master of Public Policy and Global Affairs | 51 | 28 | 79 | 60 | 19 | 79 | 69 | 34 | 103 |
| | Master of Science | 8 | 10 | 18 | 9 | 11 | 20 | 7 | 15 | 22 |
| | Master of Social Work | 40 | 1 | 41 | 39 | 1 | 40 | 34 | 5 | 39 |
| | Doctor of Musical Arts | 14 | 19 | 33 | 17 | 21 | 38 | 21 | 24 | 45 |
| | Doctor of Philosophy | 382 | 331 | 713 | 363 | 347 | 710 | 351 | 352 | 703 |
| **Arts Total** | | **10,898** | **5,324** | **16,222** | **11,337** | **5,416** | **16,753** | **11,318** | **5,509** | **16,827** |
| Commerce and Business Administration | Bachelor of Business in Real Estate | 16 | | 16 | 14 | | 14 | 16 | | 16 |
| | Bachelor of Commerce | 2,403 | 1,446 | 3,849 | 2,455 | 1,452 | 3,907 | 2,460 | 1,512 | 3,972 |
| | Certificate in Residential Valuation | 149 | 1 | 150 | 113 | 3 | 116 | 175 | 3 | 178 |
| | Post Grad Cert in Real Property Valuation | 276 | 5 | 281 | 228 | 6 | 234 | 250 | 1 | 251 |
| | Diploma in Accounting | 348 | 155 | 503 | 369 | 215 | 584 | 344 | 237 | 581 |
| | Diploma in Urban Land Economics | 678 | 5 | 683 | 699 | 10 | 709 | 758 | 11 | 769 |
| | International Master of Business Administration | 8 | 74 | 82 | 7 | 70 | 77 | 9 | 50 | 59 |
| | Juris Doctor/Master of Business Administration | 3 | | 3 | 4 | | 4 | 5 | | 5 |
| | Master of Bus. Admin. & Master of Bus. Analytics | | | | | | | 1 | 2 | 3 |
| | Master of Business Administration | 95 | 121 | 216 | 48 | 81 | 129 | 94 | 126 | 220 |
| | Master of Business Analytics | 10 | 38 | 48 | 30 | 49 | 79 | 39 | 101 | 140 |
| | Master of Management | 73 | 50 | 123 | 84 | 56 | 140 | 73 | 40 | 113 |
| | Master of Science in Business Administration | 2 | 14 | 16 | 3 | 14 | 17 | 4 | 9 | 13 |
| | Professional Master of Business Administration | 79 | | 79 | 108 | 2 | 110 | 164 | 6 | 170 |
| | Doctor of Philosophy | 26 | 37 | 63 | 26 | 38 | 64 | 24 | 47 | 71 |
| **Commerce and Business** | | **4,166** | **1,946** | **6,112** | **4,188** | **1,996** | **6,184** | **4,416** | **2,145** | **6,561** |

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Dentistry | Dental Residency | 6 | | 6 | 7 | | 7 | 5 | | 5 |
| | Bachelor of Dental Science (Dental Hygiene) | 144 | 1 | 145 | 151 | 1 | 152 | 165 | 1 | 166 |
| | Doctor of Dental Medicine | 226 | 1 | 227 | 225 | 4 | 229 | 222 | 6 | 228 |
| | Master of Science | 6 | 2 | 8 | 11 | 1 | 12 | 14 | 4 | 18 |
| | MSc in Craniofacial Science/Dip in Prosthodontics | 5 | 3 | 8 | 6 | 3 | 9 | 9 | | 9 |
| | MSc in Craniofacial Science/Dip. in Pediatric Dent | 10 | 1 | 11 | 7 | | 7 | 8 | | 8 |
| | MSc in Craniofacial Science/Dip. in Periodontics | 7 | 1 | 8 | 7 | | 7 | 7 | | 7 |
| | MSc in Craniofacial Science/Diploma in Endodontics | 8 | 3 | 11 | 9 | 1 | 10 | 9 | | 9 |
| | MSc in Craniofacial Science/Diploma in Orthodontic | 7 | 4 | 11 | 10 | | 10 | 14 | | 14 |
| | Doctor of Philosophy | 3 | 12 | 15 | 4 | 11 | 15 | 6 | 13 | 19 |
| | PhD in Craniofacial Science/Dip in Prosthodontics | 2 | | 2 | 1 | 1 | 2 | | 1 | 1 |
| | PhD in Craniofacial Science/Diploma in Orthodontic | 3 | | 3 | 2 | 2 | 4 | 2 | 2 | 4 |
| **Dentistry Total** | | **427** | **28** | **455** | **440** | **24** | **464** | **461** | **27** | **488** |
| Education | Bachelor of Human Kinetics | 1 | | 1 | 1 | | 1 | 1 | | 1 |
| | Bachelor of Kinesiology | 1,159 | 119 | 1,278 | 1,213 | 139 | 1,352 | 1,252 | 144 | 1,396 |
| | Bachelor of Education | 850 | 10 | 860 | 858 | 10 | 868 | 835 | 18 | 853 |
| | Cert in Educational Administration and Leadership | | | | 1 | | 1 | | | |
| | Cert. in Infant Development & Supported Childcare | 1 | | 1 | 12 | | 12 | 20 | | 20 |
| | Cert. in Teaching English as a Second Language | 1 | 1 | 2 | 21 | 1 | 22 | 15 | 1 | 16 |
| | Cert. in Technology-Based Learning for Schools | 19 | | 19 | 18 | 1 | 19 | 11 | 1 | 12 |
| | Cert.in Technology-Based Distributed Learning | 21 | 3 | 24 | 34 | 1 | 35 | 11 | | 11 |
| | Certificate in Early Years Education | | | | 10 | 1 | 11 | 8 | | 8 |
| | Certificate in Health and Wellness | | | | 1 | | 1 | 1 | | 1 |
| | Certificate in Teacher Librarianship | 2 | | 2 | 20 | | 20 | 27 | | 27 |
| | Graduate Certificate in Adult Learning & Education | 4 | | 4 | 6 | | 6 | 1 | | 1 |
| | Graduate Certificate in Educational Technology | | | | | | | 30 | 2 | 32 |
| | Graduate Certificate in Higher Education | 2 | | 2 | | | | | | |
| | Graduate Certificate in Orientation and Mobility | 3 | | 3 | | | | 16 | | 16 |
| | High Performance Coaching and Technical Leadership | 15 | | 15 | 19 | | 19 | 17 | 1 | 18 |
| | International Development & Human Security Cert. | | | | | | | 14 | | 14 |
| | Undergraduate Cert in Adult Learning & Education | | | | 5 | | 5 | 2 | | 2 |
| | Undergraduate Certificate in Textiles Studies | | | | 1 | | 1 | | | |
| | Diploma in Education | 596 | 12 | 608 | 503 | 16 | 519 | 493 | 15 | 508 |
| | Master of Arts | 139 | 39 | 178 | 142 | 34 | 176 | 126 | 37 | 163 |
| | Master of Education | 576 | 115 | 691 | 660 | 103 | 763 | 567 | 105 | 672 |
| | Master of Educational Technology | 222 | 16 | 238 | 258 | 8 | 266 | 318 | 10 | 328 |
| | Master of High Performance Coaching&Tec Leadership | 22 | 2 | 24 | 25 | 2 | 27 | 30 | 1 | 31 |
| | Master of Kinesiology | 20 | 3 | 23 | 24 | 2 | 26 | 32 | 3 | 35 |
| | Master of Museum Education | 16 | 1 | 17 | 33 | 2 | 35 | 20 | 1 | 21 |
| | Master of Science | 25 | 9 | 34 | 30 | 9 | 39 | 39 | 11 | 50 |
| | Doctor of Education | 45 | 1 | 46 | 43 | 2 | 45 | 50 | 3 | 53 |
| | Doctor of Philosophy | 244 | 98 | 342 | 222 | 102 | 324 | 211 | 105 | 316 |
| **Total** | | **3,983** | **429** | **4,412** | **4,160** | **433** | **4,593** | **4,147** | **458** | **4,605** |

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Forestry | Bachelor of Science in Forest Bioeconomy Sci Tech | | | | 26 | 12 | 38 | 53 | 30 | 83 |
| | Bachelor of Science in Forest Sciences | 51 | 66 | 117 | 48 | 56 | 104 | 67 | 67 | 134 |
| | Bachelor of Science in Forestry | 158 | 115 | 273 | 142 | 113 | 255 | 138 | 87 | 225 |
| | Bachelor of Science in Wood Products Processing | 70 | 95 | 165 | 59 | 83 | 142 | 45 | 74 | 119 |
| | Bachelor of Science Natural Resources Conservation | 222 | 126 | 348 | 235 | 142 | 377 | 227 | 148 | 375 |
| | Bachelor of Urban Forestry | 110 | 101 | 211 | 131 | 114 | 245 | 130 | 106 | 236 |
| | Grad Cert in Forest Management and Conservation | | | | | | | 7 | | 7 |
| | Master of Applied Science | 5 | 7 | 12 | 3 | 7 | 10 | 4 | 6 | 10 |
| | Master of Forestry | 8 | 15 | 23 | 4 | 11 | 15 | 6 | 16 | 22 |
| | Master of Geomatics for Environmental Management | 13 | 16 | 29 | 12 | 16 | 28 | 15 | 14 | 29 |
| | Master of International Forestry | 4 | 16 | 20 | 3 | 7 | 10 | 6 | 11 | 17 |
| | Master of Science | 57 | 57 | 114 | 58 | 51 | 109 | 68 | 55 | 123 |
| | Master of Sustainable Forest Management | 16 | 7 | 23 | 17 | 3 | 20 | 12 | 8 | 20 |
| | Master of Urban Forestry Leadership | | | | | | | 8 | 2 | 10 |
| | Doctor of Philosophy | 56 | 60 | 116 | 61 | 71 | 132 | 65 | 78 | 143 |
| **Forestry Total** | | **770** | **681** | **1,451** | **799** | **686** | **1,485** | **851** | **702** | **1,553** |
| Graduate and Postdoctoral Studies | Master of Arts | 6 | 1 | 7 | 6 | 2 | 8 | 5 | | 5 |
| | Master of Science | 2 | 3 | 5 | 2 | 1 | 3 | 2 | 1 | 3 |
| | Doctor of Philosophy | 71 | 10 | 81 | 61 | 12 | 73 | 62 | 15 | 77 |
| **Postdoctoral** | | **79** | **14** | **93** | **69** | **15** | **84** | **69** | **16** | **85** |
| Land and Food Systems | Bachelor of Science in Agroecology | | | | 1 | | 1 | | | |
| | Bachelor of Science in Applied Biology | 378 | 137 | 515 | 413 | 126 | 539 | 443 | 142 | 585 |
| | Bachelor of Science in Food and Resource Economics | 2 | 2 | 4 | 4 | 6 | 10 | 7 | 8 | 15 |
| | Bachelor of Science in Food Nutrition and Health | 735 | 340 | 1,075 | 756 | 344 | 1,100 | 779 | 324 | 1,103 |
| | Bachelor of Science in Global Resource Systems | 91 | 33 | 124 | 97 | 35 | 132 | 94 | 32 | 126 |
| | Graduate Certificate in Aquaculture | | | | 2 | | 2 | 3 | 1 | 4 |
| | Master of Food and Resource Economics | 8 | 35 | 43 | 12 | 26 | 38 | 6 | 38 | 44 |
| | Master of Food Science | 3 | 33 | 36 | 4 | 36 | 40 | 7 | 30 | 37 |
| | Master of Land and Water Systems | 7 | 14 | 21 | 7 | 15 | 22 | 4 | 21 | 25 |
| | Master of Science | 41 | 26 | 67 | 35 | 27 | 62 | 40 | 29 | 69 |
| | Doctor of Philosophy | 32 | 34 | 66 | 29 | 27 | 56 | 31 | 33 | 64 |
| **Systems Total** | | **1,297** | **654** | **1,951** | **1,360** | **642** | **2,002** | **1,414** | **658** | **2,072** |
| Law | Juris Doctor | 588 | 13 | 601 | 583 | 13 | 596 | 552 | 20 | 572 |
| | Master of Laws | 5 | 9 | 14 | 9 | 11 | 20 | 9 | 8 | 17 |
| | Master of Laws (Common Law) | 28 | 9 | 37 | 24 | 8 | 32 | 26 | 25 | 51 |
| | Master of Laws in Taxation | 13 | 4 | 17 | 13 | 2 | 15 | 14 | 8 | 22 |
| | Doctor of Philosophy | 26 | 8 | 34 | 33 | 6 | 39 | 29 | 9 | 38 |
| **Law Total** | | **660** | **43** | **703** | **662** | **40** | **702** | **630** | **70** | **700** |

| Faculty | Program | 2019 Winter | | | 2020 Winter | | | 2021 Winter | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Domestic | International | Total | Domestic | International | Total | Domestic | International | Total |
| Medicine | Medical Residency | 1,399 | | 1,399 | 1,477 | | 1,477 | 1,472 | 3 | 1,475 |
| | Bachelor of Medical Laboratory Science | 45 | 1 | 46 | 43 | 1 | 44 | 45 | 1 | 46 |
| | Bachelor of Midwifery | 80 | | 80 | 80 | | 80 | 80 | | 80 |
| | Doctor of Medicine | 1,147 | | 1,147 | 1,146 | | 1,146 | 1,129 | | 1,129 |
| | Doctor of Medicine/Doctor of Philosophy | 29 | | 29 | 29 | | 29 | 31 | | 31 |
| | GradCert in Genomic Counselling & Variant Interp | | | | 27 | 5 | 32 | 27 | 25 | 52 |
| | GradCert Orthopaedic Musculoskeletal Phys Therapy | | | | 9 | | 9 | 6 | | 6 |
| | Graduate Certificate in Global Surgical Care | 4 | 1 | 5 | 8 | 1 | 9 | 18 | | 18 |
| | Graduate Certificate in Rehabilitation Sciences | 13 | 3 | 16 | 9 | 1 | 10 | 6 | 1 | 7 |
| | Master of Global Surgical Care | 17 | | 17 | 23 | 2 | 25 | 18 | 2 | 20 |
| | Master of Health Administration | 67 | 3 | 70 | 82 | 1 | 83 | 87 | 1 | 88 |
| | Master of Health Science | 28 | 4 | 32 | 28 | 4 | 32 | 33 | 6 | 39 |
| | Master of Occupational Therapy | 99 | 11 | 110 | 153 | 7 | 160 | 162 | 12 | 174 |
| | Master of Physical Therapy | 237 | 1 | 238 | 256 | 1 | 257 | 278 | 2 | 280 |
| | Master of Public Health | 48 | 13 | 61 | 60 | 12 | 72 | 61 | 10 | 71 |
| | Master of Public Health/Master of Science Nursing | 12 | | 12 | 9 | | 9 | 5 | | 5 |
| | Master of Rehabilitation Science | 50 | 2 | 52 | 50 | 2 | 52 | 42 | 4 | 46 |
| | Master of Science | 448 | 105 | 553 | 444 | 102 | 546 | 466 | 110 | 576 |
| | Doctor of Philosophy | 377 | 151 | 528 | 358 | 178 | 536 | 357 | 189 | 546 |
| | Master of Physical Therapy/Doctor of Philosophy | 3 | | 3 | 4 | | 4 | 5 | | 5 |
| **Medicine Total** | | **4,103** | **295** | **4,398** | **4,295** | **317** | **4,612** | **4,328** | **366** | **4,694** |
| Pharmaceutical Sciences | Pharmacy Residency | 43 | | 43 | 42 | | 42 | 43 | 1 | 44 |
| | Bachelor of Pharmaceutical Sciences | | | | 35 | 4 | 39 | 85 | 18 | 103 |
| | Bachelor of Science in Pharmacy | 2 | | 2 | 2 | | 2 | | | |
| | Doctor of Pharmacy | 895 | | 895 | 904 | | 904 | 907 | | 907 |
| | Master of Science | 12 | 11 | 23 | 12 | 10 | 22 | 15 | 9 | 24 |
| | Doctor of Philosophy | 18 | 18 | 36 | 18 | 19 | 37 | 27 | 15 | 42 |
| **l Sciences** | | **970** | **29** | **999** | **1,013** | **33** | **1,046** | **1,077** | **43** | **1,120** |
| Science | Bachelor of Computer Science | 260 | 38 | 298 | 311 | 49 | 360 | 315 | 56 | 371 |
| | Bachelor of Science | 6,732 | 1,700 | 8,432 | 7,045 | 1,961 | 9,006 | 7,194 | 2,040 | 9,234 |
| | Diploma in Meteorology | 1 | | 1 | | | | | | |
| | Master of Applied Science | 5 | 2 | 7 | 2 | 4 | 6 | 4 | 8 | 12 |
| | Master of Arts | 4 | 5 | 9 | 6 | 7 | 13 | 7 | 8 | 15 |
| | Master of Data Science | 56 | 39 | 95 | 49 | 51 | 100 | 39 | 77 | 116 |
| | Master of Science | 292 | 233 | 525 | 320 | 259 | 579 | 330 | 285 | 615 |
| | Doctor of Philosophy | 446 | 481 | 927 | 452 | 498 | 950 | 460 | 540 | 1,000 |
| **Science Total** | | **7,796** | **2,498** | **10,294** | **8,185** | **2,829** | **11,014** | **8,349** | **3,014** | **11,363** |
| Vantage College | Vantage One Bachelor of Applied Science | 1 | 68 | 69 | | 49 | 49 | | 61 | 61 |
| | Vantage One Bachelor of Arts | | 235 | 235 | 1 | 171 | 172 | | 89 | 89 |
| | Vantage One Bachelor of Science | | 136 | 136 | | 109 | 109 | | 116 | 116 |
| **College Total** | | **1** | **439** | **440** | **1** | **329** | **330** | | **266** | **266** |
| Non-Degree | Access Studies | 159 | 21 | 180 | 108 | 9 | 117 | 101 | 9 | 110 |
| | Exchange | 20 | 998 | 1,018 | 1 | 85 | 86 | 8 | 632 | 640 |
| | Unclassified | 884 | 38 | 922 | 1,161 | 47 | 1,208 | 931 | 43 | 974 |
| | Visiting | 138 | 173 | 311 | 110 | 32 | 142 | 81 | 91 | 172 |
| **Non-Degree Total** | | **1,201** | **1,230** | **2,431** | **1,380** | **173** | **1,553** | **1,121** | **775** | **1,896** |
| **Grand Total** | | **41,152** | **16,098** | **57,250** | **42,958** | **15,504** | **58,462** | **43,488** | **16,804** | **60,292** |

# APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1st for the summer term and November 1st for the winter term.

TABLE 14: OVERALL STUDENT FTE, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 14 | 11 | 7 | 9 | 8 |
| | | Baccalaureate Degree | 7,149 | 7,810 | 8,369 | 9,081 | 9,550 |
| | | Post-Baccalaureate Degree | 130 | 186 | 237 | 236 | 219 |
| | | Non-Degree | 103 | 97 | 102 | 45 | 71 |
| | | Undergraduate Total | 7,396 | 8,104 | 8,716 | 9,370 | 9,848 |
| | Graduate | Master's Degree | 453 | 484 | 556 | 583 | 609 |
| | | Doctoral Degree | 273 | 295 | 326 | 363 | 398 |
| | | Graduate Total | 726 | 779 | 881 | 946 | 1,007 |
| | | Okanagan Total | 8,122 | 8,883 | 9,597 | 10,317 | 10,855 |
| Vancouver | Undergraduate | Diploma & Certificate | 769 | 787 | 698 | 820 | 944 |
| | | Baccalaureate Degree | 34,191 | 35,279 | 35,829 | 37,328 | 37,748 |
| | | Post-Baccalaureate Degree | 3,403 | 3,451 | 3,504 | 3,545 | 3,456 |
| | | Non-Degree | 1,097 | 1,043 | 962 | 490 | 742 |
| | | Undergraduate Total | 39,461 | 40,560 | 40,992 | 42,183 | 42,889 |
| | Residents | Residents Total | 1,461 | 1,468 | 1,469 | 1,548 | 1,547 |
| | Graduate | Master's Degree | 4,757 | 4,797 | 4,826 | 5,163 | 5,583 |
| | | Doctoral Degree | 3,352 | 3,337 | 3,285 | 3,363 | 3,518 |
| | | Graduate Total | 8,108 | 8,134 | 8,111 | 8,526 | 9,102 |
| | | Vancouver Total | 49,030 | 50,162 | 50,572 | 52,257 | 53,538 |
| Grand Total | | | 57,152 | 59,045 | 60,170 | 62,574 | 64,393 |

## TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 14 | 11 | 7 | 9 | 8 |
| | | Baccalaureate Degree | 6,153 | 6,486 | 6,787 | 7,227 | 7,600 |
| | | Post-Baccalaureate Degree | 130 | 186 | 237 | 236 | 219 |
| | | Non-Degree | 61 | 68 | 57 | 41 | 41 |
| | | Undergraduate Total | 6,358 | 6,751 | 7,089 | 7,513 | 7,868 |
| | Graduate | Master's Degree | 341 | 348 | 395 | 413 | 394 |
| | | Doctoral Degree | 151 | 157 | 161 | 191 | 211 |
| | | Graduate Total | 493 | 505 | 557 | 604 | 605 |
| | | Okanagan Total | 6,851 | 7,257 | 7,645 | 8,117 | 8,472 |
| Vancouver | Undergraduate | Diploma & Certificate | 696 | 709 | 618 | 699 | 778 |
| | | Baccalaureate Degree | 25,124 | 25,340 | 25,541 | 26,689 | 27,073 |
| | | Post-Baccalaureate Degree | 3,358 | 3,412 | 3,475 | 3,515 | 3,408 |
| | | Non-Degree | 436 | 415 | 360 | 441 | 362 |
| | | Undergraduate Total | 29,614 | 29,876 | 29,995 | 31,345 | 31,619 |
| | Residents | Residents Total | 1,452 | 1,468 | 1,469 | 1,548 | 1,543 |
| | Graduate | Master's Degree | 3,298 | 3,240 | 3,182 | 3,493 | 3,730 |
| | | Doctoral Degree | 1,874 | 1,866 | 1,791 | 1,789 | 1,814 |
| | | Graduate Total | 5,172 | 5,106 | 4,973 | 5,282 | 5,544 |
| | | Vancouver Total | 36,239 | 36,450 | 36,437 | 38,174 | 38,706 |
| Grand Total | | | 43,089 | 43,707 | 44,082 | 46,292 | 47,178 |

## TABLE 16: DOMESTIC INDIGENOUS STUDENT FTE, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | 1 | | | | |
| | | Baccalaureate Degree | 383 | 413 | 467 | 507 | 575 |
| | | Post-Baccalaureate Degree | 5 | 8 | 16 | 18 | 21 |
| | | Non-Degree | 29 | 31 | 31 | 21 | 15 |
| | | Undergraduate Total | 419 | 453 | 515 | 546 | 611 |
| | Graduate | Master's Degree | 26 | 22 | 29 | 31 | 34 |
| | | Doctoral Degree | 7 | 7 | 8 | 11 | 17 |
| | | Graduate Total | 33 | 29 | 38 | 43 | 51 |
| | | Okanagan Total | 452 | 481 | 552 | 589 | 662 |
| Vancouver | Undergraduate | Diploma & Certificate | 7 | 9 | 13 | 13 | 12 |
| | | Baccalaureate Degree | 612 | 568 | 607 | 666 | 760 |
| | | Post-Baccalaureate Degree | 190 | 186 | 194 | 221 | 249 |
| | | Non-Degree | 12 | 13 | 11 | 8 | 10 |
| | | Undergraduate Total | 819 | 776 | 825 | 907 | 1,030 |
| | Residents | Residents Total | 32 | 38 | 35 | 35 | 40 |
| | Graduate | Master's Degree | 119 | 108 | 107 | 148 | 151 |
| | | Doctoral Degree | 70 | 71 | 70 | 70 | 75 |
| | | Graduate Total | 187 | 179 | 177 | 218 | 226 |
| | | Vancouver Total | 1,040 | 993 | 1,037 | 1,160 | 1,297 |
| Grand Total | | | 1,492 | 1,475 | 1,589 | 1,749 | 1,958 |

## TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Diploma & Certificate | | | | | |
| | | Baccalaureate Degree | 996 | 1,324 | 1,582 | 1,854 | 1,950 |
| | | Post-Baccalaureate Degree | | 29 | | | |
| | | Non-Degree | 42 | 0 | 45 | 3 | 30 |
| | | Undergraduate Total | 1,038 | 1,353 | 1,627 | 1,857 | 1,981 |
| | Graduate | Master's Degree | 112 | 135 | 160 | 170 | 215 |
| | | Doctoral Degree | 122 | 138 | 164 | 172 | 187 |
| | | Graduate Total | 235 | 274 | 325 | 342 | 402 |
| | | Okanagan Total | 1,272 | 1,626 | 1,952 | 2,200 | 2,383 |
| Vancouver | Undergraduate | Diploma & Certificate | 73 | 78 | 80 | 121 | 166 |
| | | Baccalaureate Degree | 9,066 | 9,939 | 10,288 | 10,639 | 10,675 |
| | | Post-Baccalaureate Degree | 45 | 39 | 29 | 30 | 48 |
| | | Non-Degree | 662 | 628 | 601 | 49 | 381 |
| | | Undergraduate Total | 9,846 | 10,684 | 10,997 | 10,839 | 11,270 |
| | Residents | Residents Total | 9 | | | | |
| | Graduate | Master's Degree | 1,458 | 1,557 | 1,644 | 1,670 | 1,853 |
| | | Doctoral Degree | 1,477 | 1,471 | 1,495 | 1,575 | 1,704 |
| | | Graduate Total | 2,936 | 3,028 | 3,138 | 3,244 | 3,557 |
| | | Vancouver Total | 12,791 | 13,712 | 14,136 | 14,083 | 14,832 |
| Grand Total | | | 14,063 | 15,338 | 16,088 | 16,282 | 17,214 |

# APPENDIX C: DEGREES CONFERRED TABLES

Tables 18, 19, 20, AND 21 report the degrees conferred for the past five calendar years.

### TABLE 18: OVERALL NUMBER OF DEGREES CONFERRED, BY CALENDAR YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Baccalaureate Degree | 1,444 | 1,386 | 1,394 | 1,394 | 1,533 |
| | | Post-Baccalaureate Degree | 117 | 89 | 45 | 86 | 105 |
| | | Undergraduate Total | 1,561 | 1,475 | 1,439 | 1,480 | 1,638 |
| | Graduate | Master's Degree | 180 | 162 | 213 | 263 | 287 |
| | | Doctoral Degree | 31 | 42 | 27 | 45 | 48 |
| | | Graduate Total | 211 | 204 | 240 | 308 | 335 |
| | | Okanagan Total | 1,772 | 1,679 | 1,679 | 1,788 | 1,973 |
| Vancouver | Undergraduate | Diploma & Certificate | 555 | 571 | 572 | 608 | 567 |
| | | Baccalaureate Degree | 6,511 | 6,889 | 7,215 | 7,632 | 7,947 |
| | | Post-Baccalaureate Degree | 1,048 | 1,123 | 1,159 | 1,215 | 1,250 |
| | | Undergraduate Total | 8,114 | 8,583 | 8,946 | 9,455 | 9,764 |
| | Graduate | Master's Degree | 2,318 | 2,437 | 2,630 | 2,704 | 2,684 |
| | | Doctoral Degree | 552 | 538 | 531 | 494 | 523 |
| | | Graduate Total | 2,870 | 2,975 | 3,161 | 3,198 | 3,207 |
| | | Vancouver Total | 10,984 | 11,558 | 12,107 | 12,653 | 12,971 |
| Grand Total | | | 12,756 | 13,237 | 13,786 | 14,441 | 14,944 |

### TABLE 19: DEGREES CONFERRED TO DOMESTIC STUDENTS, BY CALENDAR YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Baccalaureate Degree | 1,331 | 1,257 | 1,285 | 1,233 | 1,326 |
| | | Post-Baccalaureate Degree | 117 | 89 | 45 | 86 | 105 |
| | | Undergraduate Total | 1,448 | 1,346 | 1,330 | 1,319 | 1,431 |
| | Graduate | Master's Degree | 148 | 118 | 162 | 185 | 206 |
| | | Doctoral Degree | 17 | 28 | 17 | 30 | 26 |
| | | Graduate Total | 165 | 146 | 179 | 215 | 232 |
| | | Okanagan Total | 1,613 | 1,492 | 1,509 | 1,534 | 1,663 |
| Vancouver | Undergraduate | Diploma & Certificate | 503 | 509 | 507 | 556 | 502 |
| | | Baccalaureate Degree | 5,442 | 5,584 | 5,515 | 5,580 | 5,655 |
| | | Post-Baccalaureate Degree | 1,041 | 1,111 | 1,141 | 1,200 | 1,242 |
| | | Undergraduate Total | 6,986 | 7,204 | 7,163 | 7,336 | 7,399 |
| | Graduate | Master's Degree | 1,635 | 1,768 | 1,813 | 1,797 | 1,673 |
| | | Doctoral Degree | 372 | 354 | 348 | 305 | 348 |
| | | Graduate Total | 2,007 | 2,122 | 2,161 | 2,102 | 2,021 |
| | | Vancouver Total | 8,993 | 9,326 | 9,324 | 9,438 | 9,420 |
| Grand Total | | | 10,606 | 10,818 | 10,833 | 10,972 | 11,083 |

TABLE 20: DEGREES CONFERRED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Baccalaureate Degree | 65 | 65 | 99 | 83 | 75 |
| | | Post-Baccalaureate Degree | 9 | 6 | 2 | 5 | 6 |
| | | Undergraduate Total | 74 | 71 | 101 | 88 | 81 |
| | Graduate | Master's Degree | 12 | 7 | 10 | 9 | 13 |
| | | Doctoral Degree | | 6 | 1 | 1 | 2 |
| | | Graduate Total | 12 | 13 | 11 | 10 | 15 |
| | | Okanagan Total | 86 | 84 | 112 | 98 | 96 |
| Vancouver | Undergraduate | Diploma & Certificate | 6 | 5 | 4 | 14 | 10 |
| | | Baccalaureate Degree | 114 | 126 | 132 | 123 | 126 |
| | | Post-Baccalaureate Degree | 59 | 57 | 54 | 52 | 52 |
| | | Undergraduate Total | 179 | 188 | 190 | 189 | 188 |
| | Graduate | Master's Degree | 60 | 51 | 74 | 58 | 55 |
| | | Doctoral Degree | 18 | 4 | 8 | 10 | 7 |
| | | Graduate Total | 78 | 55 | 82 | 68 | 62 |
| | | Vancouver Total | 257 | 243 | 272 | 257 | 250 |
| Grand Total | | | 343 | 327 | 384 | 355 | 346 |

TABLE 21: DEGREES CONFERRED TO INTERNATIONAL STUDENTS, BY CALENDAR YEAR, BY CAMPUS

| Campus | Student Level | Program Type | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Okanagan | Undergraduate | Baccalaureate Degree | 112 | 128 | 109 | 161 | 207 |
| | | Post-Baccalaureate Degree | | | | | |
| | | Undergraduate Total | 112 | 128 | 109 | 161 | 207 |
| | Graduate | Master's Degree | 32 | 44 | 50 | 77 | 81 |
| | | Doctoral Degree | 14 | 14 | 10 | 15 | 222 |
| | | Graduate Total | 46 | 58 | 60 | 92 | 103 |
| | | Okanagan Total | 158 | 186 | 169 | 253 | 310 |
| Vancouver | Undergraduate | Diploma & Certificate | 52 | 62 | 65 | 52 | 65 |
| | | Baccalaureate Degree | 1,062 | 1,303 | 1,698 | 2,052 | 2,292 |
| | | Post-Baccalaureate Degree | 7 | 12 | 18 | 15 | 8 |
| | | Undergraduate Total | 1,121 | 1,377 | 1,781 | 2,119 | 2,365 |
| | Graduate | Master's Degree | 681 | 668 | 815 | 905 | 1,011 |
| | | Doctoral Degree | 180 | 184 | 183 | 189 | 175 |
| | | Graduate Total | 861 | 852 | 998 | 1,094 | 1,186 |
| | | Vancouver Total | 1,982 | 2,229 | 2,779 | 3,213 | 3,551 |
| Grand Total | | | 2,140 | 2,415 | 2,948 | 3,466 | 3,861 |

# APPENDIX D: GLOSSARY

| | |
|---|---|
| Admitted | The stage when applicants with completed applications for admission receive an offer of admission. |
| Admit Rate | The ratio of admitted students to applicants with completed files. |
| Baccalaureate Degree | A credential awarded at the completion of a baccalaureate program. |
| Baccalaureate Program | An undergraduate program that does not ordinarily require admitted students to hold a prior degree. |
| Certificate | A credential awarded at the completion of a certificate program. |
| Certificate Program | A post-baccalaureate or graduate program not ordinarily requiring more than one year of study. |
| Cohort | A set of people who have been grouped because they have a shared characteristic(s). |
| Consortium for Student Retention Data Exchange | A consortium of two-year and four-year institutions that shares, with its members, data, internationally-accepted definitions, and knowledge. |
| Continuing | Students who were registered in a prior session. |
| Course-based | Pertaining to graduate-level programs that do not require the completion of a thesis. |
| Credential | A qualification awarded on successful completion of a program of study. |
| Degree | A credential awarded on the successful completion of a program of post-secondary study. |
| Diploma | A credential awarded at the completion of a diploma program. |
| Diploma Program | A post-baccalaureate or graduate program ordinarily requiring more than one year's study. |
| Direct-entry Student | A student with no prior post-secondary experience. |
| Doctoral Program | A graduate program of the highest level of academic study. |
| Domestic | Pertaining to citizens, refugees, or permanent residents of Canada. |
| First Choice | Pertaining to an applicant's preferred program. |
| Fiscal Year | The twelve-month period from April 1st through March 31st. |

| | |
|---|---|
| Full-time Equivalent (FTE) | The workload of a student converted to a proportion of a full-time course load. It is the ratio of a given course load to a stated full-time course load (what is normally expected of a student enrolled in a program). |
| Graduate Program | A program that leads to a master's or doctoral credential. |
| Graduate Student | A student in a graduate program. |
| Headcount | A count of persons. |
| Indigenous | Students from Canada who have reported themselves as Indigenous, at some time while in the B.C. Kindergarten to Grade 12 system, or while at UBC. |
| International | Pertaining to persons who are not citizens, refugees, or permanent residents of Canada and who must be in possession of a government-issued study permit. |
| Master's Degree | The credential awarded upon completion of a Master's program. |
| Master's Program | A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite. |
| Matriculate | To enrol or register (or be enrolled or registered). |
| New to UBC | Pertaining to students who were never registered in a prior session at UBC. |
| Part-Time | For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only one course per term if it is not a thesis course. |
| Post-Baccalaureate Program | An undergraduate program ordinarily requiring a baccalaureate degree, or a substantial amount of baccalaureate-level course work, as a pre-requisite. |
| Program Type | A grouping of programs into commonly-used reporting categories. |
| Registered | Referring to a student that has confirmed registration in scheduled courses. For new students, this signifies the transition from applicant to student. |
| Resident | A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the clinical setting under supervision. |
| Student Level | A grouping of programs into three major categories: graduate, undergraduate, or resident. |
| Submitted | The stage when applicants have presented an application for admission. At this stage, there may be outstanding documents to submit. |

| | |
|---|---|
| Thesis-based | A graduate-level program that requires students to complete a thesis. |
| Thesis-optional | A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work. |
| Transfer Student | Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution. |
| Undergraduate Program | A program that leads to a baccalaureate or post-baccalaureate credential. |
| Undergraduate Student | A student in an undergraduate program. |
| Yield Rate | Within an admissions cycle, the ratio of registered students to admitted students. |

**THE UNIVERSITY OF BRITISH COLUMBIA**

27 January 2022

To:    Okanagan Senate

From:  Kate Ross, Associate Vice-President Enrolment Services & Registrar

Re:    2022/23 Academic Year

Key dates for the 2022/23 **Winter Session** are as follows:

| Winter Session Term 1 | |
|---|---|
| Term 1 begins | Tuesday, September 6, 2022 |
| Mid-term break | November 7-11, 2022* |
| Last day of Term 1 classes | Thursday, December 8, 2022 |
| First day of exams for Term 1 | Sunday, December 11, 2022 |
| Last day of exams for Term 1 | Thursday, December 22, 2022 |
| Number of Teaching Days | 62 |
| **Winter Session Term 2** | |
| Term 2 begins | Monday, January 9, 2023 |
| Mid-term break | February 20-24, 2023** |
| Last day of Term 2 classes | Thursday, April 13, 2023 |
| First day of exams for Term 2 | Monday, April 17, 2023 |
| Last day of exams for Term 2 | Friday, April 28, 2023 |
| Number of Teaching Days | 62 |

*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia.

**Inclusive of Family Day (February 20) statutory holiday observed in British Columbia.

Key dates for the 2023 **Summer Session** are as follows:

| Summer Session Term 1 | |
|---|---|
| Term 1 begins | Monday, May 15, 2023 |
| Last day of Term 1 classes | Thursday, June 22, 2023 |
| First day of exams for Term 1 | Monday, June 26, 2023 |
| Last day of exams for Term 1 | Friday, June 30, 2023 |
| Number of Teaching Days | 28 |

THE UNIVERSITY OF BRITISH COLUMBIA

## Summer Session Term 2

| | |
|---|---|
| Term 2 begins | Tuesday, July 4, 2023 |
| Last day of Term 2 classes | Friday, August 11, 2023 |
| First day of exams for Term 2 | Tuesday, August 15, 2023 |
| Last day of exams for Term 2 | Saturday, August 19, 2023 |
| Number of Teaching Days | 28 |

Please note that graduate and professional programs may have their own term dates as set out in the Academic Calendar.

Draft term and examination dates for academic years up to and including 2025/26 may be viewed on the Senate website: https://senate.ubc.ca/okanagan/termdates.

**Faculty Council Special Meeting – Friday, Jan 14, 2022**

**Agenda item #2**

**Motion:  Scheduling guideline for research-stream faculty members.**

As, in the opinion of this Council the current campus course scheduling rules (2022-23) do not sufficiently protect research opportunities for research-stream faculty members during the Winter Session; and, as according to Part 8, Section 40 (c) of the [University Act of BC](#)  a Faculty's powers and duties include a responsibility "subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business"; and, as according to Part 7, Section 37 of the same Act the "academic governance of the university is vested in the senate" including, under (p) the responsibility "to deal with all matters reported by the faculties, affecting their respective departments or divisions", this council adopts the guideline that normally during the Winter Session research-stream faculty members will have no more than three teaching days in any calendar week, and refers this guideline to Senate for approval.

Note: This motion has been developed by the four Heads of the FASS Departments for consideration by Faculty Council.