



Okanagan Senate

THE FIFTH REGULAR MEETING OF
 THE OKANAGAN SENATE
 FOR THE 2019/2020 ACADEMIC YEAR

THURSDAY, 30 JANUARY 2020

3:30 P.M. | ASC 130

1. **Call to Order – Prof. Santa J. Ono**
2. **Minutes of the Meeting of 19 December 2019 - Prof. Santa J. Ono** (approval) (docket pages 3-17)
3. **Business Arising from the Minutes – Prof. Prof. Santa J. Ono** (information)
4. **Remarks from the Chair - Prof. Santa J. Ono** (information)
5. **Remarks from the Provost – Dr Ananya Mukherjee-Reed** (information)
6. **Admissions & Awards Committee – Ms Tamara Ebl**
 - a. Revisions to Admission Requirements for the MA and PHD in Psychology (approval) (docket pages 18, 20-26)
 - b. Revisions to Admission Requirements for the Bachelor of Education (approval) (docket pages 18, 27-29)
 - c. Revisions to Admission Requirements for Transfer Applicants from Colleges or Universities (approval) (docket pages 19, 30-32)
 - d. Revised Awards (approval) (docket pages 33-34)
7. **Curriculum Committee - Dr Peter Arthur**
 Curriculum proposals from Faculties of Arts & Sciences and Creative & Critical (approval) (docket pages 35-55)
8. **Joint Reports of the Admission & Awards and Curriculum Committees – Ms Tamara Ebl and Dr Peter Arthur**
 - a. New Program: Bachelor of Nsyilxcn Language Fluency (approval) (docket pages 56-219)
 - b. New Program: Bachelor of Sustainability (approval) (docket pages 220-353)



9. **Learning & Research Committee – Dr Deborah Roberts**
Interim Report from the Student Evaluation of Teaching Working Group
(information) (docket pages 354-360)
10. **Nominating Committee – Dr Jannik Eikenaar**
 - a. President’s Advisory Committee for the Selection of an Associate Vice-President Research (approval) (docket page 361)
 - b. Committee Adjustments (approval) (docket page 361)
11. **Report from the Provost – Dr Ananya Mukherjee-Reed**
 - a. 2019-2020 Report on Enrolment (information) (docket page 362-425)
 - b. 2018-2019 Report on External Reviews of Academic Units (information) (docket page 426-437)
12. **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>



Approved

Remarks from the President

The President noted that earlier in the month the Board of Governors and Vancouver Senate endorsed a statement that he had issued declaring a climate emergency. The declaration noted that addressing the climate crisis is critical to the University's key functions of research, learning and engagement as UBC strives to prepare students for their futures and conduct leading research on pressing societal issues. He advised that the matter was on this Senate's agenda later in this meeting for its own consideration and hoped that it would be endorsed here as well so it could stand for all of UBC. As a result of the emergency, the President advised that he was establishing a climate emergency community engagement process to provide the UBC community with opportunities to come together, and in particular to consider the full scope of our impact and align UBC's emissions reductions plans with 1.5 degrees Celsius as a limit; to embrace the need for a managed decline of fossil fuel production/ use and a rapid and just transition to a sustainable economy that also aligns with the United Nations Declaration on the Rights of Indigenous Peoples; to infuse climate justice throughout our activities, priorities, and decision-making frameworks; and to support community coping and adaptation in the face of climate crisis. UBC is already widely known for its work on climate change but we hope to be even more ambitious.

Dr Ono said that the UBC community will have three opportunities to provide input and initiate action: Conversations within and across academic departments, campus communities, and staff units; larger campus-wide town hall events to gather input and encourage dialogue across communities; and a resource website for community members to submit input and ideas. A Climate Emergency Advisory Committee will be set up to oversee this process, which will be expected to consolidate recommendations into a public report that will be presented for consideration by the new Sustainability Committee of the UBC Board of Governors. The report will define the pillars of climate emergency and recommend next steps.

In its own consideration, Dr Ono noted that the Vancouver Senate had resolved that it wished to see any academic matters that came from the Climate Emergency Advisory Committee and he hoped that this would be brought to the Okanagan as well. Dr Ono noted that the input and involvement of UBC's Senates will be integral to this process, and expressed that he looked forward to working with Senate as we tackle the climate emergency. Many universities expect UBC to continue to be a leader in this field and Dr Ono said he looked forward to working with the campus community to do so.

Secondly, the President advised that our search is nearing the end for Dr Buszard's successor as Deputy Vice-Chancellor for the Okanagan campus. He noted that there were members of the Search Committee in the audience and he thanked them for their service, which was not yet complete. He noted that an email went out today with a status update for the campus community. The President advised that finalists have been meeting with different sets of stakeholders, and Dr



Dr Ono noted that he had been receiving a large amount of rich feedback from stakeholder groups. The President has advised the Search Committee that he will get involved in deep referencing. The search consultants (Boyden in this case) have been communicating with on-list references; however, for a position this important, he has insisted that he personally get involved and speak with references himself. Dr Ono noted that on-list references are often truncated, anonymized, and out of context; as President, it was important for him to deep reference candidates with the on-list as this can give deeper richer feedback that he could share with the search committee. Secondly, Dr Ono said he would go off-list to gain a 360 degree view of a candidate, so as to get input from both who these people have reported to and from those who have reported to them.

Dr Ono noted that the most recent Search Committee meeting was less than optimal as he was in Vancouver via videoconference and he has advised that he needed to meet in person in the New Year with the Search Committee to share information. He reiterated to the Senate that at this time, a decision has not been made but we have three very good candidates with their own strengths and weaknesses. He has committed to everyone to do a serious analysis to make the best decision for the Okanagan campus.

Dr O'Leary asked about the privacy implications of deep referencing.

The President replied that it was common at end stage for the search consultants to inform the candidates that we are going off-list. He has asked the Search firm to inform the candidates that he was going off-list to speak with people.

Dean Sugden asked if the President would speak with people on this campus and how systematic it would be.

The President replied yes but it would not be appropriate to say who they may be; he would reference people where it made sense as there had been personal interactions between candidates and a community. Dr Ono said that it couldn't be haphazard and had to be announced to the candidates. This was ongoing for this search. Dr Ono noted that candidates may perform very well in a 45 minute interview but that referencing gave a better view of how a candidate performed over a number of years.

Dean Sugden said that he knew it was a common practice as it was done for him as well, but expressed question with regards to confidentiality.

Dr Ono noted that he was informed at a late stage of his own hiring that they were going off-list and he appreciated the additional scrutiny. He noted the importance of the candidates knowing. He reiterated that this was a very important decision for UBC and it had to be based on as much information as possible.



Finally, Dr Ono said that he was pleased to announce that at the most recent meeting the Board of Governors concurred with the Senate's recommendation to establish two new faculties: Science, and Arts & Social Sciences, in place of the current Faculty of Arts and Sciences on the Okanagan. He offered his congratulations and thanks to everyone involved in that development.

With respect the climate crisis, Dean Sugden said that it was important that intergenerational concerns be considered and discussed with faculty, staff, and students.

Dr Ono said that this was important and needed to be intentional to have a cross spectrum of people of different generations and with different relationships with UBC. The open letter was signed by over 3000 people. His office worked with faculty, staff, students, and organizations within and outside of UBC on the declaration.

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor, Dr Buszard, said that she and the Provost were excited about the coming work to develop our two new faculties. She noted that the Senate had made the decision effective July 2020 to simplify graduation this year but we are working towards that date with the interim dean and the faculty leadership. Our Provost will be working to search for our two new deans.

A week ago there was a research town hall organized by Vice-Principal Philip Barker with terrific results. Dr Buszard expressed her amazement by how much the campus has developed, with 18 patents being granted to UBC Okanagan persons this year, which was a large number for a campus this size.

Dr Buszard thanked those who had participated in the budget processes recently; she noted that this would be going forward to a system-wide meeting for UBC and that she would update the Senate Budget Committee in the New Year.

Finally, Dr Buszard noted the second annual Life Raft Debate was scheduled for 14 January with several members of the Senate participating.

Correspondence

Stephen O'Leary
Barbara Rutherford

}

That Senate refer the correspondence from the President and UBCC350 to the Learning & Research Committee.

Approved



Academic Policy Committee

The Vice-Chair of the Academic Policy Committee, Dr Stephen McNeil, presented.

ON LEAVE FEES

Stephen McNeil Peter Arthur	}	<i>That the reference to the requirement that graduate students pay a fee while on leave be removed from the Academic Calendar, as set out in the attached two column form.</i>
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Approved

Admissions & Awards Committee

Ms Catherine Comben, member of the Committee, presented on behalf of Ms Tamara Ebl.

REVISED BLOCK TRANSFER AND ADMISSION AGREEMENT: UBCO AND OKANAGAN COLLEGE

Catherine Comben Deborah Buszard	}	<i>That Senate approve the revised Block Transfer and Admission Agreement between The University of British Columbia, Okanagan Campus and Okanagan College.</i>
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Approved

GRADUATE STUDIES AWARD AND SCHOLARSHIP REGULATIONS

Catherine Comben Jassim Naqvi	}	<i>That Senate approve the revised Awards and Scholarship requirements for the College of Graduate Studies.</i>
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Approved

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Catherine Comben Barbara Marcolin	}	<i>That Senate accept the new and revised awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.</i>
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Approved

Curriculum committee

Dr Peter Arthur, Chair of the Senate Curriculum Committee, presented.

DECEMBER CURRICULUM REPORT

See Appendix B: Curriculum Report

Peter Arthur
Catherine Comben

}

That Senate approve and recommend to the Board of Governors for approval the closing of program options brought forward from the Faculty of Arts and Sciences, the closing of a program, the creation of a new theme, the new course codes and the new courses brought forward from the Faculty of Creative & Critical Studies, the new and revised courses brought forward from the Faculty of Health and Social Development, and the new courses brought forward from the Faculty of Management.

Approved

Nominating Committee

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

COMMITTEE ASSIGNMENTS

Jannik Eikenaar
Barbara Marcolin

}

That Mr Romil Jain be appointed to the Admissions & Awards Committee until 31 March 2020 and thereafter until replaced, to replace Mr Shao Yuan Chong;

That Ms Kristen Morgan be appointed to the Curriculum Committee until 31 March 2020 and thereafter until replaced, to replace Ms Simran Sandhu;



That Ms Kristen Morgan be appointed to the Academic Policy Committee until 31 March 2020 and thereafter until replaced, to fill a vacancy; and

That Ms Simran Sandhu be appointed to the Agenda Committee until 31 March 2020 and thereafter until replaced, to replace Ms Deborah Efratuei.

Approved

The President vacated the chair to present a motion; the vice-Chair of Senate, Dr Deborah Buszard, assumed the chair.

Report from the President

DECLARATIONN OF CLIMATE EMERGENCY

Santa Ono	}	<i>That Senate endorse the UBC President's Declaration on Climate Emergency.</i>
Abdul Alnaar		

Dr Ono spoke to the motion. He noted that hundreds of people had written to him and noted that UBC was a leader in research but was late in recognizing this emergency.

Senator O'Leary asked if there were other perils such as human conflict or disease that may be equally dangerous to humans.

Dr Ono said he respected that opinion but that this matter was one of major importance to thousands of people. We have not received a similar outpouring for other perils. There is precedent for nations rallying around important causes, such as the moon flights and the war on cancer.

Senator Marcolin asked if we would publicize the comments and notes we receive as input into those discussions.

Dr Ono said we are committed to providing resources to do this right. We will have opportunities for sharing feedback.



Senator Jakobi questioned the phrasing and there not being consideration evident of how Okanagan will be involved.

Dr Ono said he would ensure Okanagan was involved, many of the authors of the document were based in Vancouver. He committed to making it clear that this was for all of UBC.

With permission of Senate, Associate Provost Michael Burgess spoke, and asked if “community” was to be limited to the campus community or the wider community as well.

The President replied that the intent was the wider community.

Professor Burgess said that town halls privilege certain people and audiences; he suggested that the advisory committee should focus on how to achieve a diversity of voices.

Senator Morgan said she was pleased to see UBC move forward in this way and the involvement of community. What she hoped to see more of was involvement and feedback from experts, noting that we have many knowledgeable experts at UBC on climate science.

The President said this was in the document and he agreed.

Senator Olson said he took part in the declaration discussion in Vancouver as well. He noted that he has spent his professional life looking at sustainability and while he supported the principles he had some concerns with the recommendations being presented as they were and noted that the Vancouver Senate had similar concerns the previous day and had amended the motion accordingly.

Dr Ono said that word “will” in the document before the actions to be considered was a typographical error; it should have been “may”.

AMENDMENT

James Olson
Gordon Binsted

}

The motion be substituted with “That Senate enthusiastically endorse the Sentiments in the UBC President’s declaration on climate emergency and looks forward to the recommendations to be developed in that process.

Amendment
Approved



Senator Alnaar said that he participated in climate strikes on both campuses and Dr Ono's letter was a big step to take climate action for UBC. He commended the President for taking that step. He expressed his hope that the Board would divest from fossil fuels.

Main Motion
Approved as
Amended

By general consent, the agenda was amended to add a motion from the floor.

Roger Sudgen	}	<i>That the report of the Climate Emergency Advisory Committee also be submitted to the Senate for academic consideration.</i>
Tamara Ebl		

Approved

The President reassumed the Chair.

Report from the Registrar

2020-2023 TRIENNIAL ELECTION RESULTS

The Registrar, Dr Kathleen Ross, presented the results of recent elections to the Board of Governors and Senate.

Board of Governors

Subsequent to the call for nominations issued on 24 October 2019, elections were held for representatives of faculty members and staff from the Okanagan campus to the Board of Governors from 21 November to 5 December 2019. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate for information.

Faculty Members:

Four (4) nominations were received by the deadline of 7 November 2019 at 4 pm. An election occurred from 21 November to 5 December 2019.

Klironomos, John 27 votes
Arthur, Peter 20 votes
Heilke, Thomas 17 votes
O'Leary, Stephen K. 1 vote



Total 65 votes (16.2% of eligible voters)

Dr John Klironomos has been re-elected; his terms of office is from 1 September 2020 until 31 August 2023 and thereafter until a successor is elected.

Staff Member:

Two (2) nominations were received by the deadline of 7 November 2019 at 4 pm. An election occurred from 21 November to 5 December 2019.

Nicole Udzenija 46 votes

Terina Mailer 44 votes

Total 90 votes (3.87% eligible voters)

Ms Nicole Udzenija has been re-elected; her term of office is from 1 September 2020 to 31 August 2023 and thereafter until a successor is elected.

Representatives of the Joint Faculties to Senate

Further to the call for nominations for faculty members of the Okanagan Campus to fill the sixteen (16) positions for representatives of the Joint Faculties on the Okanagan Senate issued first on 24 October 2019 and secondly on 21 November 2019, sixteen (16) valid nominations have been received. Therefore pursuant to Section 15 of the *University Act* the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Okanagan Senate for terms beginning on 1 September, 2020 and ending 31 August 2023 and thereafter until successors are elected:

- Dr Robert Campbell, Associate Professor, Faculty of Education
- Dr Jan Cioe, Associate Professor, Faculty of Arts and Sciences
- Ms Tamara Ebl, Lecturer, Faculty of Management
- Dr Jannik Eikenaar, Instructor, Faculty of Applied Science
- Dr Michael Evans, Professor, Faculty of Arts and Sciences
- Dr Greg Garrard, Professor, Faculty of Creative and Critical Studies
- Dr Patricia Lasserre, Associate Professor, Faculty of Arts and Sciences
- Dr Brigitte Le Normand, Associate Professor, Faculty of Arts and Sciences
- Dr Yves Lucet, Professor, Faculty of Arts and Sciences
- Dr Stephen O'Leary, Professor, Faculty of Applied Science
- Dr Stephen McNeil, Associate Professor, Faculty of Arts and Sciences
- Dr Julien Picault, Senior Instructor, Faculty of Arts and Sciences
- Dr Karen Ragoonaden, Professor of Teaching, Faculty of Education
- Dr Deborah Roberts, Professor, Faculty of Applied Science
- Dr Sally Willis-Stewart, Senior Instructor, Faculty of Health and Social Development

Senator Eikenaar expressed a concern on low voter turnout.

The President suggested that Senators should send him and the Nominating Committee advice how to address this concern.

IN CAMERA – Learning and Research Committee



Adjournment

Seeing no other business, the meeting was adjourned at 4:33 p.m.



Appendix A: Awards Report

NEW AWARDS:

Mission Group Build it Forward Athletic Award

A \$2,000 award has been made available annually through a gift from Mission Group to varsity athletes enrolled at the University of British Columbia, Okanagan campus. This award recognizes a student who has demonstrated athletic excellence and leadership in the community. The award is made on the recommendation of the Department of Athletics and Recreation. (First award available for the 2019/20 Winter Session)

Amal Alhuwayshil Award in Campus Engagement and Leadership

A \$2,000 award has been made available annually through a gift from Amal Alhuwayshil, former student union president, to students enrolled at the University of British Columbia, Okanagan campus. This award recognizes a student who has engaged in one or more campus-based activities involving diversity, and inclusion, and demonstrated leadership in these areas by encouraging others to engage in these issues in the campus community. The award will be adjudicated by Enrolment Services. (First award available for the 2019/20 Winter Session)

CIBC Aboriginal Access Studies Award

Five \$5,000 awards have been made available annually through a gift from CIBC for Aboriginal undergraduate students at the University of British Columbia, Okanagan campus. Preference is given to students who have been admitted to an undergraduate degree program from the Aboriginal Access Studies program at UBC Okanagan. The awards will be adjudicated by Enrolment Services. (First awards available for the 2019/20 Winter Session)

REVISED AWARDS:

Existing Award Title: Judit Moldovan Memorial Graduate Teaching Assistant Award

Existing description:

A \$500 award is offered in memory of Judit Moldovan to a student enrolled in a graduate degree program at the University of British Columbia, Okanagan campus. Students who have earned a Bachelor of Science degree and are enrolled in the Secondary Teacher Education Program (STEP) are also eligible. As Chemistry Lab Manager (2005-2011), Judit was known to provide Teaching Assistants (TAs) with unceasing encouragement and support, both professionally and personally. The award recognizes a student in good academic standing who has made outstanding contributions as a graduate TA in Chemistry or Biochemistry courses. Adjudication is based on a **candidate's** leadership, professionalism, and service to Chemistry students. The award is made on the recommendation of the Chemistry department selection committee.

Amended Award Title: Judit Moldovan Memorial Graduate Teaching Assistant Award

Amended Description:

A \$500 award is offered in memory of Judit Moldovan to a student enrolled in a graduate degree program at the University of British Columbia, Okanagan campus. As Chemistry Lab Manager (2005-2011), Judit was known to provide Teaching Assistants (TAs) with



unceasing encouragement and support, both professionally and personally. The award recognizes a student in good academic standing who has made outstanding contributions as a graduate TA in Chemistry or Biochemistry courses. Adjudication is based on a candidate's leadership, professionalism, and service to Chemistry students. The award is made on the recommendation of the Chemistry department selection committee.

Rationale: The University no longer offers the Secondary Teacher Education Program (STEP)

Existing Award Title: Mabel and Wilbur Hill Bursary in Arts

Existing description:

A \$3,350 bursary has been endowed by the family of Mabel and Wilbur Hill for a second, third, or fourth year student enrolled in the Bachelor of Arts Program at The University of British Columbia, Okanagan campus. **Preference is given to a domestic Indigenous student.** Mabel Hill (1920-2009) was a respected watercolour artist, her husband Wilbur Hill (1916-1994) was a businessman and one of the founders of the Okanagan Symphony Orchestra; both were lifelong residents of Kelowna. **The bursary will be adjudicated by Enrolment Services**

Amended Award Title: Mabel and Wilbur Hill Bursary in Arts

Amended Description:

A \$3,350 bursary has been endowed by the family of Mabel and Wilbur Hill for a student enrolled in the Bachelor of Arts Program at The University of British Columbia, Okanagan campus. Preference is given to a domestic Indigenous student. Mabel Hill (1920-2009) was a respected watercolour artist, her husband Wilbur Hill (1916-1994) was a businessman and one of the founders of the Okanagan Symphony Orchestra; both were lifelong residents of Kelowna. The bursary will be adjudicated by Enrolment Services.

Rationale: Donor wishes to remove year of study and add preference to an Indigenous student.

c) Existing Award Title: Okanagan University College Board of Governors Entrance Scholarship

Existing description:

One scholarship of \$2,350 has been **made available through an endowment established by** endowed through the Okanagan University College Foundation for a **high school** student entering The University of British Columbia, Okanagan **campus, directly from a British Columbia** secondary school **in School Districts 22, 23, 53, 67, or 83. The scholarship is adjudicated by Enrolment Services.** the Okanagan region. Successful nominees are outstanding academic students who show an ability to lead (directly or by example) in at least one of the following: artistic endeavours, original intellectual pursuits, community service, athletics, and school activities. Candidates must be nominated by their secondary schools. Nomination forms are available from the UBC Student Services website and must be submitted, along with required documentation, by the deadline shown on the website.

Amended Award Title: Okanagan University College Board of Governors Entrance Scholarship

Amended Description:

One scholarship of \$2,350 has been made available through an endowment established by the Okanagan University College Foundation for a high school student entering The University of British Columbia, Okanagan campus, directly from a British Columbia secondary school in School Districts 22, 23, 53, 67, or 83. The scholarship is adjudicated by Enrolment Services.

Rationale: Candidates no longer submit nomination forms.

**Existing Award Title: Graduate Dean's Entrance Scholarship**

Existing description:

Graduate Dean's Entrance Scholarships (GDES) are based on merit and offered to incoming full-time thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the deadline for each admission cycle will receive priority consideration for these awards. Students who do not meet the deadline may still be considered for these awards, but only when all students who have submitted applications by the deadline have been considered.

Eligible students must have a GPA of first-class standing **or other exceptional qualifications**. In addition, the admission application's supporting documentation (CV, reference letters, letter of intent) are used for adjudication purposes. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000. **This award value may be increased by increments of \$2,500 up to a maximum of \$25,000.** However, if the student holds a major external award, such as NSERC, SSHRC or CIHR, **a maximum amount of \$15,000 may be awarded in addition to the major award the amount of the award may be adjusted.** The funding for the GDES award will be made available from the University budget. **The value of the award is reviewed annually.**

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies.

Amended Award Title: Graduate Dean's Entrance Scholarship

Amended Description:

Graduate Dean's Entrance Scholarships (GDES) are based on merit and offered to incoming full-time thesis-based master's and doctoral students at UBC's Okanagan campus. Students who have submitted a complete admission application by the deadline for each admission cycle will receive priority consideration for these awards. Students who do not meet the deadline may still be considered for these awards, but only when all students who have submitted applications by the deadline have been considered.

Eligible students must have a GPA of first-class standing or other exceptional qualifications. In addition, the admission application's supporting documentation (CV, reference letters, letter of intent) are used for adjudication purposes. The minimum value of the Graduate Dean's Entrance Scholarship is \$5,000 to \$25,000. However, if the student holds a major external award, such as NSERC, SSHRC or CIHR, the amount of the award may be adjusted. The funding for the GDES award will be made available from the University budget. Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies.



Appendix B: Curriculum Report

FACULTY OF ARTS AND SCIENCES

- i. BA Psychology Honours, Forensic Specialization
- ii. BSc Psychology Honours, Forensic Specialization

FACULTY OF CREATIVE AND CRITICAL STUDIES

- i. BFA, Interdisciplinary Performance Major
- ii. MA English, Literature and Place
- iii. CHIN and KORN course codes
- iv. CHIN 100 (3) Basic Chinese I
- v. CHIN 101 (3) Basic Chinese II
- vi. KORN 100 (3) Basic Korean I
- vii. KORN 101 (3) Basic Korean II
- viii. ENGL 531 (3/9) d Place and Power
- ix. ENGL 532 (3/9) d Culture and Location
- x. ENGL 533 (3/9) d Narrating Place
- xi. THTR 303 (3) Narrative Film Production

FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

- i. NRSG 528 (3) Advanced Community Health Nursing
- ii. NRSG 500 (3) Nursing Knowledge

FACULTY OF MANAGEMENT

- i. COOP 405 (3) Co-op Education Work Experience V
- ii. COOP 406 (3) Co-op Education Work Experience VI
- iii. MGCO 405 (3) Co-op Education Work Experience V
- iv. MGCO 406 (3) Co-op Education Work Experience VI



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30 January 2020

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Admissions Proposals recommended for approval by the Okanagan Senate

- a) Admissions proposal: MA and PhD in Psychology
- b) Admissions proposal: Bachelor of Education
- c) Admissions proposal: Applicants from a College or University

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

a) Admissions proposal: MA and PhD Psychology

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

***Motion:** That Senate approve revised admission requirements for the MA and PhD Psychology programs.*

b) Admissions proposal: Bachelor of Education

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

***Motion:** That Senate approve revised admission requirements for the Bachelor of Education program.*

c) Admissions proposal: Applicants from a College or University

The rationale for the proposal is outlined in the attached proposal form.

The following is recommended to Senate:

Motion: *That Senate approve revised admission requirements for transfer applicants to the University.*

Respectfully submitted,

Tamara Ebl
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

Faculty/School: IKBSAS Dept./Unit: Graduate Studies Faculty/School Approval Date: 20190917 Effective Session: 2020W	Date: 20190820 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Revise Admissions requirements – Program level	
Rationale: <p>The Calendar description of the Psychology Graduate Program – Clinical is being simplified in order to make more aligned with the language of our sister department in Vancouver that offers the same program. The details of the program will be clearly spelled out on our website and in our Clinical Psychology Handbook. The program needs to be able to accommodate the requirements of the Canadian Psychological Association’s accreditation process.</p> <p>Two additional changes are proposed to our graduate program: (a) align the entry GPA for Psychological Science students with the current requirement for Clinical students [i.e., 80%] and (b) add a minimum score on the GRE Verbal section [i.e., 50th percentile] for all applicants.</p> <p>The first change will remove the distinction currently in the Calendar between Clinical and Psychological Science student entrance GPA given that there is a specified minimum of 80% in their last 60 credits for Clinical but none identified for Psychological Science applicants. The latter group would be subject to the College of Graduate Studies minimum of 76%. This difference implies a lower standard for the Psychological Science applicants that may produce a sense that the graduate program has different expectations for the two streams – this is not the case. We hold all applicants to a standard that would make them eligible for funding from the College of Graduate Studies.</p> <p>The change to the GRE section [i.e., at least the 50th percentile in the Verbal section] is intended to also apply to all of our applicants and identifies the importance of strong verbal skills in order to successfully complete graduate studies in Psychology.</p>	



Proposed Academic Calendar Entry:

Master of Arts (M.A.)

[14237] Admission Requirements

[14238] The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

[14239] Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. Students must submit their graduate record exam (GRE) scores

and must score at least the 50th percentile on the

Verbal section; the general GRE scores are required and the subject specialty scores are recommended.

[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one

of the following:

[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); or
- IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or
- MELAB score of at least 84.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1228>

Present Academic Calendar Entry:

Master of Arts (M.A.)

[14237] Admission Requirements

[14238] The M.A. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

[14239] Entering students will normally have an honours degree (or an undergraduate degree and equivalent research experience) in Psychology or a related area. This must include coursework in statistics and research methodology. Students must submit their graduate record exam (GRE) scores; the general GRE scores are required and the subject specialty scores are recommended.

[14241] Applicants from a university outside Canada at which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:

[14240]

- TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); or
- IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or
- MELAB score of at least 84.

[14242] No applicant will be admitted to the program until a faculty member of the Psychology



<p>[14242] No applicant will be admitted to the program until a faculty member of the Psychology Department has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to applying.</p> <p>[15645] Admission to the M.A. in Psychology program is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.</p> <p>[14243] Program Requirements – Psychological Science (formerly Experimental Psychology)</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology, normally taken in the first year; • 3 credits in Contemporary Theories of Psychology (PYSO 506); and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[15646] Program Requirements – Clinical</p> <p>[15647] In addition to the general academic regulations for graduate students set out in this section, <u>the clinical program requires coursework [minimum of 30 credits—6 credits in research methods & statistics and 24 graduate credits approved by the Director of Clinical Training]</u></p>	<p>Department has agreed to supervise the thesis research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to applying.</p> <p>[15645] Admission to the M.A. in Psychology program for clinical students is restricted to those who intend to continue on to the Ph.D. and who have an overall average of at least 80% in their last 60 credits.</p> <p>[14243] Program Requirements – Psychological Science (formerly Experimental Psychology)</p> <p>[14244] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:</p> <p>[14245]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599); • 6 credits of graduate-level statistics and methodology, normally taken in the first year; • 3 credits in Contemporary Theories of Psychology (PYSO 506); and • 9 other credits selected by the student in consultation with and approval of his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. <p>[15646] Program Requirements – Clinical</p> <p>[15647] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 45 credits as follows:</p> <p>[15648]</p> <ul style="list-style-type: none"> • a 12-credit master's thesis (PSYO 599);
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plus a research thesis. Our program is accredited by the Canadian Psychological Association (CPA). Students are expected to complete all program requirements within two years.

Graduate education in the Department follows a scientist-practitioner model in which students conduct research in close collaboration with a particular faculty member, and engage in supervised clinical experiences. Graduate study must be on a full-time basis.

See the Department website [https://psych.ok.ubc.ca/] for complete details regarding the various psychology programs.

Proposed Academic Calendar Entry:

Doctor of Philosophy (Ph.D.) [14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students. Students admitted to the Ph.D. degree program normally must possess a **Master's** degree in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

- 6 credits of graduate-level statistics and methodology, normally taken in the first year;
- 6 credits in Professional Practice: Assessment;
- 6 credits in Individual Differences;
- 6 credits in Professional Practice: Intervention;
- 3 credits in Ethics and Professional Standards;
- 3 credits in Psychometrics; and
- Clinical Psychology Practicum as needed to reach competency and progress to the next level of training.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227>

Present Academic Calendar Entry:

Doctor of Philosophy (Ph.D.) [14227] Admission Requirements

[14228] The Ph.D. degree program is governed by the regulations of the College of Graduate Studies, including its standards for admission of students.

Students admitted to the Ph.D. degree program normally must possess a **master's** degree in Psychology or a related area, with clear evidence of research ability or potential. Exceptional students may be admitted directly to the Ph.D. degree program with only an Honours degree.

[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate



<p>[14229] Transfer from the M.A. to the Ph.D. degree program is permitted at the discretion of the program under regulations set by the College of Graduate Studies after 12 but after no more than 18 months in the M.A. degree program.</p> <p>[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:</p> <p>[14231]</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] No applicant will be admitted to the program until a faculty member of the Psychology Department has agreed to supervise the dissertation research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to applying.</p> <p>[14233] Program Requirements – Psychological Science (formerly Experimental Psychology)</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are as follows:</p> <p>[14235]</p>	<p>Studies after 12 but after no more than 18 months in the M.A. degree program.</p> <p>[14230] Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. Students can demonstrate English language proficiency with one of the following:</p> <p>[14231]</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language) minimum score of 600 (paper version) or 100 (Internet version); • IELTS (International English Language Testing Service) minimum overall band score of 7.0, with no other component score less than 6.5; or • MELAB score of at least 84. <p>[14232] No applicant will be admitted to the program until a faculty member of the Psychology Department has agreed to supervise the dissertation research; thus, applicants are strongly urged to identify and contact a potential research supervisor prior to applying.</p> <p>[14233] Program Requirements – Psychological Science (formerly Experimental Psychology)</p> <p>[14234] In addition to the general academic regulations for graduate students set out in this chapter, the minimum requirements for the Ph.D. are as follows:</p> <p>[14235]</p>
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- up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent);
- a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area);
- successful completion of the comprehensive requirements; and
- a successfully-defended doctoral dissertation (PSYO 699).

[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive requirements and thesis, please refer to the College of Graduate Studies' [Academic Regulations](#).

[15649] Program Requirements – Clinical

[15650] All doctoral students are required to successfully complete both a clinical and general research comprehensive examination. The major requirement for the Ph.D. is completion of a research dissertation as required by the College of Graduate Studies. Clinical students must develop an acceptable level of clinical skill, complete coursework, and serve a one-year pre-doctoral internship at a CPA- or APA-accredited site. Our program is accredited by the Canadian Psychological Association. See the Department website [https://psych.ok.ubc.ca/] for complete details regarding the various psychology programs.

- up to 18 credits of coursework equivalent to that required for the M.A. degree program, selected by the student with the approval of his or her supervisory committee (if a student has not already completed the relevant credits or their equivalent);
- a second-year empirical paper (if a student has not already completed an M.A. thesis in Psychology or a related area);
- successful completion of the comprehensive requirements; and
- a successfully-defended doctoral dissertation (PSYO 699).

[14236] Additional coursework may be required by a student's supervisory committee. For more information regarding the comprehensive requirements and thesis, please refer to the College of Graduate Studies' [Academic Regulations](#).

[15649] Program Requirements – Clinical

~~[15650] The minimum requirements for the Ph.D. are as follows:~~

~~[15651] Note: coursework that was completed for a master's degree may be counted and credited for the Ph.D. coursework requirement.~~
~~[15652]~~

- ~~• 6 credits of graduate-level statistics and methodology;~~
- ~~• 3 credits from each of the following cognate areas in Psychology: biological, cognitive-affective, and social;~~
- ~~• 6 credits from each of the following areas: Individual Differences, Professional Practice: Assessment, Professional Practice: Intervention;~~



	<ul style="list-style-type: none"> ● 3 credits in the historical and scientific foundations of general Psychology; ● 3 credits in each of the following areas: Ethics and Professional Standards, Psychometrics, Program Evaluation; ● 1 credit in each of the following areas: Supervision, Internship Preparation; ● successful completion of the comprehensive requirements; ● Clinical Psychology Practicum as needed to reach competency and progress to the next level of training; ● successful defence of the doctoral dissertation (PSYO 699); ● development of an acceptable level of clinical skill; and ● successful completion of a one-year internship in an approved applied setting (PSYO 730). <p>[16309] It should be noted that while the above criteria satisfy the minimum requirements, additional courses will routinely be offered that are aimed at further enhancing the breadth of knowledge in one of the above required areas, or that provide instruction in an area that is not reflected in one of the above categories. Additional coursework may be required by a student's supervisory committee.</p> <p>[15653] For more information regarding the comprehensive requirements and thesis, please refer to the College of Graduate Studies' <u>Academic Regulations</u>.</p>
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Education Dept./Unit: Okanagan School of Education Faculty/School Approval Date: 11/25/2019 Effective Session: 2020W. To be entered in the Academic Calendar as soon as possible upon approval for the purpose of informing prospective students.</p>	<p>Date: November 7, 2019 Contact Person: Dr. Wendy Klassen Phone: 250.807.8106 Email: wendy.klassen@ubc.ca</p>
<p>Type of Action: New admissions requirements – Program level – Category 2 Addition of Indigenous Studies as a 24-credit teachable subject in the Teaching Adolescents pathway of the Bachelor of Education program.</p>	
<p>Rationale: The Bachelor of Education admissions criteria state that applicants to the Teaching Adolescents pathway must present at least 24 credits of coursework in a teachable subject. UBC Okanagan’s current 2019-20 Academic Calendar lists 15 different teachable subjects to choose from, and each one has been approved by the British Columbia Teacher Regulation Branch (TRB). TRB is the governing body in the province that manages teacher certification. Indigenous Studies has been approved by TRB, but is not included in the Academic Calendar.</p> <p>We propose to add Indigenous Studies as a 24-credit teachable. This subject is widely taught in public schools across the province and we strongly feel it important to recognize and embrace the potential contributions that future teachers with an Indigenous Studies background can offer. Adding the Indigenous Studies teachable would further enhance the university’s commitment to the Truth and Reconciliation Commission of Canada: Calls to Action, which references the development of culturally appropriate curricula. Likewise, the BC Teachers’ Council Professional Standards for BC Educators emphasizes the importance of fostering “a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.”</p> <p>We have consulted the Teacher Regulation Branch, and they have confirmed that they will grant certification to students who have successfully completed the B.Ed. program based on a 24-credit Indigenous Studies teachable.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>[17282] Admission Requirements: Teaching Adolescents</p> <p>[...]</p> <p>[17296]</p> <ul style="list-style-type: none"> • Mathematics: 3 credits of Mathematics. Note: Statistics courses are not acceptable <p>24 credits of academic coursework in any one of the following teachable subjects taught in BC public schools. Note: Preference will be given to applicants with academic coursework in two teachable subjects. Teachable subjects are:</p> <ul style="list-style-type: none"> • Biology • Chemistry • English • Environmental Science • French¹ • General Science² • Geography • History • <u>Indigenous Studies</u> • Mathematics • Music³ • Physical Education 	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1074,1357</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Faculties, Schools, and Colleges Okanagan School of Education Undergraduate Programs Bachelor of Education Admission Requirements</p> <p>[17282] Admission Requirements: Teaching Adolescents</p> <p>[...]</p> <p>[17296]</p> <ul style="list-style-type: none"> • Mathematics: 3 credits of Mathematics. Note: Statistics courses are not acceptable <p>24 credits of academic coursework in any one of the following teachable subjects taught in BC public schools. Note: Preference will be given to applicants with academic coursework in two teachable subjects. Teachable subjects are:</p> <ul style="list-style-type: none"> • Biology • Chemistry • English • Environmental Science • French¹ • General Science² • Geography • History • Mathematics • Music³ • Physical Education
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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

<ul style="list-style-type: none">• Physics• Social Studies⁴• Theatre³• Visual Art³	<ul style="list-style-type: none">• Physics• Social Studies⁴• Theatre³• Visual Art³
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Admissions Proposal Form Okanagan Campus

<p>Faculty/School: N/A Dept./Unit: Undergraduate Admissions Faculty/School Approval Date: N/A Effective Session: 2020W. To be included in the Academic Calendar upon approval for the purpose of informing prospective students.</p>	<p>Date: November 15, 2019 Contact Person: Sam Saini Phone: 250.807.3615 Email: sam.saini@ubc.ca</p>
<p>Type of Action: Revise admission requirements for transfer applicants to the University.</p>	
<p>Rationale: Currently, applicants to the University who have college or university experience are assessed for admission based on the average of the most recent 24 to 30 transferable credits attempted. With the changes proposed below, a transfer applicant's most recent post-secondary experience will still be integral to UBC's determination of admissibility, but other factors are also being introduced to allow for a more holistic admissions assessment. Applicants' overall records, their persistence in completing courses they've enrolled in, the applicability of their courses to the intended program of study, the sequential order of courses completed, as well as the learning outcomes of the courses completed are being introduced as factors that may be taken into account when determining admissibility to UBC.</p> <p>The introduction of these criteria will help to broaden the scope of the assessment of transfer applicants and address recent applicant behaviour whereby students employ various strategies to improve their average on their most recent 24 to 30 credits, without necessarily improving their preparedness for academic study at UBC.</p> <p>Also proposed herein is a revision to the way in which applicants with fewer than 24 transferable credits are assessed. Currently, such applicants must be admissible on both their high school and their post-secondary records. The proposed change will allow more flexibility in considering these applicants.</p>	
<p>Proposed Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants from a Post-Secondary Institution Applicants from a College or University</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,344,1047,0</p> <p>Present Academic Calendar Entry:</p> <p>Homepage (draft) Admissions Applicants from a Post-Secondary Institution Applicants from a College or University</p>



Applicants from a College or University

Academic criteria are the primary basis for determining admissibility to UBC. For post-secondary transfer applicants, the academic assessment consists of a review of the applicant's academic record from all previous post-secondary institutions attended.

[15600] The minimum academic standing to qualify for admission as a transfer student is a C average (60% where 50% is a passing grade), or grade point average of 2.0 (calculated on a 4.0-point scale), **on the most recent 24 to 30 transferable credits completed, including failed and repeated courses.**

Applicants presenting fewer than 24 **transferable credits are eligible for admission as a transfer student as stated above, but will, in addition to presenting a minimum average, be required to present final secondary school records for consideration.**

All applicants are required to be in good academic standing at their previous post-secondary institution(s) and present the necessary prerequisite courses at the secondary and/or post-secondary level.

Admission to UBC is competitive and satisfying the minimum academic requirements does not guarantee admission. In determining admissibility, UBC may consider the extent to which an applicant has:

- **excelled, as evidenced by consistently strong grades and/or the number of courses registered**

Applicants from a College or University

[15600] The minimum academic standing to qualify for admission ~~to the University~~ as a transfer student ~~from a college or university~~ is **successful completion of 24 transferable credits** with a C average (60% where 50% is a passing grade), or grade point average of 2.0 (calculated on a 4.0-point scale¹). Applicants presenting fewer than 24 ~~credits are evaluated on the basis of both final secondary school grades and the partial post-secondary studies completed.~~

[15601] ~~For applicants presenting more than 24 transferable credits, the admission average is based on the average of the most recent 30 credits of college or university courses attempted, including failed and repeated courses, unless otherwise prescribed by the program to which admission is sought.~~

[15602] ~~Because of enrolment limitations, most programs require a higher average for admission than the University minimum, and may require a minimum standing in specified courses. Applicants should consult the relevant faculty or school entry requirements for a statement of admission requirements for the program to which they seek admission. To be eligible for second year, applicants must normally have successfully completed 30 credits, and~~



and then successfully completed in any given term;

- **selected courses that are relevant and/or complementary to the program to which admission is sought;**
- **selected a coherent sequence of progressively more challenging courses;**
- **pursued studies having close comparability in learning outcomes with courses typically taken within the first two years of an undergraduate program at UBC.**

UBC may ask applicants to provide a rationale for their course selections taking into consideration the points noted above.

Depending on program, applicants may be required to present additional academic or non-academic criteria for admission. Applicants should consult the relevant Academic Calendar entries and websites for the faculty or school to which they seek admission for additional admission requirements specific to those programs.

~~satisfied all promotion requirements for advancement to that year. Applicants to third year must have successfully completed 54-60 credits, and satisfied all promotion requirements for advancement to that year.~~

[15604] ¹A+ = 4.33, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = 0.67, F = 0.0.



THE UNIVERSITY OF BRITISH COLUMBIA

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30 January 2020

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

- a) Revised award: Master of Data Science Domestic Scholarship
- b) Revised award: Master of Data Science International Scholarship

The Admissions and Awards Committee is pleased to recommend the following to Senate:

***Motion:** That Senate accept the revised awards as listed and forward them to the Board of Governors for approval.*

REVISED AWARDS:**a) Existing Award Title: Master of Data Science Domestic Scholarship**

Existing description:

~~Master of Data Science Domestic Scholarship is a \$5,000 entrance scholarship~~ **Entrance scholarships of up to \$25,000 each are** offered annually to a domestic students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes a students who ~~has~~ **have** demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The ~~award is~~ **scholarships are** made on the recommendation of the Master of Data Science Admissions Committee.

Amended Award Title: Master of Data Science Domestic Scholarship

Amended Description:

Entrance scholarships of up to \$25,000 each are offered annually to domestic students in the Master of Data Science program at UBC Okanagan. The scholarships recognize students who have demonstrated academic and leadership achievements in their

undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science Admissions Committee.

b) Existing Award Title: Master of Data Science International Scholarship

Existing description:

~~Master of Data Science International Scholarship is a \$5,000 entrance scholarship~~
Entrance scholarships of up to \$25,000 each are offered annually for to an international students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes a students who has have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is scholarships are made on the recommendation of the Master of Data Science Admissions Committee.

Amended Award Title: Master of Data Science International Scholarship

Amended Description:

Entrance scholarships of up to \$25,000 each are offered annually for international students in the Master of Data Science program at UBC Okanagan. The scholarships recognizes students who have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The scholarships are made on the recommendation of the Master of Data Science Admissions Committee.

Rationale:

The MDS program is requesting that the domestic and international MDS scholarships approved by Senate in April 2019 be amended as indicated below. The rationale behind this change is to allow more flexibility in the amount awarded and a higher maximum amount, up to \$25,000 instead of \$5,000. In addition, more than one scholarships may now be awarded in each category. These are in lockstep with the MDS program changes recently submitted for the Vancouver MDS program.

Respectfully submitted,

Tamara Ebl
Chair, Admissions and Awards Committee



30 January 2020

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposals (approval)

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 Senate approve and recommend to the Board of Governors for approval the new courses and the revised BSc Psychology major brought forward from the Faculty of Arts and Sciences, the creation of a new theme, the new and revised courses, and the revised BA Degree Requirements brought forward from the Faculty of Creative & Critical Studies.*

- a. From the Faculty of Arts and Sciences
 - i. SOCI 228 (3) Sociology of the Anthropocene
 - ii. SOCI 373 (3) Sociology of Punishment and Captivity
 - iii. SOCI 429 (3) Globalization, Social Justice and Human Rights
 - iv. SOCI 492 (3) Surveillance and Society
 - v. POLI 100 (3) Introduction to Politics
 - vi. Psychology Major, BSc

- b. From the Faculty of Creative and Critical Studies
 - i. MA English, Literature and Place
 - ii. WRLD 151 (3) Introduction to Language and Culture: Mandarin Chinese
 - iii. WRLD 152 (3) Introduction to Language and Culture: Modern Korean
 - iv. WRLD 153 (3) Introduction to Language and Culture: French in Canada
 - v. WRLD 154 (3) Introduction to Language and Culture: Modern Farsi (Iranian)

- vi. WRLD 155 (3) Introduction to Language and Culture: Modern Maya
- vii. ENGL 109 (6) Studies in Composition (Enhanced)
- viii. BA Degree Requirements

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee

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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History & Sociology Faculty/School Approval Date: 20191210 Effective Session: 2020W	Date: 20191112 Contact Person: Dr. Mike Zajko Phone: 250.807.9896 Email: mzajko@ubc.ca
Type of Action: New Course	
<p>Rationale: The Department of History and Sociology has recently hired a new faculty member who specializes in environmental sociology and who will teach SOCI 228 as a regular offering. Currently, environmental sociology is being taught as a “Current Topics in Sociology” SOCI 295E course. SOCI 228 focuses on the Anthropocene as a way of conceptualizing societal impacts on the world and in order to discuss contemporary environmental debates. In studying how humans interact with, shape, and are dependent on the more-than-human world, this course aligns with the Aspire plan’s emphasis on sustainability.</p>	
Proposed Academic Calendar Entry: <u>SOCI 228 (3) Sociology of the Anthropocene Examination of the “Anthropocene” at the intersections of the environment, colonialism, racialization, gender, and species. Explores the drivers of the Anthropocene, the politics of naming and dating an epoch after humans, as well as environmental justice and Anthropocene futures. Credit will only be granted for one of SOCI 228 or SOCI 295E. [3-0-0]</u> <u>Prerequisite: SOCI 121.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History & Sociology Faculty/School Approval Date: 20191210 Effective Session: 2020W	Date: 20191112 Contact Person: Dr. Mike Zajko Phone: 250.807.9896 Email: mzajko@ubc.ca
Type of Action: New Course	
Rationale: The Department of History and Sociology has recently hired a new faculty member who specializes in the sociology of punishment and who will teach this course as a regular offering. This course is a response to strong student interest in topics of crime and punishment, and provides an opportunity to connect classroom learning to faculty's active research on incarceration.	
Proposed Academic Calendar Entry: <u>SOCI 373 (3) Sociology of Punishment and Captivity</u> <u>The prison and its abolition analyzed from critical race, feminist, queer, trans, disability, animal studies, and environmental perspectives. Settler colonialism and slavery as foundational to punishment and incarceration in Canada and the United States. [3-0-0]</u> <u>Prerequisite: SOCI 121.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History & Sociology Faculty/School Approval Date: YYYYMMDD Effective Session: 2020W	Date: 20191112 Contact Person: Dr. Mike Zajko Phone: 250.807.9896 Email: mzajko@ubc.ca
Type of Action: New Course	
Rationale: This course has been previously taught as a special topic (SOC1 496L), with three offerings since 2018, as a result of the Department of History and Sociology hiring a new faculty member who specializes in globalization. The Sociology Program does not offer any other courses on globalization and/or human rights. This course consistently draws interest from students in Sociology as well as other disciplines such as Political Science, International Relations, Psychology, and Anthropology.	
Proposed Academic Calendar Entry: <u>SOCI 429 (3) Globalization, Social Justice and Human Rights</u> <u>Human rights from a political economy approach. The role of the state and international institutions in economic globalization. Consequences of market-oriented policies on human development, with particular focus on problems related to working conditions and rights, land-grabbing, violence, migration, and human trafficking. Credit will be granted for only one of SOCI 429 or SOCI 496L. [3-0-0]</u> <u>Prerequisite: SOCI 121 and third-year standing.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: History & Sociology Faculty/School Approval Date: YYYYMMDD Effective Session: 2020W	Date: 20191112 Contact Person: Dr. Mike Zajko Phone: 250.807.9896 Email: mzajko@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been previously taught as a special topic (SOC1 496V), with full enrollment of 30 students in 2019W1. The Department of History and Sociology has recently hired a new faculty member who specializes in surveillance studies and will continue to teach the course as a regular offering (once every two years). This course focuses on surveillance as an important topic of contemporary sociological inquiry, and reflects the establishment of surveillance studies as a well-developed interdisciplinary field over the last twenty years. This course provides an opportunity to connect classroom learning to faculty's active research on processes of surveillance.</p>	
Proposed Academic Calendar Entry: <u>SOCI 492 (3) Surveillance and Society</u> <u>Surveillance as a social phenomenon,</u> <u>involving differences in power and</u> <u>visibility. How surveillance is related to</u> <u>governance, control, and privacy.</u> <u>Theories and concepts from the</u> <u>interdisciplinary field of surveillance</u> <u>studies, with an emphasis on social</u> <u>relationships. Credit will be granted for</u> <u>only one of SOCI 492 or SOCI 496V. [3-</u> <u>0-0]</u> <u>Prerequisite: SOCI 121 and third-year</u> <u>standing.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a

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

Category: 1	
Faculty/School: BSAS Dept./Unit: Economics, Philosophy, Political Science Faculty/School Approval Date: 20191210 Effective Session: 2020W	Date: 20191101 Contact Person: Dr. Jim Rochlin Phone: 250.807.9388 Email: james.rochlin@ubc.ca
Type of Action: New Course	
Rationale: The proposed course fills a gap by providing an introductory course to the field. It is a team-taught course, with a lead instructor, that introduces students to the major subfields of political science, including Canadian politics, global politics, comparative politics, and political philosophy.	
Proposed Academic Calendar Entry: <u>POLI 100 (3) Introduction to Politics</u> <u>Introduction to the broad field of political science. Noteworthy issues from the subfields of political science will be addressed, including Canadian politics, global politics, comparative politics and political philosophy. [1.5-0-1.5]</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: Arts & Sciences, Barber Dept./Unit: Psychology Faculty/School Approval Date: 20191210 Effective Session: 2020W	Date: 19.10.15 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Revision of Psychology B.Sc. Major based on approved revisions to B.Sc. degree requirements (students entering the program in 2020W or later).	
Rationale: <p>A revised version of the B.Sc. requirements has been approved to commence 2020W that provides more latitude for students by reducing and modifying the degree requirements. Furthermore, the degree now leaves more choices at the level of the individual program. The Psychology Department is taking this opportunity to modify its B.Sc. degree to be more in line with our principle of providing students with the ability to select courses based on their interests and career goals as well as those generated by the changes made to the degree requirements.</p> <p>We view the undergraduate B.Sc. degree in Psychology as an example of Liberal Education in which breadth is encouraged, while giving the student latitude to follow their academic interests as they arise. This is the primary reason why we have moved from specific required courses outside of Psychology to a program structure that enables students to pursue their interests and to play to their academic strengths. It is our intention to provide some suggested course packages that will help to guide students who are pursuing specific long-term goals. For example, a student who is interested in a career as a clinical neuropsychologist would be advised to consider different courses than someone who is interested in pursuing a role in the field of Human Relations.</p> <p>ENGL 109, ENGL 154, ENGL 155, and ENGL 156 have been added to the English program's first year options in the 2019-20 Academic Calendar, and thus they need to be included in the ENGL options list that appears as a feature of many BSc programs. Unless this list is revised, students may find that they have taken ENGL courses that do not satisfy a particular major's requirements, even though these courses have been designed to develop the same skills in writing and analysis as ENGL 112, 114, 113, 150, 151 and 153.</p> <p>The language has been changed to align it with the proposed language for the BSc in the degree requirements (prior to 2020/21); the language will be streamlined, eliminating the redundancy of stating that "students must complete two first-year English courses (6 credits)," and replacing it with the simpler "students must complete six credits of first-year English."</p>	



<p>Proposed Academic Calendar Entry:</p> <p>[12264] B.Sc. Major in Psychology</p> <p>[...]</p> <p>[14839] First and Second Years</p> <table border="0"> <thead> <tr> <th style="text-align: center;">First Year</th> <th style="text-align: center;">Credits</th> </tr> </thead> <tbody> <tr> <td><u>English or Communication courses</u>¹</td> <td style="text-align: center;">6</td> </tr> <tr> <td>MATH 100</td> <td style="text-align: center;">3</td> </tr> <tr> <td><u>One of COSC, DATA, STAT, or additional MATH courses.</u></td> <td style="text-align: center;">3</td> </tr> <tr> <td><u>At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs.</u></td> <td style="text-align: center;">3</td> </tr> <tr> <td><u>Science electives</u>³</td> <td style="text-align: center;">9</td> </tr> <tr> <td>PSYO 111, 121</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: center;">30</td> </tr> <tr> <th colspan="2" style="text-align: center;">Second Year</th> </tr> <tr> <td><u>Science [non-Psychology] electives</u>³</td> <td style="text-align: center;">12</td> </tr> <tr> <td>PSYO 270, 271²</td> <td style="text-align: center;">6</td> </tr> <tr> <td><u>At least 12 credits of non-science designated courses.</u>^{4, 5}</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>¹ <u>Students who have not earned the 6 credits of required English or Communications coursework by the time they enter fourth year will not be permitted to enrol in any courses other than courses that satisfy the English or Communications requirement.</u></p> <p>² A student must complete PSYO 270 (Introduction to Research Methods and</p>	First Year	Credits	<u>English or Communication courses</u> ¹	6	MATH 100	3	<u>One of COSC, DATA, STAT, or additional MATH courses.</u>	3	<u>At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs.</u>	3	<u>Science electives</u> ³	9	PSYO 111, 121	6	Total Credits	30	Second Year		<u>Science [non-Psychology] electives</u> ³	12	PSYO 270, 271 ²	6	<u>At least 12 credits of non-science designated courses.</u> ^{4, 5}	12	Total Credits	30	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,996</p> <p>Present Academic Calendar Entry:</p> <p>[12264] B.Sc. Major in Psychology</p> <p>[...]</p> <p>[14839] First and Second Years</p> <table border="0"> <thead> <tr> <th style="text-align: center;">First Year</th> <th style="text-align: center;">Credits</th> </tr> </thead> <tbody> <tr> <td>BIOL 116, 125</td> <td style="text-align: center;">6</td> </tr> <tr> <td>CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Two of ENGL 112 or 114, 113, 150, 151, 153¹</td> <td style="text-align: center;">6</td> </tr> <tr> <td>MATH 100, 101</td> <td style="text-align: center;">6</td> </tr> <tr> <td>PSYO 111, 121</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: center;">30</td> </tr> <tr> <th colspan="2" style="text-align: center;">Second Year</th> </tr> <tr> <td>At least 12 credits from: BIOL 200, 201, 204, 205, 228, 265; CHEM 203, 204, 213, 214; COSC 111, 121, 122, 123³; GEOG 207</td> <td style="text-align: center;">12</td> </tr> <tr> <td>PHYS 111 or 112; and PHYS 102 or 122</td> <td style="text-align: center;">6</td> </tr> <tr> <td>PSYO 270, 271²</td> <td style="text-align: center;">6</td> </tr> <tr> <td>At least 6 credits of Arts⁴</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>¹ Students who have not earned 6 credits of first-year English referred to above by the time they have completed 60 credits of coursework toward a B.Sc. degree will not be</p>	First Year	Credits	BIOL 116, 125	6	CHEM 111 or CHEM 121; and CHEM 113 or CHEM 123	6	Two of ENGL 112 or 114, 113, 150, 151, 153 ¹	6	MATH 100, 101	6	PSYO 111, 121	6	Total Credits	30	Second Year		At least 12 credits from: BIOL 200, 201, 204, 205, 228, 265; CHEM 203, 204, 213, 214; COSC 111, 121, 122, 123 ³ ; GEOG 207	12	PHYS 111 or 112; and PHYS 102 or 122	6	PSYO 270, 271 ²	6	At least 6 credits of Arts ⁴	6	Total Credits	30
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Design) and PSYO 271 (Introduction to Data Analysis) to graduate as a Psychology Major.

³ The **first-year courses are often prerequisite for second-year courses** and second-year courses are often prerequisites for upper-level (third- and fourth-year) courses in the discipline. Students are strongly advised to consider what upper-level courses are of interest to ensure that they have the proper prerequisites.

⁴ PSYO courses are NOT Arts courses for B.Sc. Psychology students.

⁵ Students are strongly encouraged to take 3 credits of an Indigenous content course to partially fulfill this requirement. Students entering the B.Sc. in 2022 and later will have to successfully complete an Indigenous content course.

[14841] Third and Fourth Years
[14842]

- At least 30 credits of 300-level or higher Psychology courses;
- Psychology breadth requirement of at least 3 credits from each of the following five areas:

[14843]

1. Cognitive/Learning/Perception;
2. Developmental;
3. Biopsychology;
4. Personality/Abnormal;
5. Social/Sex/Forensic.

[14847] Note: each area is defined by the middle number in the course number (e.g., PSYO 219 satisfies area 1; PSYO 321 satisfies area 2, etc.); students may complete this requirement with second-year as well as upper-level courses.

~~permitted to enrol in any courses other than first-year English until the English requirement is met.~~

² A student must complete PSYO 270 (Introduction to Research Methods and Design) and PSYO 271 (Introduction to Data Analysis) to graduate as a Psychology Major.

³ The second-year courses are often prerequisites for upper-level (third- and fourth-year) courses in the discipline. Students are strongly advised to consider what upper-level courses are of interest to ensure that they have the proper prerequisites.

⁴ PSYO courses are NOT Arts courses for B.Sc. Psychology students.

[14841] Third and Fourth Years
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- At least 30 credits of 300-level or higher Psychology courses;
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[14847] Note: each area is defined by the middle number in the course number (e.g., PSYO 219 satisfies area 1; PSYO 321 satisfies area 2, etc.); students may complete this requirement with second-year as well as upper-level courses.

[14858] Also:



[14858] Also:

[14844]

- In total, a minimum of 48 credits in Psychology courses (at least 30 credits at the 300 level or higher). **Students may earn the additional 6 credits in Psychology beyond the required 12 lower-level [PSYO 111, 121, 270 & 270] and the 30 upper-level [i.e., 300 or higher] credits with second- and/or upper-level credits;**
- At least 12 credits in 300-level or higher non-Psychology courses (upper division). At least 6 credits must be designated as Science **which will give a total of 78 Science credits [this includes all Psychology credits];**
- At least **12** credits of **non-science designated courses;**
- At least 120 credits are required for the degree;
- The credits not specifically defined are electives. Given the requirements of a minimum 42 upper-division credits, it is possible to take a limited number of lower-division courses (including Psychology) during third and fourth year.

[14846] **Note:** not all of the identified courses are offered each year. A number of courses are offered in alternate years, and some may not be offered for several years. Students are advised to check the current schedule of course offerings. Moreover, timetabling conflicts may mean that courses have to be taken in a different order. The English requirement must be met within the first two years of study.

[...]

[14844]

- In total, a minimum of 48 credits in Psychology courses (at least 30 credits at the 300 level or higher);
- At least 12 credits in 300-level or higher non-Psychology courses (upper division). At least 6 must be designated as Science;
- At least **6** credits of **Arts so that students have a total of 18 credits of Arts upon graduation (this includes the first-year English and Arts credits earned in second year);**
- At least 120 credits are required for the degree;
- The credits not specifically defined are electives. **At most, 12 of the elective credits may be from courses that carry credit toward a baccalaureate degree in faculties other than Arts or Science (except those Science courses that are specifically exempted from credit towards the B.Sc. degree).** Given the requirements of a minimum 42 upper-division credits, it is possible to take a limited number of lower-division courses (including Psychology) during third and fourth year.

[14846] **Note:** not all of the identified courses are offered each year. A number of courses are offered in alternate years, and some may not be offered for several years. Students are advised to check the current schedule of course offerings. Moreover, timetabling conflicts may mean that courses have to be taken in a different order. The English requirement must be met within the first two years of study.

[...]



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Department of English and Cultural Studies Faculty/School Approval Date: 20190924 Effective Session: 2020W1	Date: 2019-04-25 Contact Person: Dr. Jodey Castricano Phone: 250.807.9196 Email: Jodey.Castricano@ubc.ca
Type of Action: Introduction of a new path of study. Degree requirements remain unchanged in nature; but we are introducing new ways to fulfill those requirements.	
Rationale The English MA is creating a concentration in literary studies and the concept of “place” that will be unique in Canada. It will incorporate eco-critical, Indigenous and postcolonial perspectives that draw attention to the mutual shaping of places and cultures, and help fulfil UBC Okanagan’s commitment to engage with sustainability issues and contribute positively to regional cultural change. The improved focus of the MA degree is expected to increase enrolments by clarifying the specific intellectual and pedagogical appeal of the program. This change in the pathway to meeting degree requirements is designed to make this concentration possible. Simultaneous to this document, we will propose the following new courses that support a focus on “place studies”: ENGL 531, ENGL 532, ENGL 533. These permanent and regular variable-credit offerings will provide identifiable courses that will give students the opportunity to fulfill the requirements for three place-themed topics, and allow faculty to teach tailored courses in their area of specialization. This arrangement will also provide flexibility around enrollment circumstances and student interest. One of the program course requirements is designed to encourage – but not require – students to participate in place-based experiential learning. This requirement can be met via the FCCS-led Indigenous Summer Intensive, Go Global, or a field course offered at the Bamfield Marine Sciences Centre in partnership with UBC, UVic, SFU, Calgary, and Alberta. Recognizing that off-site experiential learning may not be accessible to all students, this requirement can also be met by taking an appropriate ENGL or IGS course offered at our campus. The curriculum changes below are designed to alter the calendar “Overview” and the “Program Requirements”.	



<p>Proposed Academic Calendar Entry:</p> <p>[14864] <i>Degree offered: M.A.</i></p> <p>[14865] The Master of Arts (M.A.) in English delivers training in the theory, methods, and practice of literary studies in English. The program emphasizes a theme of place, though students may also pursue an individualized path of study. All M.A. students are required to complete two core courses - ENGL 501 and 503 - addressing a range of disciplinary and interdisciplinary approaches to English and the skills necessary to conduct textual research and other aspects of the profession. Additional training in the study of literature and culture is available in any given year via graduate English courses (520 series and 530 series) offered at the discretion of the English program.</p> <p><i>[14875] Coursework Option</i></p> <p>[14878] The coursework student completes 21 credits of coursework and an independent research paper of publishable quality (9 credits).</p> <p><i>[14876] Thesis Option</i></p> <p>[14877] While a thesis-based M.A. is available, completion within one calendar year will require a highly-motivated student. Thesis students are</p>	<p>Draft Academic Calendar URL: URL</p> <p>http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1022,1262</p> <p>Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)</p> <p>[14864] <i>Degree offered: M.A.</i></p> <p>[14865] The Master of Arts (M.A.) in English delivers training in the theory, methods, and practice of literary studies in English. All M.A. students are required to complete two core courses - ENGL 501 and 503 - addressing a range of disciplinary and interdisciplinary approaches to English and the skills necessary to conduct textual research and other aspects of the profession. Additional training in the literature and culture of particular historical periods, genres, authors, and national and international literatures are available in any given year via graduate English courses (520-series) offered at the discretion of the English program.</p> <p><i>[14875] Coursework Option</i></p> <p>[14878] The coursework student completes 21 credits of coursework and an independent research paper of publishable quality (9 credits).</p> <p><i>[14876] Thesis Option</i></p> <p>[14877] While a thesis-based M.A. is available, completion within one calendar year will require a highly-motivated student. Thesis students are</p>
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required to take 18 credits of coursework and complete a master's thesis (12 credits).

Proposed Academic Calendar Entry:

[14869] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:

[14870]

Literature and Place Theme:

- ENGL 501, 503;
- 9 credits from ENGL 531, 532, 533
- an additional 3 credit graduate course from ENGL, or, with permission of the English Graduate Coordinator, one of the following options: a graduate course from another program at UBC's Okanagan campus such as IGS, the Summer Indigenous Art Intensive, the Bamfield Marine Sciences Centre Summer Field Courses, or from another university via Go Global, the Western Deans' Agreement, or the Graduate Exchange Agreement;
- Additional requirements for M.A. coursework students: one additional 3 credit graduate course from ENGL or, with the permission of the English Graduate Coordinator, from another

required to take 18 credits of coursework and complete a master's thesis (12 credits).

Draft Academic Calendar URL: URL

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1022,1264>

Present Academic Calendar Entry:

[14869] In addition to the general academic regulations for graduate students set out in this section, the minimum requirements for the M.A. are 30 credits as follows:



<p><u>graduate program at UBC's Okanagan campus; ENGL 590: Independent Research Paper (9 credits);</u></p> <ul style="list-style-type: none"> • <u>Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits)</u> <p><u>Individualized Theme</u></p> <ul style="list-style-type: none"> • ENGL 501, 503; • 12 credits from ENGL 521, 522, 523, 524, 525; <u>531, 532, 533;</u> • Additional requirements for M.A. coursework students: <u>One additional 3 credit graduate course from ENGL or, with the permission of the English Graduate Coordinator, from another graduate program at UBC's Okanagan campus;</u> ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits) 	<p>[14870]</p> <ul style="list-style-type: none"> • ENGL 501, 503; • 12 credits from ENGL 521, 522, 523, 524, 525; • One additional 3-credit course which may be chosen from ENGL 521, 522, 523, 524, 525; from select English fourth-year courses (such as the English Honours Seminar or English courses cross-listed at the 500-level); or from other graduate programming in Creative and Critical Studies; • Additional requirement for M.A. coursework students: ENGL 590: Independent Research Paper (9 credits); • Additional requirement for M.A. thesis students: ENGL 599: Master's Thesis (12 credits) <p>[14871] This requirement applies to coursework students only.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Creative and Critical Studies Dept./Unit: Critical Studies Faculty/School Approval Date: 20191125 Effective Session: 2020S	Date: 20191108 Contact Person: Dr. Alwyn Spies Phone: 250.807.8126 Email: alwyn.spies@ubc.ca
Type of Action: New Courses	
Rationale: <p>These new hybrid culture & language courses are being proposed in preparation for the new language requirement for the new BA. They are based on a plurilingual/pluricultural model, that values any amount of partial linguistic competencies across more and many diverse languages and cultures as a key component of decolonization, intercultural communication, and training for democratic citizenship. As well, WRLD would like to demonstrate, via these courses at a first-year level, the co-iterative nature of language, culture and communication. As a program that claims to be “world”, it is also necessary to expand language offerings beyond the 4 (3 European) that are currently offered. It is also important for the attainment of the 2040 Outlook goals to consciously create programming that will represent, model, and cultivate socio-linguistic diversity and pave the way for better communication and social cohesion between domestic and international students.</p> <p>Because of their key focus on oral/aural communication and the amount of time spent on socio-cultural knowledge and skills, these courses do not overlap with the content of the traditional language classes in any significant way. There would be no issues with students, for example, taking WRLD 15X in Chinese, finding they like studying Chinese, and then taking CHIN 100. The actual language overlap is less than the first 3 weeks of a traditional course and contains the most basic functions that are always already repeated at all levels — traditional second-language programming repeats, overlaps and then builds on these language skills and categories already. The curricular value of these courses for an undergraduate program, in comparison with traditional language classes, is in the experiential combining of language and linguistics and the consequent cultivation of a meta-cognitive communication tool-kit that transfers across languages, and will, with repetition and use over time, constantly increase the learner’s plurilingual capacity. These first courses have been designed (and the languages chosen) so that current faculty (continuing and sessional) who are interested can teach them.</p>	

<p>Proposed Academic Calendar Entry:</p> <p><u>WRLD 151 (3) Introduction to Language and Culture: Mandarin Chinese</u> <u>Basic introduction to modern spoken Mandarin Chinese, and key intercultural and sociolinguistic concepts from the cultures where Mandarin Chinese is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.</u></p> <p><u>WRLD 152 (3) Introduction to Language and Culture: Modern Korean</u> <u>Basic introduction to modern spoken Korean, and key intercultural and sociolinguistic concepts from the cultures where Korean is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.</u></p> <p><u>WRLD 153 (3) Introduction to Language and Culture: French in Canada</u> <u>Basic introduction to French spoken in Canada, and key intercultural and sociolinguistic concepts from the cultures where French is spoken. Not available for students with a CEFR level (or equivalent) of A1 or higher.</u></p> <p><u>WRLD 154 (3) Introduction to Language and Culture: Modern Farsi (Iranian)</u> <u>Basic introduction to modern spoken Iranian Farsi, and key Iranian intercultural and sociolinguistic concepts. Not available for students with a CEFR level (or equivalent) of A1 or higher.</u></p> <p><u>WRLD 155 (3) Introduction to Language and Culture: Modern Maya</u> <u>Basic introduction to modern spoken Yucatec Maya, and key Indigenous intercultural and sociolinguistic concepts. Not available for students with a CEFR level (or equivalent) of A1 or higher.</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry: N/A</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: English and Cultural Studies Faculty/School Approval Date: 20191125 Effective Session: 2020W	Date: 2019-10-24 Contact Person: Dr. Marie Loughlin Phone: 250.807.9330 Email: marie.loughlin@ubc.ca
Type of Action:	
Revision to Course Title and Calendar Description	
Rationale:	
<p>ENGL 109 (6) Studies in Composition for English Language Learners has developed significantly from its earlier conception as a course meant to assist exclusively UBCO's growing population of multilingual and EAL (English as an Additional Language) learners, both domestic and international. In terms of its student constituency, the course is presently serving these students, but also mature students, as well as domestic students who require a more in-depth and systematic unfolding of the genres of academic writing and research, in addition to more focused attention on skills related to drafting, revision, grammar, style and rhetoric. The revised calendar description and title, developed by ENGL in consultation with the Barber School, seek to clarify both for students and faculty members the content and purpose of this enhanced version of ENGL 112, as well as make clear that the enhanced version extends over two terms (and therefore results in 6 credits). The revisions have also been based on a pilot semester that included an intensive diagnostic process and a summative portfolio review. The learning outcomes for this course have not changed from the original version targeted at EAL students. Sharing learning outcomes with ENGL 112, 114 and the English program's 15X series, the newly framed ENGL 109 will allow the course to serve the broad communications needs of an important and growing cohort of students.</p>	

<p>Proposed Academic Calendar Entry:</p> <p>ENGL 109 (6) Studies in Composition (Enhanced) <u>A two-term</u> practice-based course <u>that gives learners an extended opportunity to develop university-level writing skills. Advances communication abilities in</u> rhetoric, critical analysis, grammar, <u>and</u> documentation, <u>with emphasis on</u> research-based writing <u>and academic literacy. Essays and exercises are required.</u> Credit will be granted for only one of ENGL 109, ENGL 112 or ENGL 114.</p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>ENGL 109 (6) Studies in Composition for English Language Learners Practice-based course for English as an Additional Language (EAL) students. Develops English-language university-level communication skills for international as well as domestic EAL students. Focuses on rhetoric, critical analysis, grammar, documentation, and research-based writing. Credit will be granted for only one of ENGL 109, ENGL 112, or ENGL 114.</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS / FCCS Dept./Unit: Arts and Sciences / English and Cultural Studies Faculty/School Approval Date: 20191025 Effective Session: 2020W	Date: 2019/09/23 Contact Person: Marie Loughlin Phone: 250-807-9330 Email: Marie.Loughlin@ubc.ca
Type of Action:	
Other: Updating BA degree requirements to include all English course options	
Rationale: ENGL 109 (6) Studies in Composition (Enhanced), ENGL 154 (3) Indigenous Narrative, ENGL 155 (3) Writing and Making Technology in the Humanities, and ENGL 156 (3) Environmental Literature have been added to the English program's first year options in the 2019-20 Academic Calendar, and thus they need to be included in the ENGL options list that appears as a feature of the BA. Unless this list is revised, students may find that they have taken ENGL courses that do not satisfy a particular major's requirements, even though these courses have been designed to develop the same skills in writing and analysis as ENGL 112, 114, 113, 150, 151 and 153. The language has been streamlined, eliminating the redundancy of stating that "students must complete two first-year English courses (6 credits)," and replacing it with the simpler "students must complete six credits of first-year English."	

<p>Proposed Academic Calendar Entry:</p> <p>Bachelor of Arts</p> <p>Degree Requirements</p> <p>[12399] First and Second Years Credit Requirements</p> <p>[12400] To complete the first and second years of the B.A. program, a student must complete 60 credits in Arts or Science courses. These credits must be selected from the following:</p> <p>[12459] English</p> <p>[12401] Students must complete <u>6 credits</u> of first-year English selected from: ENGL <u>109</u>, 112, 114, 113, 150, 151, 153, <u>154</u>, <u>155</u>, <u>156</u>. Students who fail to meet the English requirement before completing 60 Arts-eligible credits will not be permitted to register in courses other than first-year English, until this requirement is satisfied.</p>	<p>Draft Academic Calendar URL:</p> <p>http://www.calendar.ubc.ca/Okanagan/proof/edit/index.cfm?tree=18,282,857,1084</p> <p>Present Academic Calendar Entry:</p> <p>Bachelor of Arts</p> <p>Degree Requirements</p> <p>[12399] First and Second Years Credit Requirements</p> <p>[12400] To complete the first and second years of the B.A. program, a student must complete 60 credits in Arts or Science courses. These credits must be selected from the following:</p> <p>[12459] English</p> <p>[12401] Students must complete two first-year English courses (6 credits) selected from: ENGL 112 or 114, 113, 150, 151, 153. Students who fail to meet the English requirement before completing 60 Arts-eligible credits will not be permitted to register in courses other than first-year English, until this requirement is satisfied.</p>
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30 January 2020

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Re: Joint Report Curriculum and Admissions Proposals
- Bachelor of Nsyilxcn Language Fluency (new program) (approval)

The Curriculum Committee and the Admissions & Awards Committee have reviewed the material forwarded to it by the Faculty and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve the Bachelor of Nsyilxcn Language Fluency Block Transfer Agreement with Nicola Valley Institute of Technology, Bachelor of Nsyilxcn Language Fluency program and related new courses brought forward from the Faculty of Arts and Sciences.*

- a. From the Faculty of Arts and Sciences
 - i. Block Transfer Agreement with Nicola Valley Institute of Technology
 - ii. New Degree
 - iii. Program Overview
 - iv. Admission Requirements
 - v. Academic Regulations
 - vi. Degree Requirements
 - vii. INLG and NSYL course codes
 - viii. INLG 281 (3) Sounds of Endangered Languages: Conservation and Revitalization
 - ix. NSYL 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts
 - x. NSYL 351 (3) Language Applications: Numeracy and Math
 - xi. NSYL 352 (3) Language Applications: Literature and Performative Arts

- xii. NSYL 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts
- xiii. INLG 282 (3) Structures of Endangered Languages: Conservation and Revitalization
- xiv. NSYL 353 (3) Language Applications: Traditional Ecological Knowledge
- xv. NSYL 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge
- xvi. INDG 460 (3) Indigenous Studies Internship
- xvii. NSYL 433 (3) Special Topics in Language Practice and Pedagogy
- xviii. INDG 499 (6) Indigenous Studies Capstone Project
- xix. NSYL 439 (3) Capstone: Language Immersion
- xx. INLG 380 (3) Technologies for Endangered Language Documentation and Revitalization
- xxi. INLG 382 (3): Lexicography for Endangered Languages
- xxii. INLG 480 and ANTH 473 (3) Living Languages: Critical Approaches to Endangered Languages
- xxiii. INLG 481 (3) Heritage Resources in Endangered Language Revitalization

For the Committees,

Dr. Peter Arthur Chair, Curriculum Committee

Executive Summary: Bachelor of Nsyilxcn Language Fluency *Community, Culture, and Global Studies (Indigenous Studies)* *Irving K. Barber School of Arts and 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 fluency¹. 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 FNEESC 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 peoples² in the area of language revitalization.

In partnership with IAHLA and FNEESC, 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

¹During 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.

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 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.

As 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 begin our substantive offerings under the provincial framework for Indigenous Language Proficiency/Fluency degrees with a fluency degree in the Nsyilxcn language. This proposed degree is our instantiation of a full degree, enabled through a block transfer agreement with Nicola Valley Institute of Technology (NVIT). Completion of NVIT's 2 year (63credit) Diploma of Nsyilxcn Language Fluency is the admission criteria for entry into the UBC Okanagan Degree. While the first proposal of this nature pertains to fluency in Nsyilxcn (language of the Syilx peoples), we hope to replicate this model in the future with additional Interior Salishan languages coming on stream when and as appropriate.

Credentials to be awarded

Bachelor of Nsyilxcn Language Fluency

Location

University of British Columbia, Okanagan campus.

Faculty

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

Anticipated program start date

The program will be offered starting with a transition course in 2021 S2 and the full-time degree program in the 2021 W1 academic year.

Anticipated completion time

The anticipated time for completion of the BNLF program is two calendar years of full-time academic study (i.e. August 2021 to April 2023). A work experience term is not required for degree completion.

Degree Credits

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

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 Nsyilxcn 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 an 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 Nsyilxcn Language Fluency aligns with the government's commitment to reconciliation with Indigenous Peoples. Through the institution's strong relationships with the Okanagan/Syilx peoples (and particularly En'owkin Centre), 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 2018 Indigenous Strategic Plan at UBC. Such 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 Nsyilxcn 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.
- Translate and support the adoption of insights/innovations/knowledge of existing superior/masterful Nsyilxcn 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 Nsyilxcn 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 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. Current planning is focussed on Nsyilxcn, but the degree model itself can service other language groups once they are ready to participate, and should they choose UBC Okanagan as a partner.

Languages have nested ecological and environmental knowledge. In a bioculturally 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 [BC Budget Strategic Plan 2017/18 – 2020/21](#) states “*While economic growth is essential to achieving social progress, government recognizes that reconciliation with First Nations involves all citizens – and is based on awareness and understanding*”. 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: 2018 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). 58% 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 skills or a requirement. 93% 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. 89% 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 NVIT³. 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 three tenure/tenure-track faculty with expertise in the area (Dr. Jeannette Armstrong and also Dr. Christine Schreyer, and Dr. Shannon Woods). Already existing courses for this program would complement the new degree, as well as many of the Arts and

³ Note that NVIT and En'owkin Centre have a long history of collaboration for delivering Nsyilxcn language programming, and will continue to collaborate around the delivery of these courses.

Science courses available in the School. The Faculty of Creative and Critical Studies also offers courses with a focus on Indigenous culture and fine arts.

Further, current NVIT courses taught by the En'owkin Centre currently count towards the Bachelor of Arts language requirement. This strong partnership and the one 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 (for example En'owkin), 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 FNECSC 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 FNECSC 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 FNECSC); 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 an 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

Although the proposed degree would be the first one 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, however this would be the first bachelor degree solely focused on achieving an advanced language fluency through full immersion in the community. Further, this degree leverages existing courses offered in partnership between En'owkin Centre and NVIT in the Syilx/Okanagan language, Nsyilxcn. 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 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

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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. FNEESC survey results to communities
5. FNEESC survey results to schools
6. 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 FNEC 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.

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.

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.

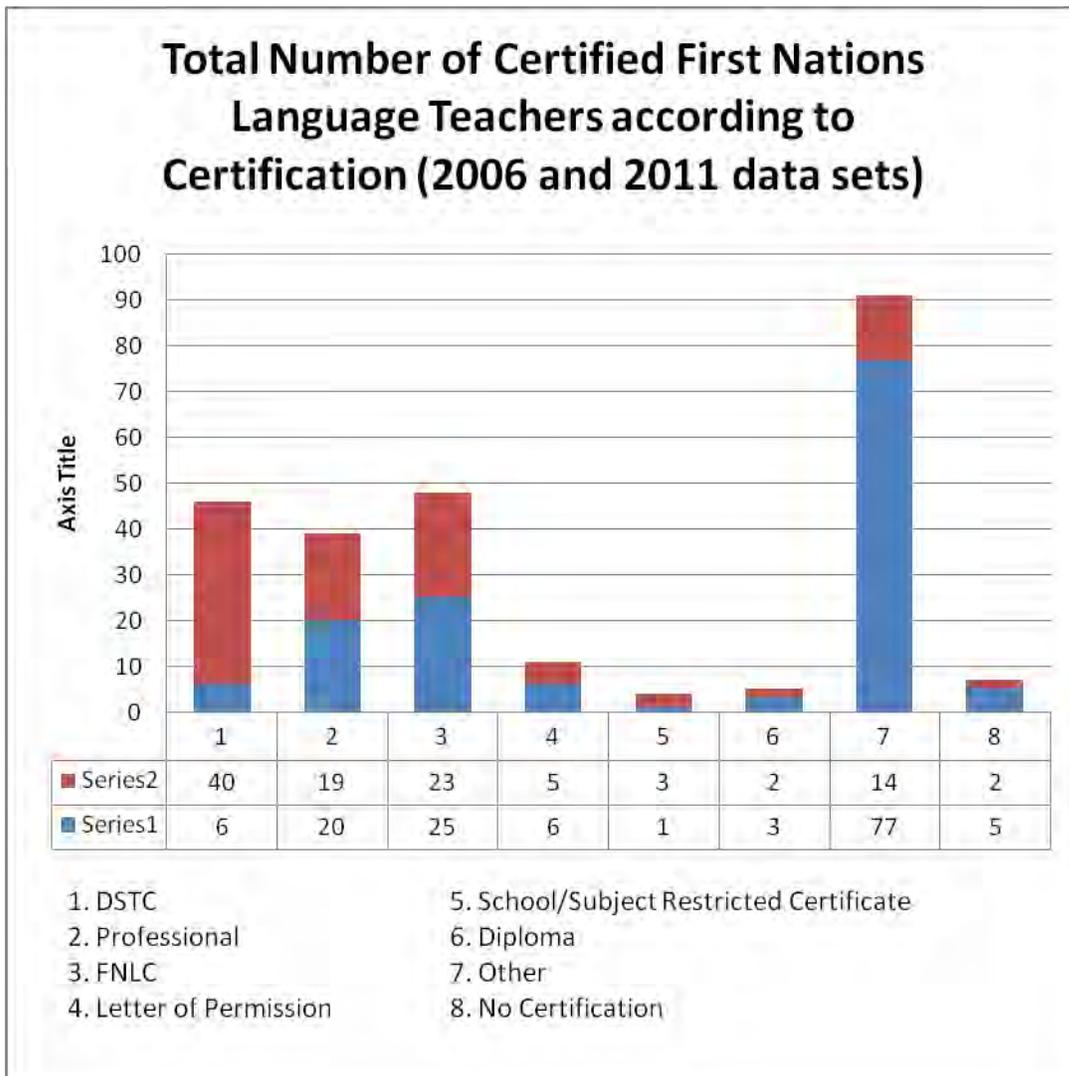
As Institutions of higher learning, IAHLA institutions provide programs specific to the capacity and cultural configurations required by their various First Nation communities. They are expert in the development of programs which are based in and are actively responding to locally-defined relevant needs 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 FNEESC, 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.



Series 1 represents the data from this survey, (2011)

Series 2 represents the Williams data (2006).

Excerpted from: Nyce, Allison. *First Nations Languages Teacher and Programs Survey*. Vancouver: FNECS 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 FNEESC/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.

FNEESC 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 FNEESC 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 FNEESC, 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 FNEESC 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 FNEESC 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 FNEESC undertaken in 2006,

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 FNEC 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 FNEC 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. FNEC 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 FNEC 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 FNEC 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 FNEC 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 FNEC 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 FNEC 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 FNEC 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 FNEC 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. FNEC 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

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.

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.

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 FNEESC 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

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 FNEESC 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

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

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'oskw'hi 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

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 ladder 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 FNEC 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.

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

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

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 ladder 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

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 & 2nd years of program)
= 750 (75 FTE) per year at IAHLA institutes.

750 x 2 levels (3 & 4th 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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**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 Indigenous¹ 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

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.

Nations. The primary goal is to promote and support the provision of a quality education to First Nations learners 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 FNEC and IAHLA as the lead organizations representing First Nations on PSE issues in BC. FNEC has a formal protocol with the First Nations Leadership Council that recognizes FNEC 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 FNEESC:

- 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 to 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

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



Tyrone McNeil, President

November 9, 2016

Date

On behalf of the Indigenous Adult and Higher Learning Association



Verna Billy-Minnabarriet, Chair

8 Nov 2016

Date

On behalf of the University of British Columbia Okanagan Campus



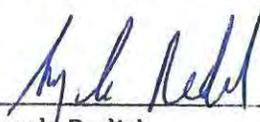
Dr. Cynthia Mathieson

17 Oct. 2016

Date

Provost and Vice-Principal Academic

On behalf of the University of British Columbia Vancouver Campus



Dr. Angela Redish

18 Oct 2016

Date

Provost and Vice-Principal Academic

On behalf of the Okanagan Indian Educational Resources Society



Lauren Terbasket

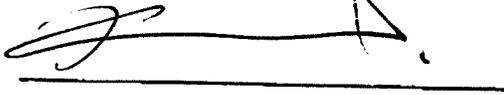
Oct 18/2016

Date

Executive Director

Indigenous Language Fluency Degree
Partnership Agreement

On behalf of the Nicola Institute of Technology



Oct 19, 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 Wiip Wilgo'oskw'hl Nisga'a Institute



Oct. 20, 2016

Deanna Nyce

Date

President and Chief Executive Officer

**“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:

- 3 -

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.

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

On behalf of the Nicola Valley Institute of Technology

Date

On behalf of the University of British Columbia

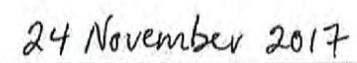
Date

On behalf of Wiip Wilxo'oskwhl Nisga'a

Date

On behalf of Simon Fraser University

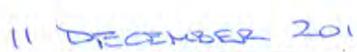




Date

On behalf of University of Victoria



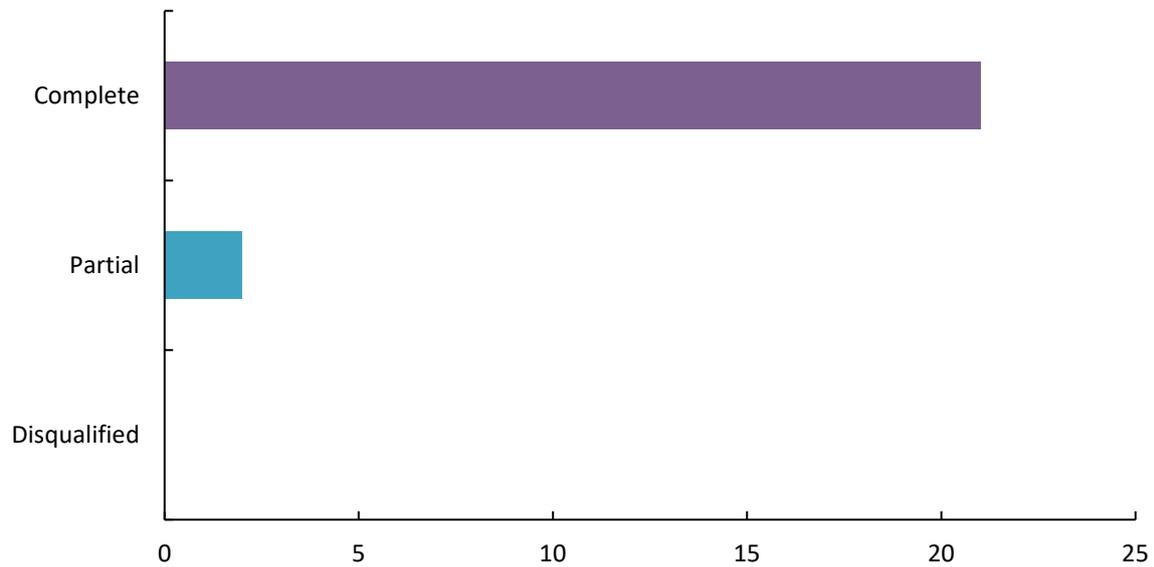


Date

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	Tkemplúps 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

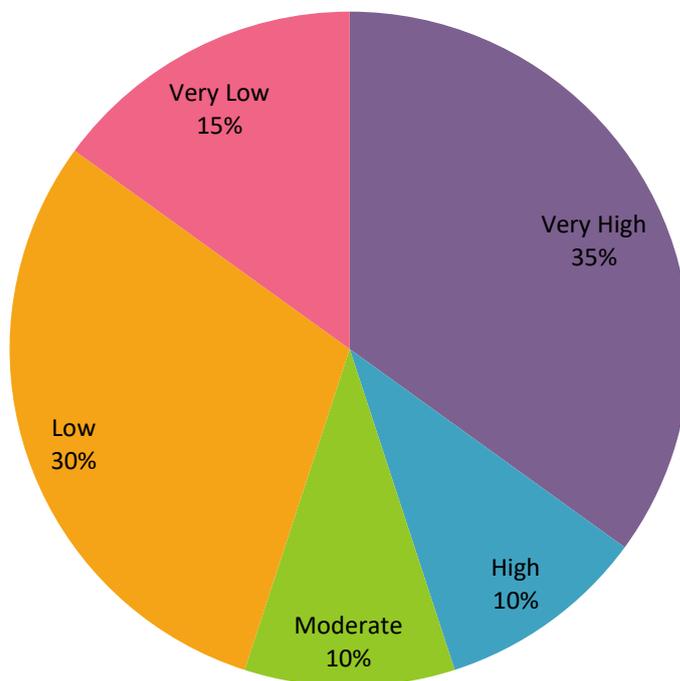
20	6
21	two
22	Schools only 2
23	4

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

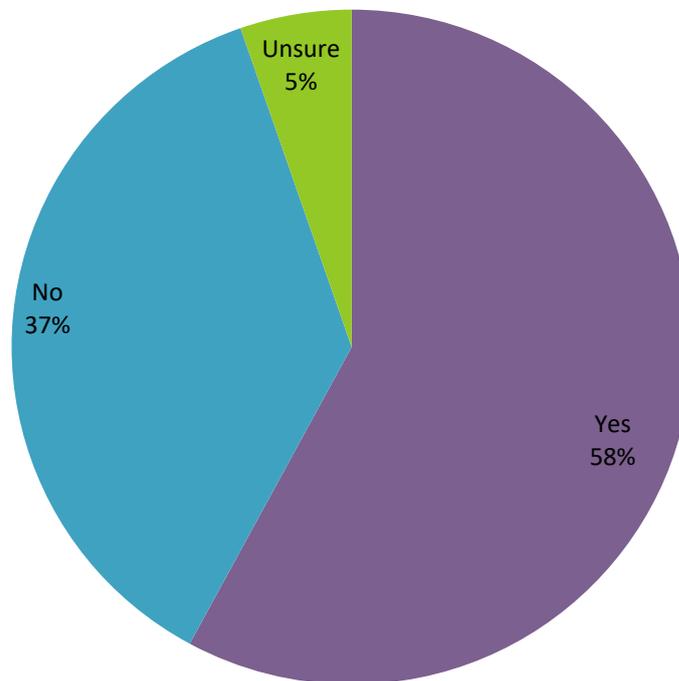
20	10
21	two
22	33 in our schools
23	6

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?



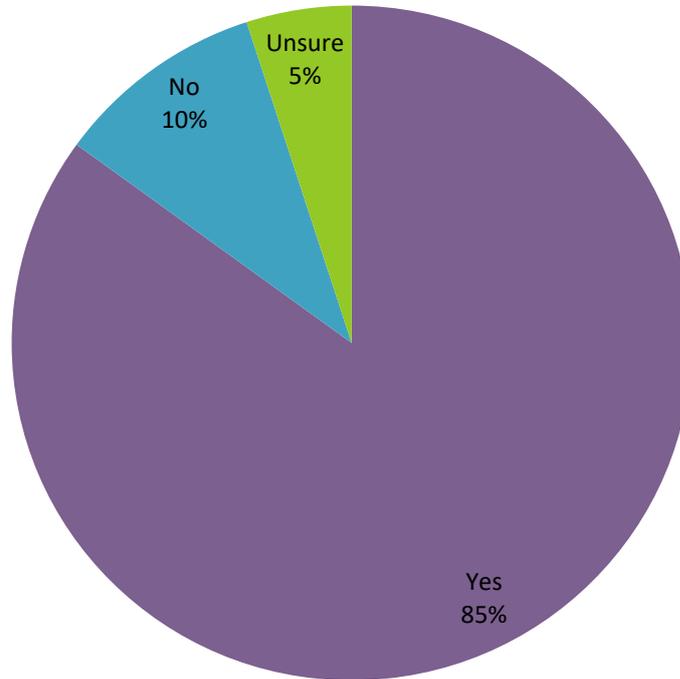
Value	Percent	Count
Very High	35.0%	7
High	10.0%	2
Moderate	10.0%	2
Low	30.0%	6
Very Low	15.0%	3
	Totals	20

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?



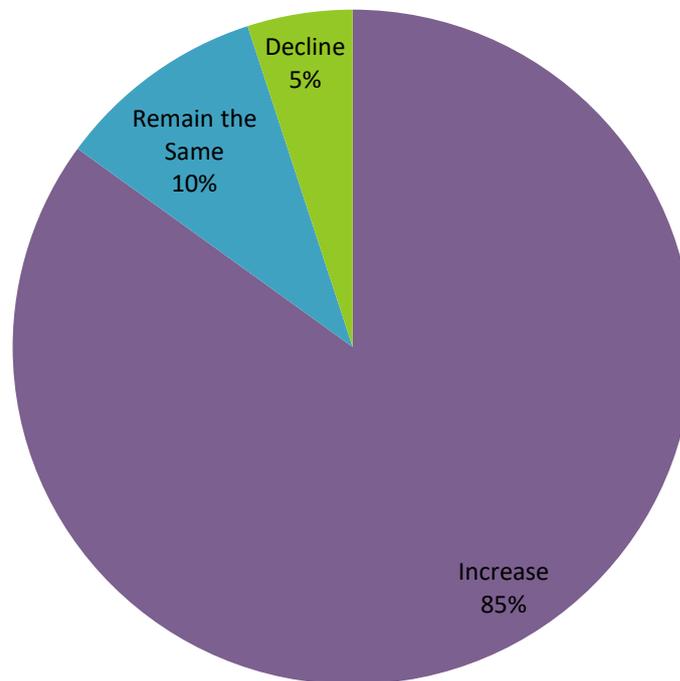
Value	Percent	Count
Yes	57.9%	11
No	36.8%	7
Unsure	5.3%	1
	Totals	19

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?



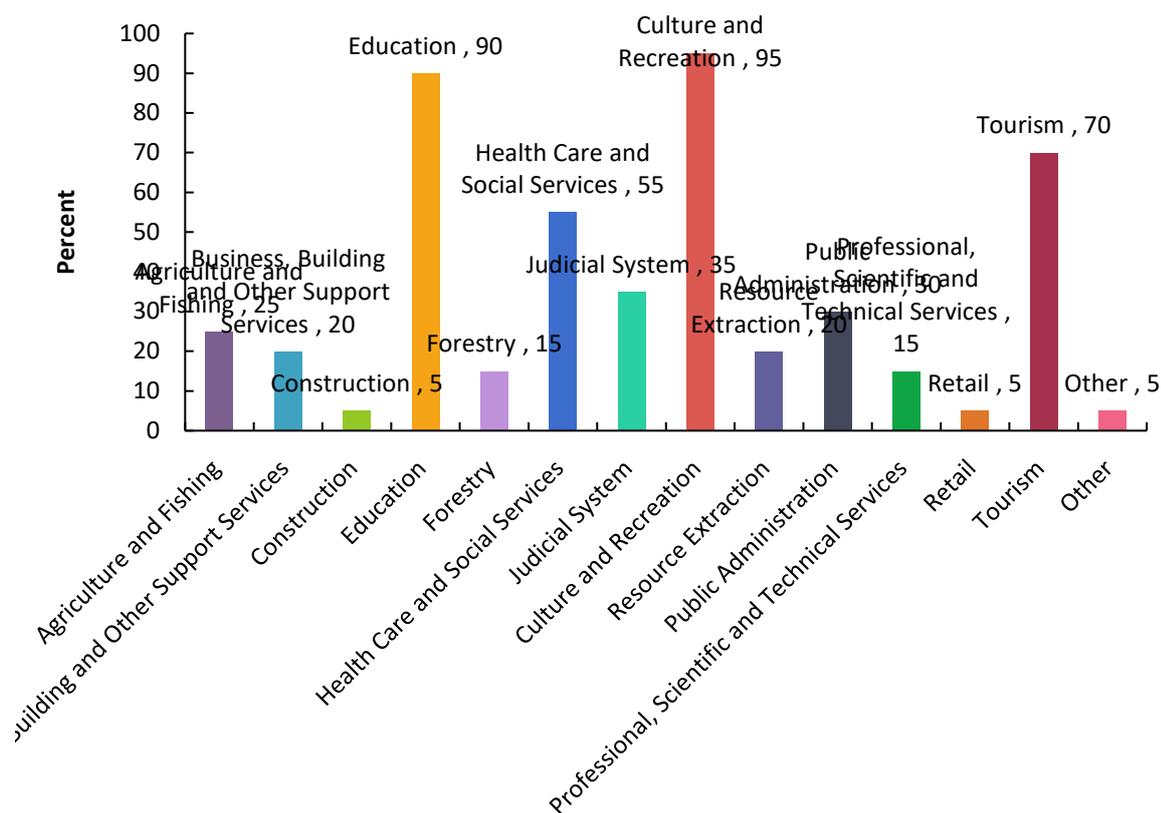
Value	Percent	Count
Yes	85.0%	17
No	10.0%	2
Unsure	5.0%	1
	Totals	20

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

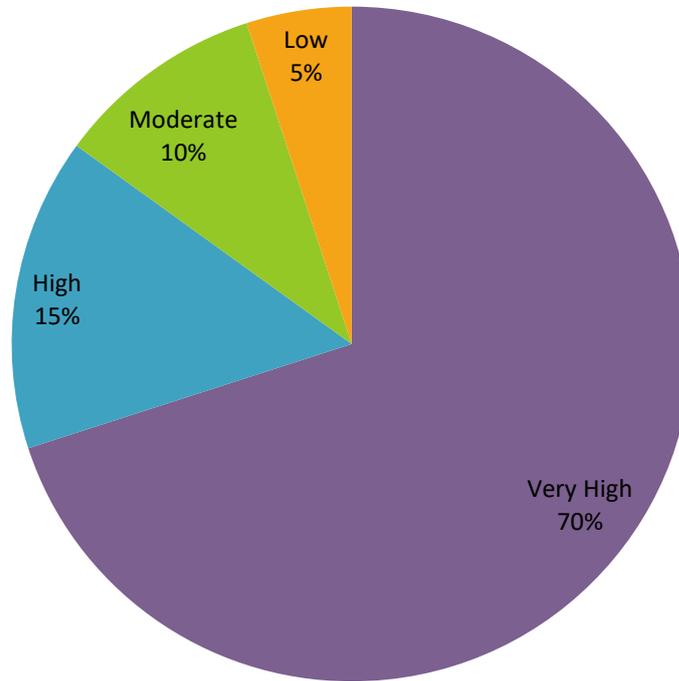
8. In which employment sectors is there currently a labour market demand for fluent speakers of your First Nations language? Check all that apply



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

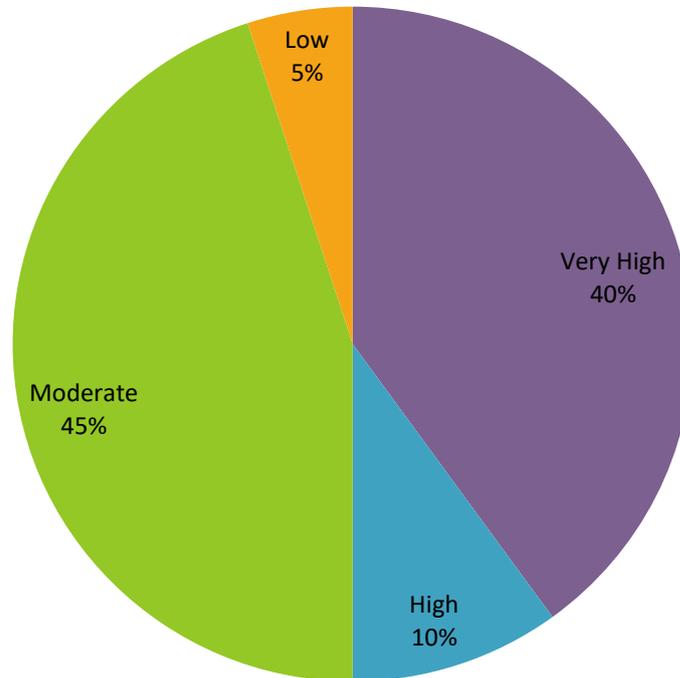
Judicial System	35.0%	7
Culture and Recreation	95.0%	19
Resource Extraction	20.0%	4
Public Administration	30.0%	6
Professional, Scientific and Technical Services	15.0%	3
Retail	5.0%	1
Tourism	70.0%	14
Other	5.0%	1

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?



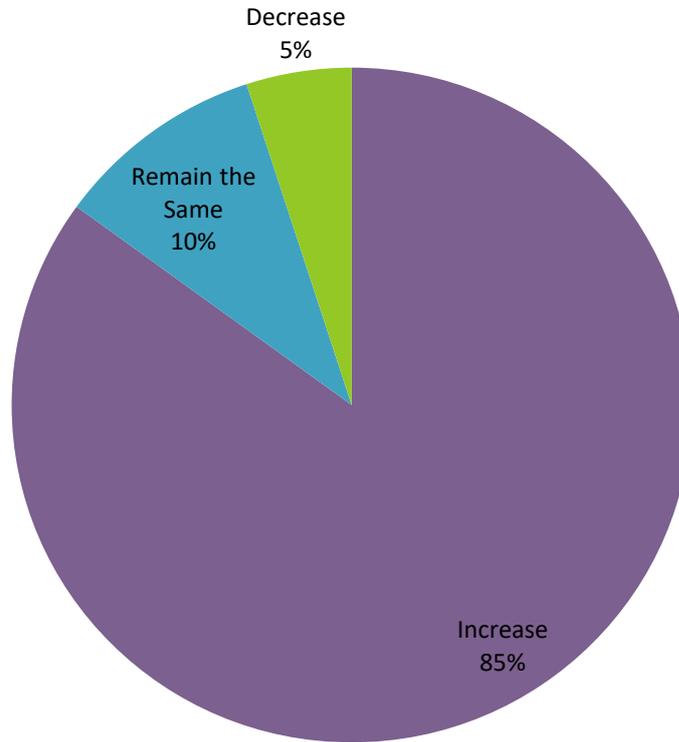
Value	Percent	Count
Very High	70.0%	14
High	15.0%	3
Moderate	10.0%	2
Low	5.0%	1
	Totals	20

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?



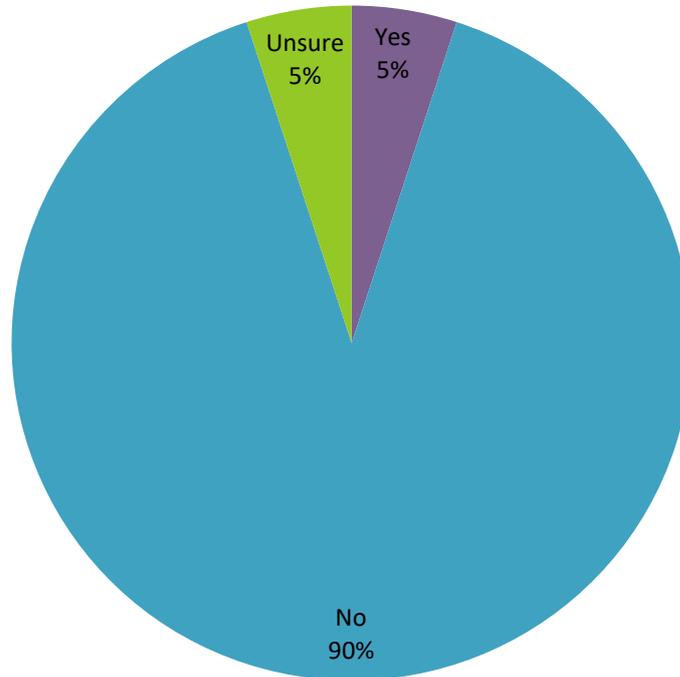
Value	Percent	Count
Increase	85.0%	17
Remain the Same	10.0%	2
Decrease	5.0%	1
	Totals	20

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

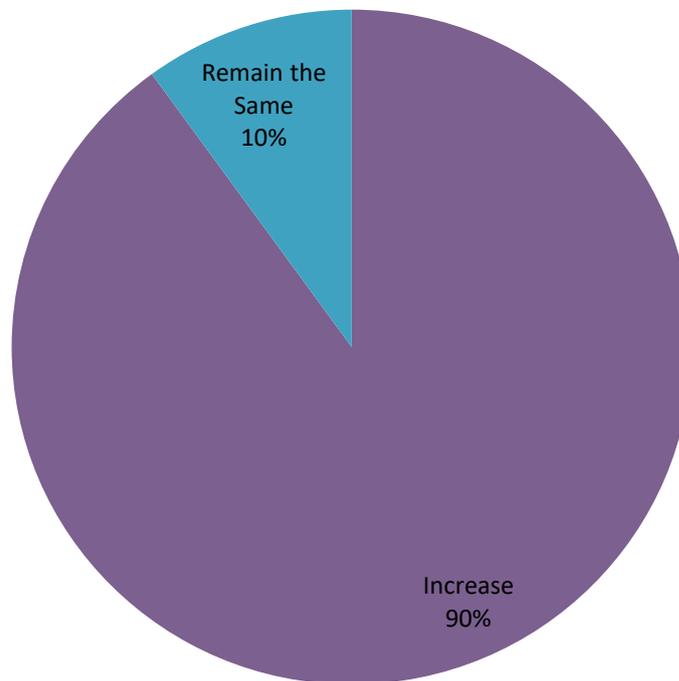
19	15
20	15
21	15-25
22	15-30
23	Unknown

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	?a?amnik School
11	Tsleil-Waututh Naion School
12	Saanich Adult Education Centre
13	Kispiox Community School
14	Lach Klan School

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?



ResponseID	Response
1	Tseshah 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	?AQAM
11	Tsleil-Waututh Nation
12	Tsartlip, Tsawout, Tseycum and Pauquachin
13	Gitxsan
14	Gitxaala Nation

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
6⁴
jobs 1 0 3 2 5
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

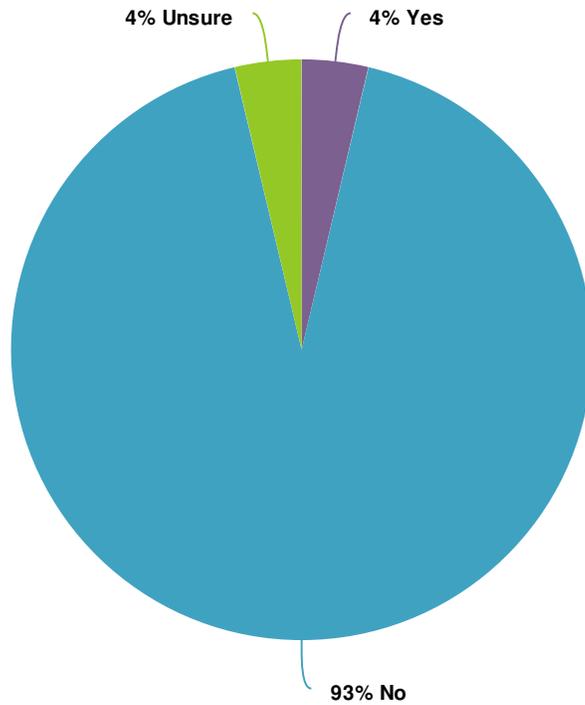
4. Within your school, how many jobs currently exist for which the ability to fluently speak the First Nations language of the community is a highly valued skill?



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

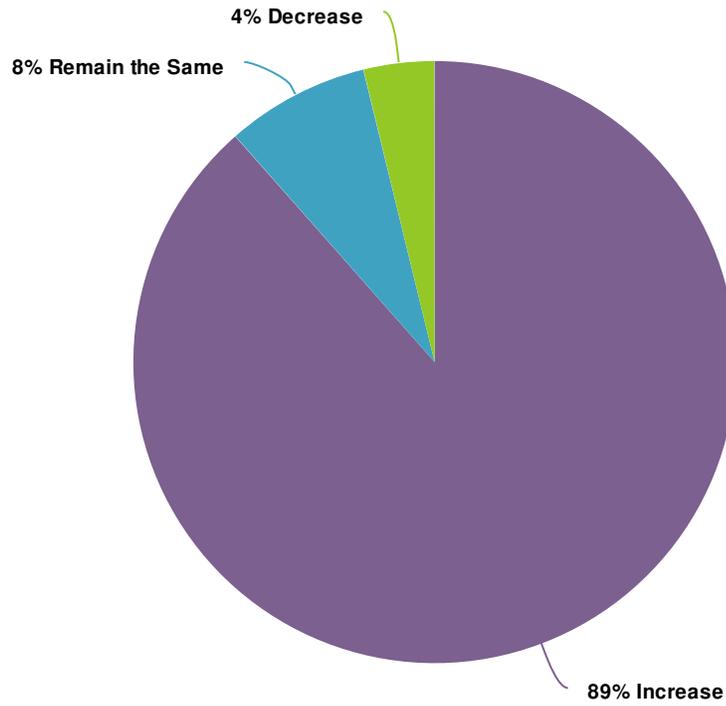
5. Are there enough fluent speakers of the First Nations language of the community to meet the labour needs of your school?



Value	Percent	Responses
Yes	3.7%	1
No	92.6%	25
Unsure	3.7%	1

Totals: 27

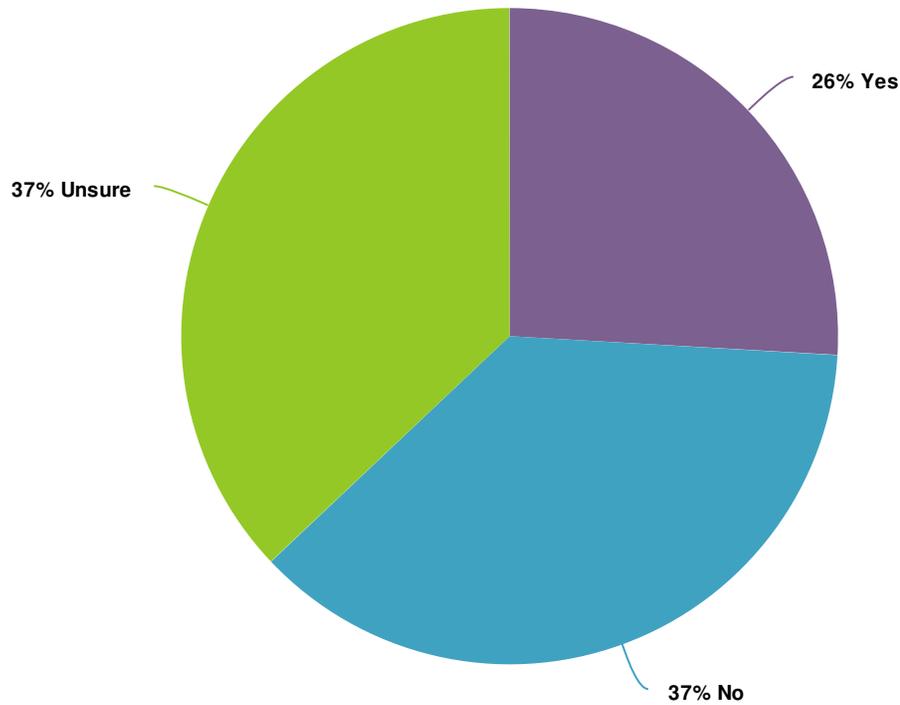
6. Over the next 25 years, do you project that the labour market demand in your school for fluent speakers of the First Nations language of the community will increase, remain the same, or decrease?



Value		Percent	Responses
Increase		88.5%	23
Remain the Same		7.7%	2
Decrease		3.8%	1

Totals: 26

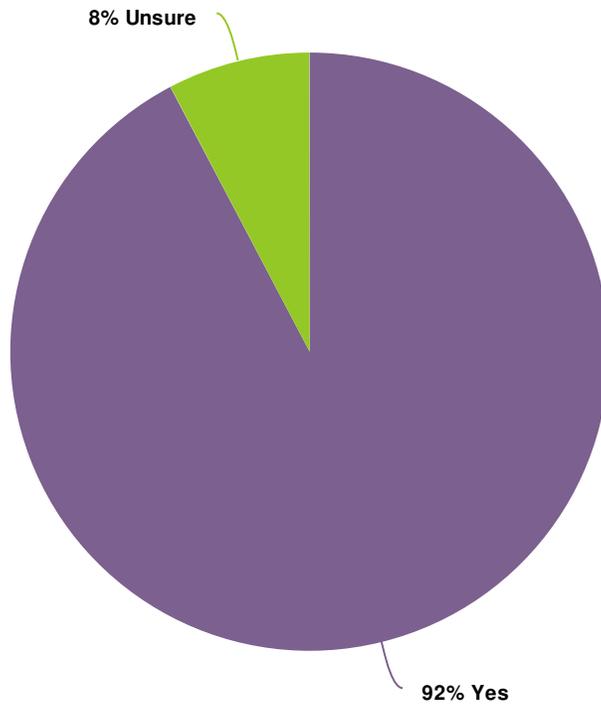
7. Over the next 25 years, do you project that your community will be able to meet the labour market demands for fluent speakers in your school?



Value		Percent	Responses
Yes		25.9%	7
No		37.0%	10
Unsure		37.0%	10

Totals: 27

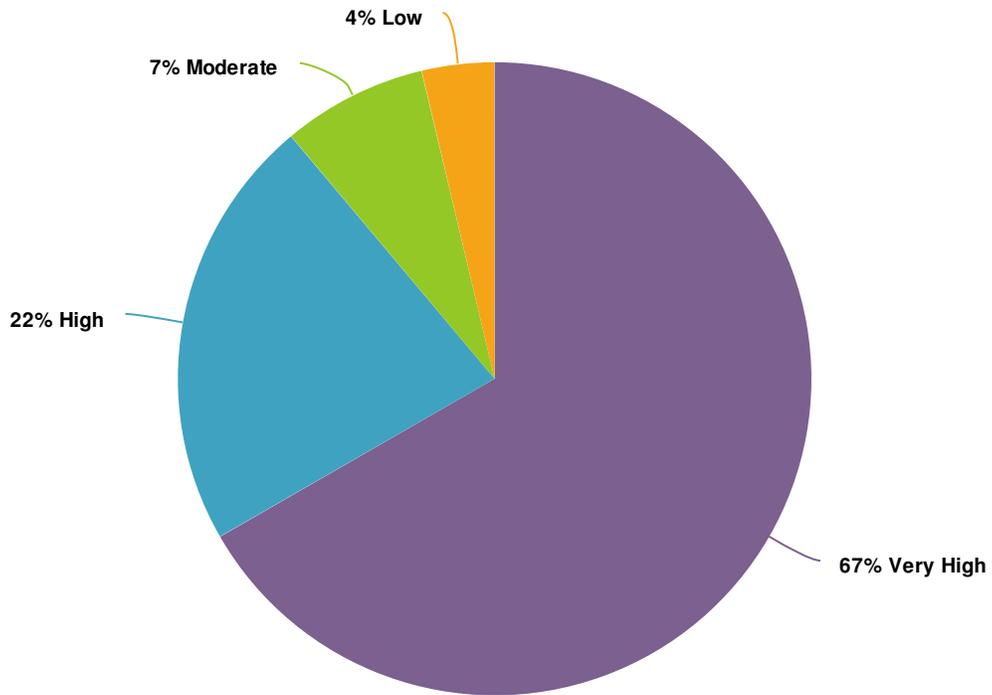
8. If your school had access to more fluent speakers of the community's First Nations language, do you expect that new jobs would be created?



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

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?



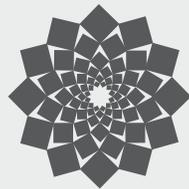
ResponseID	Response
1	12
2	one
3	two
4	1
5	1 - 3
6	3
7	6 to 10
8	2
9	Unsure
10	1
11	4
12	2-3
13	4

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

		Immersive Language Courses			Language Revitalization Courses	Other Required Courses
Year 4	30 January 2020 <i>Term 2</i> (15 cr)	INDG 499 (6) Indigenous Studies Capstone Project		NSYL 439 (3) Okanagan Sea 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	INDG 301 (3) Examining an Indigenous Methodology: En'owkinwixw
	<i>Term 1</i> (12 cr)	INDG 460 (3): Indigenous Studies Internship	NSYL 433 (3) Language Practice and Pedagogy: Special Topics	INDG 401 (3) Research Applications	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	
	<i>Summer Term</i> (9 cr)	NSYL 353 (3) Language Applications: Traditional Ecological Knowledge	NSYL 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge	INDG 307 (3) Traditional Ecological Knowledge		
Year 3	<i>Term 2</i> (12 cr)	NSYL 352 (3) Language Applications: Literature and Performative Arts	NSYL 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	
	<i>Term 1</i> (12 cr)	NSYL 351 (3) Language Applications: Numeracy and Math	NSYL 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts		INLG 281 (3) Sounds of Endangered Languages	ENGL 112 (3) Studies in Composition Or ENGL 114 (3) Studies in Composition: Aboriginal Perspectives
Year 2	<i>Summer Term</i> (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

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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.

ACTFL Proficiency Guidelines 2012 — SPEAKING

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 time 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.

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.

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.

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.

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.

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.

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.

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.

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.

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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ACTFL Proficiency Guidelines 2012 — **READING**

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.

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.

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.

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.

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Diploma in Indigenous Language Fluency

		Stream 1: Language learning tools	Stream 2: Elements of communication	Stream 3: Full immersion	Revitalization Language / Academic support
Diploma	T3	NSYL 350 Nsyilxcen Immersion: Introduction to Mentored Special Topics		NSYL 330 (NEW) Nsyilxcen Immersion: Pod/Cohort Learning through Multiple Mentors	UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective
	T2	NSYL 211 Nsyilxcen Translation / Transliteration	NSYL 221 Nsyilxcen Structure & Syntax	NSYL 231 Nsyilxcen Place and time through Immersion learning	INLG 240 Ways of knowing the Syilx land culture
	T1	NSYL 210 Nsyilxcen, Linguistics	NSYL 220 Nsyilxcen vocabulary in place and socio-spatial context II	NSYL 230 Nsyilxcen conjunctions through immersion learning	INLG 140 Ways of knowing: Nsyilxcen Social Foundations
Certificate	T3	NSYL 112 Introduction to writing Nsyilxcen	NSYL 122 Nsyilxcen vocabulary in place and socio-spatial context I	NSYL 132 Nsyilxcen interpersonal interactions through immersion	
	T2	NSYL 111 Nsyilxcen Pronunciation	NSYL 121 Nsyilxcen everyday action and interaction	NSYL 131 Special topics: Nsyilxcen immersion	INLG 181 Issues, Principles and Practices in Language Revitalization
	T1	NSYL 110 Okanagan language pronunciation - learning the sounds	NSYL 120 Nsyilxcen everyday social language	NSYL 130 Nsyilxcen entry tools: Introduction to full immersion.	INLG 180 Dynamics of Indigenous Language shift



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www.ubc.ca/okanagan/students/aboriginal

January 9, 2020

To Whom It May Concern,

RE: Support of the Bachelor of Nsyilxcn Language Fluency

I am very pleased to provide a letter of support for the Bachelor of Nsyilxcn Fluency (BNLF). Aboriginal Programs and Services is looking forward to welcoming BNLF students as they transition from their diploma to the UBC Okanagan campus. In partnership with the program, Aboriginal Programs and Services will provide orientation and transitional programming and services for BNLF students as they start their studies on campus. This orientation programming will be unique, as it will allow BNLF students to arrive before the start of term 1 during the summer and become acquainted with the campus while participating in programming along with enrolment in EDUC 104. Aboriginal Programs and Services has been working in partnership with the Okanagan School of Education and EDUC 104 over the last seven years as it is a course that Aboriginal Access Studies students enrol in as part of their transition to university studies. The course also includes the participation of Aboriginal Peer Mentors who provide peer-learning support to students. This combination of orientation programming which will provide learning skills along with other resources and EDUC 104 will provide students with a solid foundation and preparation to transition to university studies.

Aboriginal Programs and Services has a relational and wholistic approach to providing programming and services and one of the department's Aboriginal Student Advisor's area of responsibility will be designated to advising students in this program from the time of application through to graduation. This individual will be able to connect with incoming students and community partners at the En'owkin Centre and NVIT to ensure the application process and transition is navigable for students. Additionally, the advisor will be able to continue to connect with the students throughout their studies at the Okanagan campus and support their progression through regular conversations and academic planning. Aboriginal Programs and Services is dedicated to the success, progression and retention of Aboriginal students and will work with the program to have learning supports and resources in place for BNLF students and these could include peer tutors and supplemental learning opportunities similar existing programming offered by Aboriginal Programs and Services.

The Truth and Reconciliation Commission's Calls to Action call for the development of culturally appropriate curricula as well as the protection of the right to Aboriginal languages. It is exciting to see that the UBC Okanagan campus is taking steps in implementing these goals in equal partnership with the community. This program is a key initiative that engages not only the core principals of the campus'



THE UNIVERSITY OF BRITISH COLUMBIA

commitments to Truth and Reconciliation but also the overall UBC Strategic Plan. As institutes across Canada are looking to answer the Truth and Reconciliation Commission's Calls to Action through Indigenization and decolonizing practices, this program is essential and a leading example of working collaboratively with Indigenous communities.

This program will significantly contribute to the work of Indigenous language revitalization in Canada and worldwide. I recommend and fully endorse the program and if I may provide further information, please feel free to connect with me at 250.807.8639 or adrienne.vedan@ubc.ca

limlamt | thank you,

A handwritten signature in blue ink, appearing to read 'Adrienne Vedan'.

Adrienne Vedan
Director, Aboriginal Programs and Services

**BACHELOR OF NSYILXCN LANGUAGE FLUENCY
BLOCK TRANSFER AGREEMENT**

BETWEEN

THE UNIVERSITY OF BRITISH COLUMBIA, KELOWNA, BC

AND

**NICOLA VALLEY INSTITUTE OF TECHNOLOGY,
MERRITT, BC**

This Bachelor of Nsyilxcn 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 Nsyilxcn Language Fluency diploma program may become eligible for admission to the Bachelor of Nsyilxcn Language Fluency (BNLF) 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 BNLF 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 Nsyilxcn 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 BNLF 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 BNLF 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 BNLF 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 Nsyilxcn 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 Nsyilxcn 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 Nsyilxcn 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.

The parties will cooperate to make applicants aware of this Agreement and the terms and conditions under which students may enter the UBC Okanagan BNLf. 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 BNLf 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:

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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, 2021 following the satisfaction of all conditions precedent set out in Section 2 of this Agreement and will continue until December 31, 2025. 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 UBC Okanagan Bachelor of Fluency in Indigenous Language program.

9. Confidentiality

In this Agreement, "confidential information" will mean all information documentation or knowledge, in 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) **Enuring 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:

, President

Date

, Vice President, Education

Date

On behalf of The University of British Columbia:

Deborah Buszard, Deputy Vice Chancellor and Principal

Date

, Provost and Vice Principal

Date

Susan Frohlick, Head, Community, Culture and Global Studies

Date

Date

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	NSYL 350 Nsyilxcen Immersion: Introduction to Mentored Special Topics		NSYL 330 (NEW) Nsyilxcen Immersion: Pod/Cohort Learning through Multiple Mentors	UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective
	T2	NSYL 211 Nsyilxcen Translation / Transliteration	NSYL 221 Nsyilxcen Structure & Syntax	NSYL 231 Nsyilxcen Place and time through Immersion learning	INLG 240 Ways of knowing the Syilx land culture
	T1	NSYL 210 Nsyilxcen, Linguistics	NSYL 220 Nsyilxcen vocabulary in place and socio- spatial context II	NSYL 230 Nsyilxcen conjunctions through immersion learning	INLG 140 Ways of knowing: Nsyilxcen Social Foundations
Certificate	T3	NSYL 112 Introduction to writing Nsyilxcen	NSYL 122 Nsyilxcen vocabulary in place and socio- spatial context I	NSYL 132 Nsyilxcen interpersonal interactions through immersion	
	T2	NSYL 111 Nsyilxcen Pronunciation	NSYL 121 Nsyilxcen everyday action and interaction	NSYL 131 Special topics: Nsyilxcen immersion	INLG 181 Issues, Principles and Practices in Language Revitalization
	T1	NSYL 110 Okanagan language pronunciation - learning the sounds	NSYL 120 Nsyilxcen everyday social language	NSYL 130 Nsyilxcen entry tools: Introduction to full immersion.	INLG 180 Dynamics of Indigenous Language shift

Appendix II: BNLF Degree requirements at UBC

In addition to the previous completion of the N'syilx Language Certificate Diploma, students must complete 63 credits as follows:

- 3 credits from EDUC 104
- 3 credits from ENGL 112 or ENGL 114;
- 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: NSYL 331, NSYL 332, NSYL 333, and NSYL 433;
- 12 credits of domain focused language learning NSYL 351, NSYL 352, NSYL 353, NSYL 439;
- 3 credits of INDG 460;
- 6 credits of INDG 499.



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

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: Create new undergraduate program page in the Faculty of Arts and Sciences Effective July 1, 2020, the program will be housed in the newly established Faculty of Arts and Social Sciences.	
Rationale: see BNLF executive summary. This new link is needed for the new (proposed) BILF.	
Proposed Academic Calendar Entry: Faculty of Arts and Sciences Contents Introduction → Bachelor of Arts Programs → <u>Bachelor of Nsyilxcn Language Fluency</u> → Bachelor of Science Programs → Academic Staff	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,0,0 Present Academic Calendar Entry: Faculty of Arts and Sciences Contents Introduction → Bachelor of Arts Programs Bachelor of Media Studies Program → Bachelor of Science Programs → Academic Staff



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

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Calendar Description – Program overview	
<p>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.</p> <p>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.</p> <p>This UBC Okanagan initiative is our first such degree, in Nsyilxcn, and based on partnership with the En’owkin Centre and the Nicola Valley Institute of Technology (NVIT). Completion of NVIT’s 2 year (63 credit) Nsyilxcn Language Diploma is the admission criteria for entry into the UBC Okanagan Degree. This <i>Nsyilxcn</i> degree provides a template for additional Interior Salishan language degrees coming on stream when and as appropriate.</p>	



Proposed Academic Calendar Entry:

Program Overview

The Bachelor of Nsyilxcn Language Fluency (B.N.L.F) degree is a language-specific program emphasizing immersion-based language learning and community engaged partnerships for Indigenous language revitalization. The BNLF 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 Nsyilxcn 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.

Draft Academic Calendar URL:

Present Academic Calendar Entry:

N/A



Admissions Proposal Form Okanagan campus

Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: Add new page linked from BNLF TOC page	
Rationale: see BNLF executive summary	
Proposed Academic Calendar Entry: <u>Admission Requirements</u> <u>Application for admission to the Bachelor of Nsyilxcn Language Fluency program must be made through Enrolment Services. Procedures, policies, and admission requirements of the UBC Okanagan campus are specified in Admissions.</u> <u>Block Transfer Admission from Diploma of Nsyilxcn Language Fluency Program (NVIT)</u> <u>Students who successfully complete the 63 credit Nsyilxcn Language Diploma at NVIT will be eligible to have those 63 credits recognized as a block of transfer credits toward admission into the B.N.L.F. 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.</u> <u>Upon admission, students admitted into the B.N.L.F. 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 degree study in September of the same given</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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.



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

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: Add new page linked from BNLF TOC page	
Rationale: see BNLF executive summary	
<p>Proposed Academic Calendar Entry:</p> <p><u>Academic Regulations</u></p> <p><u>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.</u></p> <p><u>Academic Standing</u> <u>Supplementary to the University's policy on Academic Standing, the regulations below are applicable to B.N.L.F. students in this Faculty.</u></p> <p><u>On Academic Probation</u> <u>On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:</u></p> <ul style="list-style-type: none"> • <u>earned a sessional cumulative average of less than 55%; or</u> • <u>enrolled in 18 or more credits in a session and passed fewer than 60% of those credits; or</u> • <u>enrolled in fewer than 18 credits in a session and passed fewer than 50% of those credits.</u> <p><u>A student placed On Academic Probation at the end of the Winter Session will normally be</u></p>	<p>Draft Academic Calendar URL: N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>



allowed to register in a maximum of 9 credits in the following term. This restriction may be 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 his or her studies for a period of one academic year (12 months) prior to resuming his or her 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.



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

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: Add new page linked from BNLF TOC page	
Rationale: see BNLF executive summary	
Proposed Academic Calendar Entry: <u>Degree Requirements</u> <u>In addition to the previous completion of the Nsyilxcn Language Certificate Diploma, students must complete 63 credits as follows:</u> <ul style="list-style-type: none"> ● <u>3 credits from EDUC 104</u> ● <u>3 credits from ENGL 112 or ENGL 114;</u> ● <u>6 credits from INLG 281 and 282</u> ● <u>12 credits from INDG 202, INDG 301, INDG 307, and INDG 401;</u> ● <u>6 credits chosen from language revitalization courses: INLG 380, INLG 382, INDG 405, INLG 480 or ANTH 473, and INLG 481;</u> ● <u>12 credits of immersive language learning courses: NSYL 331, NSYL 332, NSYL 333, and NSYL 433;</u> ● <u>12 credits of domain focused language learning NSYL 351, NSYL 352, NSYL 353, NSYL 439;</u> ● <u>3 credits of INDG 460;</u> ● <u>6 credits of INDG 499.</u> 	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: Create new course code	
<p>Rationale: see BNLF executive summary. This new course code is needed to identify the new core courses specific to and required for the new (proposed) BNLF. INLG stands for Indigenous Language and was chosen in collaboration with Nicola Valley Institute of Technology (NVIT) and is used across both institutions so that it is clear to students that the NVIT courses ladder into the UBCO courses.</p> <p>The new NSYL code stands for Nsyilxcn Language and will be used to identify courses where the language of instruction is Nsyilxcn.</p>	
Proposed Academic Calendar Entry: <u>INDG</u> <u>INLG Indigenous Language</u> <u>[...]</u> <u>MUSC</u> <u>NSYL Nsyilxcn</u> <u>[...]</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code Present Academic Calendar Entry: INDG [...] MUSC [...]



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: This course provides students (including those in the BNLF degree) with the necessary background in linguistics (specifically sound systems) enabling them to apply this linguistic knowledge to the language fluency courses. This course will help them develop proficiency in producing the unique sounds of BC's Indigenous languages and provide them with experience in describing sound systems. Students will also receive background experience in developing community projects related to recording and documenting sound systems of Indigenous languages.	
Proposed Academic Calendar Entry: <u>INLG 281 (3) Sounds of Endangered Languages: Conservation and Revitalization</u> <u>Development of skills in the perception and transcription of speech sounds in endangered languages, focusing on the diversity within BC Indigenous languages. Capacity-building techniques for digital recording, editing, analysis, and archiving; guided by community-based ethical protocols and conservation/revitalization goals. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program. [3-0-0]</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL 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: <u>NSYL 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts</u> <u>Language acquisition pedagogies in and through practice. The language of instruction is Nsvilxcn. Restricted to students in the Bachelor of Nsvilxcn Language Fluency program[1-0-4]</u> <u>Corequisite: NSYL 351</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL 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: <u>NSYL 351 (3) Language Applications: Numeracy and Math</u> <u>Numeracy and math frameworks from a Syilx perspective towards increased proficiency in functional numeracy. The language of instruction is Nsyilxcn. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program [1-0-4]</u> <u>Corequisite: NSYL 331</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL332), 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: <u>NSYL 352 (3) Language Applications: Literature and Performative Arts</u> <u>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 Nsvilxcn. Restricted to students in the Bachelor of Nsvilxcn Language Fluency program. [1-0-4]</u> <u>Prerequisite: NSYL 351</u> <u>Corequisite: NSYL 332</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL352), 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: <u>NSYL 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts</u> <u>Intensive language immersion class demonstrating, in and through practice, traditional Syilx visual arts. The language of instruction is Nsyilxcn. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program. [1-0-4]</u> <u>Prerequisite: NSYL 331</u> <u>Corequisite: NSYL 352</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: This course provides students (including those in the BNLF degree) with the necessary background in linguistics (specifically grammatical structures and word-building) which will enable them to apply this linguistic knowledge to the language fluency courses. This course will help them develop proficiency in learning to analyze and use words and sentences within the grammatical systems of the Indigenous languages they are learning. The course also provides students the opportunity to apply language documentation and analysis techniques in community-based projects.	
Proposed Academic Calendar Entry: <u>INLG 282 (3) Structures of Endangered Languages: Conservation and Revitalization</u> <u>Documentation, transcription and analysis of grammatical structures in endangered languages, focusing on the diversity within BC Indigenous languages. Applied techniques in documentation, workflow and multi-media digital annotation, guided by community-based ethical protocols and conservation/revitalization goals. [3-0-0]</u> <u>Prerequisite: INLG 281.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL 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: <u>NSYL 353 (3) Language Applications: Traditional Ecological Knowledge</u> <u>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 Nsyilxcn Language Fluency program. [1-0-4]</u> <u>Prerequisite: NSYL 352</u> <u>Corequisite: NSYL 333</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

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Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: The BNLF 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 (NSYL 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: <u>NSYL 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge</u> <u>Intensive language immersion class focused on the application of traditional ecological knowledge (TEK), in and through practice. The language of instruction is Nsyilxcn. May be offered on the land. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program. [1-4-0]</u> <u>Prerequisite: NSYL 332</u> <u>Corequisite: NSYL 353</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

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Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: Having the opportunity to work on a decolonizing and/or indigenizing project in an authentic environment is helpful for BNLF and Indigenous Studies major students. This course will allow students to develop professional skills while applying their learning. Workshops and journal entries will support students' deep learning along their placement experience. The program coordinator will facilitate the matching between the students and their placements in community/organization.	
Proposed Academic Calendar Entry: <u>INDG 460 (3) Indigenous Studies Internship</u> <u>Work experience in language revitalization efforts in the community or organizations. Periodic workshops to support placement are required. Restricted to students in the Bachelor of Nsvilxcn Language Fluency program or Indigenous Studies major program. [0-0-3]</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New Course – Okanagan campus

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Type of Action: New Course	
Rationale: The BNLF 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: <u>NSYL 433 (3) Special Topics in Language Practice and Pedagogy</u> <u>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 Nsyilxcn. May be offered on the land. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program. [0-2-3]</u> <u>Prerequisite: NSYL 333</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: This project will allow students to work on a robust project that reflects their learning and their passion based on all previous courses in the degree. This course follows an internship which will provide students real-life context and ideas to challenge their learning and select a capstone project that is relevant to the community.	
Proposed Academic Calendar Entry: <u>INDG 499 (6) Indigenous Studies Capstone Project</u> <u>Work experience in decolonizing and/or indigenizing efforts. Restricted to students in the Bachelor of Nsvilxcn Language Fluency program or Indigenous Studies major program. [0-6-2*]</u> <u>Corequisite: NSYL 439</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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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: <u>NSYL 439 (3) Capstone: Language Immersion</u> <u>Project designed to provide students an intensive language immersion experience on a specific topic or domain. Restricted to students in the Bachelor of Nsyilxcn Language Fluency program</u> <u>Corequisite: INDG 499</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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Type of Action: New Course	
Rationale: This course provides students (including those in the BNLF degree) with information on digital tools and technologies used in language documentation and revitalization. Students will also learn best practices of digital tool use in community-based contexts and this will allow them the capability to utilize their knowledge for developing community-based language projects (as well as assist them in completing projects in some of the other language fluency courses of the BNLF).	
Proposed Academic Calendar Entry: <u>INLG 380 (3) Technologies for Endangered Language Documentation and Revitalization</u> <u>Digital tools for endangered language documentation, conservation, and revitalization. Overview of best practices, introduction to community engagement and capacity-building, protocols and ethics, project design, cultural context, orthographies, use of audio, video and still photography, data management, archiving and web publishing. [3-0-0]</u> <u>Prerequisite: INLG 282.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



Curriculum Proposal Form New Course – Okanagan campus

Category: 1	
Faculty/School: Barber School of Arts and Sciences Dept./Unit: Community, Culture and Global Studies Faculty/School Approval Date: 20191206 Effective Session: 2021W	Date: 20190826 Contact Person: Dr. Christine Schreyer Phone: 250.807.9314 Email: Christine.schreyer@ubc.ca
Type of Action: New Course	
Rationale: This course provides students (including those in the BNLF degree) with information on dictionary making practices used in language documentation and revitalization. Students will also learn best practices in community-based dictionary making and this will allow them the capability to utilize their knowledge for developing community-based language projects (as well as assist them in completing projects in some of the other language fluency courses of the BILF).	
Proposed Academic Calendar Entry: <u>INLG 382 (3): Lexicography for Endangered Languages</u> <u>Foundational concepts in the discipline of compiling, editing, managing and hosting dictionaries, also known as lexicography. Special focus on the technical and ethical considerations for community-based lexicography projects for endangered and BC Indigenous languages. [3-0-0]</u> <u>Prerequisite: INLG 282.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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New Course – Okanagan campus

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Type of Action: New Course and update ANTH 473	
Rationale: Students in this class will learn about the processes of language endangerment (what it is and how it occurs) in order that they can identify and understand how language endangerment occurs within communities and how academics and language activists discuss language endangerment. As well, this course provides students with a background in a range of language documentation and revitalization techniques, which they can apply within community based projects (such as those that students in the BNLF may be engaged in).	
Proposed Academic Calendar Entry: <u>INLG 480 (3) Living Languages: Critical Approaches to Endangered Languages</u> <u>Study of language shift, including local and global factors affecting language loss, endangerment, retention, and revival. Practical strategies for sustaining and reviving languages, including language documentation and revitalization. Credit will only be granted for one of INGL 480 and ANTH 473. [3-0-0]</u> <u>Prerequisite: INLG 282.</u> ANTH 473 (3) Living Languages: Critical Approaches to Endangered Languages Study of language shift, including local and global factors affecting language loss, endangerment, retention, and revival. Practical strategies for sustaining and reviving languages, including language documentation and revitalization. <u>Credit will only be granted for one of ANTH 473 and</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&code=ANTH Present Academic Calendar Entry: ANTH 473 (3) Living Languages: Critical Approaches to Endangered Languages The s study of language shift, including local and global factors affecting language loss, endangerment, retention, and revival. Practical strategies for sustaining and reviving languages, including language documentation and revitalization. [3-0-0] <i>Prerequisite:</i> Either (a) ANTH 100 or (b) ANTH



<p>INGL 480. [3-0-0] <i>Prerequisite:</i> Either (a) ANTH 100 or (b) ANTH 170. And 6 credits of ANTH at the 300 or 400 level required. ANTH 170 is preferred.</p>	<p>170. And 6 credits of ANTH at the 300 or 400 level required. ANTH 170 is preferred.</p>
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Type of Action: New Course	
Rationale: This course provides students (including those in the BNLF degree) information on the roles of libraries, archives and museums in language documentation and revitalization. Students will also learn best practices of archive development and management in community-based contexts and this will allow them the capability to utilize their knowledge for developing community-based language archives (as well as assist them in completing projects in some of the other language fluency courses of the BNLF).	
Proposed Academic Calendar Entry: <u>INLG 481 (3) Heritage Resources in Endangered Language Revitalization</u> <u>Examines the complementary and intersecting roles of libraries, archives, and museums in collections acquisition, development, curation, preservation, and access traditions pertaining to Indigenous languages; to explore how each can contribute to endangered language and cultural heritage sustainability [3-0-0].</u> <u>Prerequisite: INLG 282.</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



THE UNIVERSITY OF BRITISH COLUMBIA

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30 January 2020

To: Okanagan Senate

From: Curriculum Committee and Admissions and Awards Committee

Re: Joint Report Curriculum and Admissions Proposals
- Bachelor of Sustainability (new program)(approval)

The Curriculum Committee and the Admissions & Awards Committee have 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 Senate approve the Bachelor of Sustainability program and related new courses brought forward from the Faculty of Arts and Sciences.*

- a. From the Faculty of Arts and Sciences
 - i. New Degree
 - ii. Program Overview
 - iii. Admission Requirements
 - iv. Academic Regulations
 - v. Degree Requirements
 - vi. CHEM 334 (3) Green Organic Chemistry
 - vii. DATA 315 (3) Applied Time Series and Forecasting
 - viii. SUST 200 (3) Application, Practice and Management Approaches
 - ix. SUST 202 (1) Community Service Learning
 - x. SUST 205 (3) Sustainability Economics
 - xi. SUST 300 (3) Achieving Sustainability at the Regional Scale
 - xii. SUST 301 (3) Methods in Solving Wicked Problems
 - xiii. SUST 302 (1) Community Service Learning
 - xiv. SUST 400 (6) Capstone Project in Sustainability
 - xv. SUST 402 (1) Community Service Learning

For the Committees,

Dr. Peter Arthur Chair, Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Irving K. Barber School of Arts and Sciences

Okanagan Campus

New Undergraduate Degree Program Proposal **Bachelor of Sustainability**

December 2019

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Executive Summary

*UBC embraces sustainability as a societal conversation about the kind of world we live in, informed by an understanding of the ecological, social, and economic consequences of our individual and collective actions (UBC's 20-Year Sustainability Strategy, p. 3).*¹

Education for sustainable development has been supported and promoted over the last decades by global frameworks such as the United Nations' Decade of Education for Sustainable Development (2005–2014)² and the Global Action Programme on Education for Sustainable Development (post-2014)³ led by the United Nations Educational, Scientific and Cultural Organization (UNESCO). In 2015, world leaders adopted the 17 UNESCO-identified sustainable development goals with the hope of achieving a better and more sustainable future for all.⁴ At the national level, the Council of Ministers of Education Canada (CMEC) have identified global citizenship and sustainability as one of the competencies necessary to prepare students for a complex and unpredictable future with rapidly changing political, social, economic, technological, and ecological landscapes.⁵ Additionally, sustainability is identified as a strategic direction for the UBC Okanagan campus in the *Aspire: Envisioning our Future*⁶ report as part of its research excellence, community engagement, and place commitments.

In its desire to embrace innovation and support a sustainable world, the Irving K. Barber School of Arts and Sciences (Faculty of Arts and Sciences) at the University of British Columbia, Okanagan Campus (UBCO) is proposing to offer a distinct undergraduate degree program in sustainability that encompasses the humanities, social sciences, and natural sciences. The proposed Bachelor of Sustainability (B.Sust.) will provide an interdisciplinary approach, with an in-depth focus on select concentrations, allowing students to achieve the necessary breadth to become well versed in sustainability matters on a local to global scale. While most post-secondary institutions offer courses that have sustainability learning outcomes and several institutions offer environmental studies degrees, the proposed program will be the only dedicated degree in sustainability in Canada.

There are several reasons a degree in sustainability is being proposed instead of a major. Our goal was to develop a wholly integrative program of study that transcends the traditional disciplinary barriers of courses that sit in the arts or the sciences. A major in sustainability within the academic confines of a B.A. or a B.Sc. degree at UBCO would not achieve this goal. Students that major in a discipline complete 48 credits in that discipline with the balance of credits often taken in disciplines unrelated to their course of study. Students that graduate with a Bachelor of Sustainability will complete up to 81 credits of coursework covering topics in, or related to, sustainability. The integration of sustainability in all core and concentration courses ensures that this degree bridges the social sciences, the humanities, and the natural sciences to offer an authentic interdisciplinary education. A degree, rather than a major, also

¹ <https://sustain.ubc.ca/about-us/strategic-plans-policies-reports/sustainability-plans>

² <https://en.unesco.org/themes/education-sustainable-development/what-is-esd/un-decade-of-esd>

³ <https://en.unesco.org/gap>

⁴ <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

⁵ https://www.cmec.ca/682/Global_Compencies.html

⁶ <https://aspire.ok.ubc.ca/>

facilitates direct entry into the program and creates a cohort that will benefit from community building and networking opportunities, which is essential for addressing sustainability challenges.

The overall objective of the program is to provide students with appropriate breadth and rigour to critically assess and propose solutions to contemporary sustainability challenges, such as climate challenges⁷, environmental degradation, pollution, energy use, policy, human well-being, and social and economic inequality in British Columbia and the world.

The program features:

- A four-year direct-entry interdisciplinary program at UBCO;
- A set of core integrative courses drawing on faculty from arts, humanities, and social and natural sciences, including Indigenous studies;
- Advanced courses in a relevant concentration designed to prepare students for careers in a variety of sectors;
- Electives from a wide range of relevant disciplines, including Indigenous studies;
- Three one-credit community service learning (CSL) experiences;
- A capstone research-based project ;
- Electronic media and e-learning tools that support traditional lecture and tutorial formats, as appropriate;
- Experiential learning such as field trips, CSL, capstone (refer to Appendix A); and,
- Co-op opportunities.

Students enrolled in the Bachelor of Sustainability program will participate in experiential learning activities that are unique to UBCO's campus, a location that provides ready-made access to urban, agricultural, and natural environments that can be used as living labs. Additionally, students will learn from award-winning faculty and benefit from being part of world-class research taking place on campus. The program will challenge students to become more socially aware global citizens, within various private and public sectors, who will positively and significantly contribute to a growing societal imperative.

Institutional Overview

The University of British Columbia (UBC) is a comprehensive research-intensive institution, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world. Since 1915, UBC has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff, and faculty to challenge convention, lead discovery, and explore new ways of learning.

The Irving K. Barber School of Arts and Sciences (established in 2005) is the largest faculty at UBCO. It offers eight graduate programs (M.A., M.Sc., Ph.D.) and over 30 disciplinary and interdisciplinary

⁷ Refer to the CleanBC Climate Plan recently introduced by the government <https://news.gov.bc.ca/releases/2018ENV0087-002364>

undergraduate programs (B.A., B.Sc., B.M.S.) that are delivered by eight academic departments across the humanities, social sciences, and natural sciences. In 2017/18, 204 faculty members offered courses to over 4,100 students.

The Faculty of Arts and Sciences has offered a first-year course in sustainability (SUST 100) since 2005 which has attracted between 140 and 220 students during the winter session. Student feedback tells us that many of those taking the course would continue in a sustainability program, if it existed.

Furthermore, a June 2019 survey of 432 current UBCO Arts and Sciences students showed that 47% of respondents would have considered the Bachelor of Sustainability program if they had had the option.

The Faculty of Arts and Sciences is proposing to offer a four-year, 123 credit (minimum), Bachelor of Sustainability undergraduate program.

Contribution to the institution's mandate and strategic plan

The Bachelor of Sustainability program is a bold initiative to realize UBC's vision of inspiring people, ideas, and actions for a better world and fulfil its commitment to advance sustainability across teaching, learning, and research. The proposed Bachelor of Sustainability is an interdisciplinary degree focused on sustainability, which aligns well with both UBC's strategic plan, *Shaping UBC's Next Century 2018-2028*⁸ and *UBC Okanagan's Aspire: Envisioning our Future*⁹.

UBC's strategic plan delineates its overarching purpose is to "pursue excellence in research, learning, and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada, and the world" (p. 11). Additionally, the strategic plan highlights that "UBC will focus on enhanced support for program redesign around competencies; the development of problem-solving experiences; technology-enabled learning; and continued growth in work-integrated and professional education" (p. 56). The proposed Bachelor of Sustainability program aligns with multiple strategies within the strategic plan, for example:

- Strategy 2: Inspiring Spaces – students will access spaces, indoor and outdoor, that provide forums for interdisciplinary interaction and interaction with the broader community.
- Strategy 3: Thriving Communities – students will utilize the campus as a living laboratory and will apply their knowledge and skills to address social and environmental issues beyond the campus.
- Strategy 12: Program Redesign – program focuses on learning outcomes aligned to broader competencies, such as critical thinking and problem solving.
- Strategy 14: Interdisciplinary Education – core courses embed interdisciplinarity and students have opportunity to work with professors and students across disciplines to integrate concepts and tackle new, larger issues, and problems.

Similarly, UBC Okanagan's Aspire report outlines "a consensus that the campus should aspire to be a model for innovative and interdisciplinary programming within the UBC system, and a place that has an

⁸ <https://strategicplan.ubc.ca/>

⁹ <https://aspire.ok.ubc.ca/>

impact on communities both local and global” (p. 3). Specifically, the Bachelor of Sustainability program supports:

- Transformative Student Learning – promotes collaboration and interdisciplinary opportunities.
- Community Engagement – students have opportunities for learning and research collaboration with Indigenous communities.
- Place – provides program delivery methods that facilitate student/faculty collaboration and identifies opportunities for exploring living labs using the campus and/or region as focus for social, economic, and environmental sustainability.

Credential

Bachelor of Sustainability (B.Sust.)

Location

The University of British Columbia, Okanagan Campus

Faculty offering the program

The Faculty of Arts and Sciences¹⁰.

Anticipated program start date

September 2021.

Anticipated completion time

Students will be eligible for graduation after successfully completing all of the requirements of the four-year, full-time program.

Delivery methods

The Bachelor of Sustainability program will be delivered through traditional lectures, laboratory assignments, tutorials, community service learning experiences, field trips, and a capstone research-based project. Delivery methods will employ flexible teaching and learning strategies¹¹ as appropriate.

Summary of the proposed program

Through integrative, synthesis-level courses and disciplinary concentrations, the proposed Bachelor of Sustainability program will provide students with competencies (knowledge, skills, and attitudes¹²), enabling them to successfully perform tasks and solve problems related to the unique sustainability challenges and opportunities faced by society. These unique challenges include sustainable

¹⁰ As of July 1, 2020, the Faculty of Arts and Sciences will be split into the Faculty of Arts and Social Sciences and the Faculty of Science. After this date, the Bachelor of Sustainability will be offered by these two new Faculties.

¹¹ <http://flexible.learning.ubc.ca/our-approach/pillar-1-transformed-teaching-learning/>

¹² For the purpose of this paper, competence is defined as “functionally linked complex of knowledge, skills, and attitudes that enable successful task performance and problem solving” (Wiek, Withycombe, Redman, 2011).

development of new and established natural resource sectors; social and behavioural change; food systems; policy and governance; educating for sustainability; and, planning of urban regions to name a few. The program will also provide an excellent foundation for admission to the proposed M.A. and M.Sc. [Interdisciplinary Graduate Studies Theme in Sustainability](#) at UBCO (anticipated start: September 2019). Additionally, graduates of the program will be prepared to participate in other institution's advanced professional/graduate programs in planning, business or management, resource management, and sustainability management (e.g., UBCV's [Master of Science in Resources, Environment, and Sustainability](#); University of Toronto's [Master of Science in Sustainability Management](#); Brock University's [Master of Sustainability](#); and, University of Waterloo's [Masters of Environment Studies](#)). Additionally, hands-on experiential learning opportunities and community service learning projects will ensure that students who complete the program will be well positioned to meet the growing need for sustainability experts across multiple sectors (refer to section 7) for many of the predicted new job openings found in the British Columbia Labour Market Outlook: 2018 Edition¹³.

Aims, goals and/or objectives of the proposed program

The objectives of the Bachelor of Sustainability program are to:

- Provide students with a systems-level understanding of human-environment interactions along with the competencies (knowledge, skills, and attitudes) to help solve contemporary sustainability issues facing society.
- Foster educational collaboration and partnerships among UBCO and the region's communities, First Nations, natural resource sectors, and civil society through community service learning opportunities.
- Equip graduates with the key competencies¹⁴ and motivation to engage others in order to implement and contribute to positive change.
- Provide students with an in-depth understanding of the sustainability challenges and opportunities relevant to their concentration.
- Prepare students to work in interdisciplinary team environments to find solutions that allow human life to thrive over time within the biophysical limits of the planet.

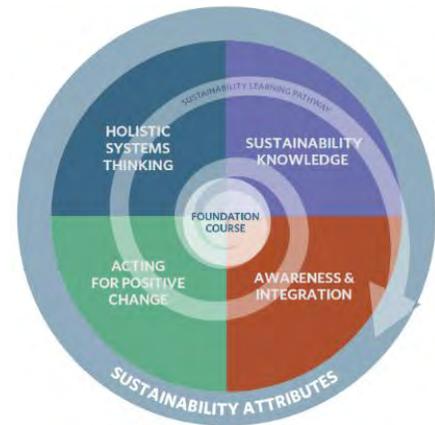
¹³ <https://www.welcomebc.ca/Choose-B-C/Why-Choose-British-Columbia-Canada/B-C-Labour-Market-Outlook>

¹⁴ Key competencies in sustainability: systems thinking; future thinking (anticipatory); values thinking (normative) strategic thinking; and, interpersonal (collaboration), as recognized by Wiek, Withycombe, and Redman and slightly modified by Arizona State University (ASU [key competencies](#)).

Program learning outcomes

UBC believes in sustainability because “the ecological and human consequences of unsustainability are devastating; it is the right thing to do ethically and in terms of distributive justice; and, it is desirable in itself, offering the possibility of a better life for people and the planet” (UBC’s 20-Year Sustainability Strategy, p. 3).¹⁵

*Students graduating with a sustainability background from UBC should have a firm grounding in, and be able to demonstrate, the following four key attributes: Holistic Systems Thinking, Sustainability Knowledge, Acting for Positive Change, and Awareness and Integration.*¹⁶



The Bachelor of Sustainability program will build students’ competence and experience through community learning, along with interactive and stimulating course content. The program learning outcomes are aligned with the four key sustainability attributes introduced by UBC Vancouver to support academic units in developing sustainability pathways¹⁷ (refer to Appendix B).

Students who have completed the program will be able to:

Sustainability Knowledge:

- examine, appraise, and propose solutions to contemporary sustainability issues.
- describe and employ sustainability models and paradigms related to their area of concentration.
- apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.

Awareness and Integration:

- integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- design and conduct research in an area of sustainability practice both independently and collaboratively.

Acting for Positive Change:

- use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- discuss and debate various perspectives on sustainability with diverse stakeholders.

¹⁵ <https://sustain.ubc.ca/about-us/strategic-plans-policies-reports/sustainability-plans>

¹⁶ <https://sustain.ubc.ca/sites/default/files/resources/UBC%20Sustainability%20Education%20Framework-Sustainability%20Attributes%20March%202013.pdf>

¹⁷ Embedding sustainability learning pathways across the university. Marcus, J., Coops, N.C., Ellis, S., & Robinson, J., 2015. <https://www.sciencedirect.com/science/article/pii/S1877343515000767?via%3Dihub>

- formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.

Holistic Systems Thinking:

- describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.

Program structure¹⁸

The program will be distinctive in its ability to provide students the opportunity to assess social, economic, and environmental facets of sustainability education and training across the humanities, social sciences, and natural sciences.

The Bachelor of Sustainability program requires students to complete a minimum of 123 credits (refer to Appendix C):

- 39 credits of integrative core courses in sustainability
- A minimum of 42 additional credits (at least 21 of these credits completed at the upper-level) from one on the following concentrations¹⁹:
 - Environmental Analytics (refer to Appendix D)
 - Environmental Conservation and Management (refer to Appendix E)
 - Environmental Humanities (refer to Appendix F)
 - Green Chemistry (refer to Appendix G)
- Remaining credits will be from a broad range of electives recommended for the Bachelor of Sustainability program (refer to Appendix H). Overall, students must complete 48 credits in upper-level courses to fulfill degree requirements.

Note: recommended electives may also occur in a concentration. Course credit can only be used once toward concentration or elective requirements. Double-counting of course credit will not be granted.

Upon admission, students will be required to declare one of these areas of concentration:

Environmental Analytics

As our society becomes more digital, there is an abundance of data available. Such data requires careful analysis to understand the underlying phenomena. Because environmental data describe complex intricate systems, students require a solid understanding of how data is collected, what that data means, and how to leverage it for predictions. The environmental analytics concentration supplements core knowledge of sustainability with modern techniques from several disciplines. Powerful modeling and simulation techniques that exploit geographical data will allow students to understand, model, simulate, explain, and extrapolate the behaviour of complex environmental systems. The concentration interdisciplinary tools come from

¹⁸ Refer to Appendix C for B.Sust. program structure details.

¹⁹ Currently, there are four concentrations developed. Other concentrations will be considered in the near future.

mathematics, computer science, statistics, and data science but also from economics, geography, and philosophy. Environmental analytics graduates will be well equipped to tackle sustainability challenges through evidence-based data analysis.

Environmental Conservation and Management

A sustainable world requires that the Earth's ecosystems continue to support biodiversity and all of the ecological services that are essential to maintaining human life and well-being. This concentration provides students with an understanding of the challenges of sustainably managing and preserving terrestrial and freshwater environments and resources. Students gain a strong foundation in the science of environmental management, land use and ecosystem services assessment, resource economics, environmental impact assessments, and relevant Canadian and international policy. Students also learn the key methods and tools in geographic information science that are essential to working in the discipline.

Environmental Humanities

Environmental Humanities is a new configuration of humanities disciplines (principally literary studies, history, philosophy, Indigenous studies, cultural geography, and cultural anthropology) that understands environmental issues as inseparable from the specific cultural contexts in which they appear. For example, environmental humanists have shown how soot and smoke from coal combustion, once promoted as a sign of progress, was reconceptualised by artists, writers, and philanthropists as 'pollution' in late 19c London. Later, this pollution became the object of scientific studies and remediation campaigns. It is clear, too, that variations in the perception of environmental risk must be understood in the light of cultural history: France gets 76% of its electricity from nuclear power, whereas Germany is aiming to phase out nuclear altogether by 2022, yet it cannot be assumed that either nation is more or less rational. Cultural considerations infiltrate spheres that might be considered primarily in scientific and technical terms, such as ecological restoration projects and campaigns to extirpate 'alien' species. At the broadest scale, the idea of clearly demarcated spheres of 'nature' and 'culture' is at once scientifically questionable and culturally resilient. The disciplines of the Environmental Humanities enter into constructive dialogue with other subject areas to analyse and address a wide range of issues in sustainability, and thereby optimise the cultural and ecological impact of academic research.

Green Chemistry

Modern society relies implicitly on an affordable supply of materials, textiles, fertilizers, and medicines, all of which must be synthesized from other substances by chemical reactions. A sustainable society is impossible without the creation of improved production methods for these commodities—methods that must consume fewer and locally-generated resources, demand less energy, produce less waste, and employ fewer hazardous reagents—thereby embodying the 12 Principles of Green Chemistry²⁰. Such efforts will require the development of new synthetic procedures with an increased reliance on innocuous solvents, renewable and

²⁰ Refer to Appendix I, "The 12 Principles of Green Chemistry".

benign reagents, and efficient catalysts.

Linkages between learning outcomes and curriculum design

The proposed Bachelor of Sustainability is an interdisciplinary program that includes learning outcomes from sustainability core course content, concentration course content, and elective course content. Thus, the curriculum design takes into account the need for students to have foundational knowledge in sustainability through core content along with deeper knowledge in specific concentrations. The program also provides flexibility for students to choose electives that align with their personal educational goals. Additionally, a competency-focus was applied to the curriculum design to ensure students that graduate from the program have the knowledge base along with the key competencies required to apply that knowledge in complex, dynamic, real-world sustainability scenarios.

While a work experience/work place term is not required for degree completion, the curriculum design is structured to include hands-on and community based learning opportunities that will help students build important networks and workplace skills.

Labour market

The Bachelor of Sustainability program is designed to prepare students for employment and/or further study in a variety of sectors. Most occupational areas have, or will have in the future, sustainability content and objectives. Employment opportunities for graduates will also be dependent on students' chosen area of concentration. Examples of potential sectors of employment include: natural resources management; provincial/federal/local government; environmental monitoring and consultation; urban/community and regional planning; creative and cultural industries; community leadership; environmental impact assessment; project management; and education. Graduates of the program may also pursue graduate studies (M.A. or M.Sc.) in sustainability or related fields as indicated above.

Research published by ECO Canada²¹ in 2014 shows that 18% of the 658 Canadian organisations surveyed had at least one or more sustainability professional²² on staff, which represented 50,659 jobs, while 37% had at least one employee working in environmental, social or economic sustainability. Twenty-seven percent of those professionals were hired by government agencies (municipal to federal), followed by 24% in research institutions/not for profit organisations, and 20% in the business sector. British Columbia was the third largest employer of sustainability professionals in Canada, after Ontario and Quebec.

The following top competencies of sustainability professionals were identified in the ECO research:

- Interpreting, enforcing and complying with environmental regulations and standards
- Implementing and monitoring sustainable development strategies and programs

²¹ ECO Canada (2014). *Careers In Sustainability: Current Job Trends and Future Growth*.

<https://www.eco.ca/reports/careers-in-sustainability-current-job-trends-and-future-growth/>

²² A Sustainability Professional is defined as a practitioner who spend at least 50% of their time performing activities related to environmental, economic or social sustainability.

- Partnering with stakeholders
- Developing corporate environmental sustainability policies and procedure
- Building sustainable development indicators, plans and strategies.

These align with the broad and key competencies graduates of the proposed Bachelor of Sustainability will acquire.

The study also shows that the salary of sustainability professionals range between \$40,649 for entry level positions to \$105,119 for experienced professionals.

Jobs in sustainability are available across many of the broad occupational categories²³ (e.g., management occupations (0); business, finance, and administration occupations (1); natural and applied sciences and related occupations (2); occupations in education, law and social, community, and government services (4); occupations in art, culture, recreation and sport (5); natural resources, agriculture and related production occupations (8); and, occupations in manufacturing and utilities (9). In May and June 2019, the following jobs were located online that may be suitable for a B.Sust. graduate (see Appendix J for detailed job postings):

- Advisor, Sustainability Reporting (AB)
- Climate Action Analyst (BC)
- Coordinator 2, Environmental (YT)
- Data Analyst & Client Advisor (BC)
- Environmental Assessment Specialist (BC)
- Environmental Technician – Environmental Sustainability Specialist (BC)
- Impact Assessment Analyst (NT)
- Junior Environmental Analyst (BC)
- Junior Environmental Technician (BC)
- Market Intelligence Specialist (BC)
- Planner 1 – Environmental Sustainability (BC)
- Sustainability Analyst (ON)
- Sustainability Consultant (ON)
- Sustainability Office Associate (ON)
- Sustainability Reporting Specialist (ON)
- Sustainability Specialist (ON)

Student interest

A survey administered to UBC Okanagan students in June and July 2019 reveal a strong interest for a degree in sustainability. Of the 432 responses gathered, 86% believed that there is a moderate to high job demand for graduates with a sustainability degree while 46.9% indicated that they would consider registering for the B.Sust. program if they started their degree over again. Of the respondent who would not consider a degree in sustainability, only 35.7% were not interested in a career in sustainability,

²³ References [National Occupational Classification \(NOC\) 2016 Version 1.2](#)

while 16% had an interest in sustainability but were worried about credential recognition. The top three reasons why students would pursue a B.Sust. are: a demand for the skills and training to address future sustainability challenges (26.8%), that sustainability is a growing field with many career opportunities (19%), and personal preference for a career in sustainability (18.9%). The survey also indicated that the Environmental Humanities and Green Chemistry would attract about 25% of the students with an interest in the B.Sust, while Environmental Conservation and Management, and Environmental Analytics would attract 35.2% and 14.11% of interested students respectively.

These results, combined with the market research from ECO Canada discussed above, indicate that the proposed degree would not only attract students but they would have a good chance of finding employment upon graduation.

Enrolment plan

We hope to admit 15 students in each of the four concentrations in the first year. We anticipate this number to increase to 30 per concentration within five years which should result in a steady state enrolment of 367 students taking into consideration a decreasing attrition rate between 23% and 7% from year two to year four respectively.

Admission requirements/targeted students

The Bachelor of Sustainability degree is a four-year direct-entry interdisciplinary program. The main target audience will therefore be students from highschool or students who have completed one year of university in a B.A. or B.Sc. program. The B.Sust. is designed for both domestic and international students interested in pursuing a degree that prepares them to work in a cross-disciplinary environment where they can contribute solutions to a wide range of contemporary sustainability challenges. Ideally, the program would target a minimum of 10% international students since diversity (of cultural experiences and perspectives) is essential for finding solutions to sustainability challenges.

Students will normally be admitted to the Bachelor of Sustainability program for the Winter Session (September start). In some circumstances, students may be able to begin the program in January, however, this is not recommended as it may limit course options and lengthen the time to degree completion.

Admission from Secondary School

In addition to UBC's minimum admission requirements, students seeking admission to the Bachelor of Sustainability directly from secondary school should have completed one Grade 12 science course.

Admission from Post-Secondary Study

Individuals who have completed courses through an alternate post-secondary institution can apply for entry to year one of the Bachelor of Sustainability program and must meet competitive admission requirements for entry. Transfer credit will be assessed after admission has been achieved. Once admitted, applicants may be considered for admission to year two of the program if they have already substantially completed first year core and concentration course requirements.

Transfer from another UBC Program

Students may not apply for transfer into the Bachelor of Sustainability program from other UBC programs. Instead, they must apply for entry to year one of the program and meet the competitive admission requirements. Once admitted, applicants may be considered for admission to year two of the program only if they are recognized as having already substantially completed year one core and concentration course requirements.

Admission is not available into years three and four of the program.

Program resources

The Faculty of Arts and Social Sciences, the Faculty of Science and the Faculty of Creative and Critical Studies have already hired faculty members with a background in sustainability and have committed to future hires in the field. Additionally, many current faculty members have research and teaching overlap with the proposed program and will contribute to teaching new and existing courses that have been integrated into sustainability concentrations or electives.

Faculty of Arts and Sciences²⁴	
Dr. Adam Ford, Assistant Professor; CRC Tier 2 Chair in Restoration Ecology	Department of Biology
Dr. Robert Godin, Assistant Professor, Chemistry	Department of Chemistry
Dr. Kevin Hanna, Associate Professor, Sustainability; Director, UBC Centre for Environmental Assessment Research (CEAR)	Department of Community, Culture and Global Studies; Department of Earth, Environmental and Geographic Sciences
Dr. John Janmaat, Associate Professor of Economics; RIC Chair in Water Resources and Ecosystem Sustainability	Department of Economics, Philosophy and Political Sciences
Dr. Lael Parrott, Professor, Sustainability	Departments of Earth, Environmental and Geographic Sciences; Department of Biology
Dr. Tim Paulson, Assistant Professor, History	Department of History and Sociology
Dr. Nathan Pelletier, Assistant Professor; NSERC Industrial Chair in Biology and Management	Department of Biology (cross-appointed with Faculty of Management)
Dr. Donna Senese, Associate Professor, Geography	Department of Community, Culture and Global Studies
Dr. Kevin M. Smith, Professor, Chemistry	Department of Chemistry
Faculty of Creative and Critical Studies	
Dr. Greg Garrard, Associate Dean of Research and Graduate Studies; Associate Professor, Sustainability	Department of English and Cultural Studies

²⁴ Please see [Faculty offering program](#) above.

Program strengths and benefits

Strengths:

- The program is distinctive, as there is no other degree in sustainability offered in British Columbia.
- The concentrations in the humanities, social sciences, and natural sciences will appeal to a broad audience.
- Interdisciplinary and multidisciplinary structure supports both the breadth and depth of a student's learning experience.
- Students have the opportunity to follow their passions and enhance their future career aspirations.
- Students develop a broad range of competencies that are required to navigate a complex and unpredictable future.
- Students develop key competencies specific to sustainability that are required to address real-world sustainability challenges and opportunities.

Social benefits:

- Provision of knowledgeable and experienced graduates who understand how to account for and balance economic, social, and cultural needs in assessing opportunities for sustainable growth and development.
- Contribution of key competencies and expertise in managing environmental resources and advancing sustainable growth.
- Wider social understanding and acceptance of the roles of diverse academic disciplines in addressing complex environmental sustainability problems.
- Through work in the private and public sectors, graduates will help reconcile diverse social demands and sustainability of the natural environment, while advancing the sustainable development of the province's renewable and non-renewable resources to contribute to the quality of life of all people living in British Columbia.

Economic Benefits:

- There is an increasing demand for university graduates who can contribute a broad understanding to the sustainable development of natural resources; who can communicate multiple options for development; and, who can help account for benefits and impacts on the economy, society, and the natural environment. Many large organizations (e.g., Royal Bank, Canadian National Railway (CN), Canada Post, and Coca-Cola Canada) are implementing sustainability frameworks to bring their staff and facilities in alignment with best practices. This requires individuals with training and experience to design, implement, and manage such frameworks.
- Provincial policies and programs (e.g., BC's updated *Environmental Assessment Act*, BC's clean growth strategy²⁵) emphasize the sound development of BC's natural resources for present and future generations. This requires training and exposure to a range of disciplines, multisectorial

²⁵ <https://engage.gov.bc.ca/cleangrowthfuture/>. The provincial government is working on a clean growth strategy to integrate the province's goals for climate action, clean energy, and sustainable economic growth.

knowledge, an understanding of the importance of BC's Aboriginal cultures and community rights, and an awareness of the need to balance growth with environmental sustainability.

- Graduates will help achieve economic goals of the province by providing a strong foundation for understanding sustainability along with additional training in related and specialized fields.

Related programs

Sustainability-themed programming is becoming popular across post-secondary institutions nationally and internationally. An environmental scan²⁶ of 14 post-secondary institutions across Canada and five institutions at the international level has revealed that most institutions have made sustainability a priority at both the organizational level, where reducing the ecological and energetic footprint of operations is being implemented, and at the program level, where courses and programs directly related to sustainability are being identified and marketed. Several large institutions have created hubs of sustainability through which educational services and sustainability policies are developed and supported. For example, UBC Vancouver has created an Institute for Resources, Environment, and Sustainability to foster sustainable futures through integrated research and learning opportunities. Other large universities have established colleges or schools of sustainability (e.g., Dalhousie University; Arizona State University; Princeton University) that provide environments for collaborative teaching, learning, and research to address local and global sustainability challenges. A few international institutions in Australia offer undergraduate degrees in sustainability (e.g., Edith Cowan University; University of New England).

Many post-secondary institutions across Canada are opening up opportunities for degrees related to sustainability²⁷. For example, Memorial University in Newfoundland has implemented a new Bachelor of Environment and Sustainability this year. Additionally, McGill University in Quebec offers a combined Bachelor of Arts and Bachelor of Science (B.A.B.Sc.) in Sustainability, Science, and Society, along with a Bachelor of Commerce, Managing for Sustainability. The University of Waterloo offers seven Bachelor of Environment Studies (BES) options (e.g., BES Environment and Business; BES Environment, Resources, and Sustainability; BES International Development).

At the provincial level, Simon Fraser University offers a Bachelor of Environment (BEnv) with three majors (e.g., BEnv in Sustainable Business) that provide training in subject areas related to environmental sustainability. Other institutions, such as the University of Victoria and Thompson Rivers University, offer disciplinary programs in geography and environmental sciences that have sustainability learning outcomes. The UBC Vancouver Geography Department offers a Bachelor of Arts in Environment and Sustainability. Additionally, the institution encourages integration of sustainability curriculum in the form of collections of sustainability-oriented courses and experiences that students pursue alongside their disciplinary major (a learning pathway). Okanagan College offers two credentials related to sustainability: a Sustainable Construction Management Technology Diploma and a Post-Diploma Sustainability Studies Certificate.

²⁶ Refer to Appendix K – Environmental Scan.

²⁷ Refer to Appendix L – Program Comparison

Additionally, along with the typical Bachelor of Arts and/or Bachelor of Science programs with environmental majors and minors, several institutions offer students the opportunity to earn supplementary credentials directly related to sustainability. For example, both the University of Alberta and the University of Calgary offer embedded Certificates of Sustainability to students in some undergraduate programs (e.g., Education, Business, Arts, and Science). Thompson Rivers University in BC offers students a Leadership in Environmental Sustainability credential that can be earned in tandem with any undergraduate or graduate program.

The growth of sustainability-related programming indicates a national demand for admission to such programs, and UBCO is well-positioned to meet this growing need. The proposed Bachelor of Sustainability, with its multiple concentrations, will appeal to students looking to undertake a comprehensive and robust degree program in sustainability. It is complementary to related programs offered at the UBC Vancouver campus (i.e., B.A. in Environment and Sustainability) and at other institutions across Canada.

The proposed Bachelor of Sustainability is distinctive from other programs:

- Degree structure that promotes a sense of community, facilitates collaboration and provides networking opportunities.
- Dedicated sustainability courses fulfilling communication, Indigenous content and methodology requirements.
- Exposes students to a broad range of disciplinary perspectives (e.g., humanities, economics, social sciences and sciences) than programs currently offered in other institutions.
- Systems-thinking embedded within core sustainability courses.
- Includes a community service learning component in years 2, 3 and 4.
- The program capitalizes on interdisciplinary teaching strengths and opportunities within the Faculty of Arts and Social Sciences, the Faculty of Sciences and the Faculty of Creative and Critical Studies.
- Offer areas of specialisations outside the environment as traditionally defined (e.g., Green Chemistry, Environmental Humanities).

Program governance and assessment

While the overall degree program will be administered by the Faculty of Arts and Social Sciences or the Faculty of Science, the individual concentrations will be supervised by individual departments as follows:

- Environmental Humanities – Department of English and Cultural Studies
- Environmental Conservation and Management – Department of Earth, Environment and Geographic Sciences
- Environmental Analytics – Department of Computer Science, Physics and Statistics
- Green Chemistry – Department of Chemistry

The Bachelor of Sustainability will be governed by a steering committee composed of one faculty member from each concentration that will be chaired by a degree coordinator reporting to his/her

Dean. The degree coordinator will be responsible for ensuring that all required courses are offered when needed, for approving course substitutions when appropriate and for the day to day operations of the degree. The committee will be responsible for approving, reviewing or developing new curriculum in consultation with the various departments offering courses in the Bachelor of Sustainability. Curriculum changes to the degree will be approved by the curriculum committees of all faculties offering concentrations while changes to a concentration will be approved by the curriculum committee of the faculty hosting the department offering the concentration.

The Bachelor of Sustainability program will be reviewed as per university regulations. The degree and its concentrations will be externally reviewed every five years. The Associate Dean responsible for curriculum will oversee and support the external review process of this degree and associated concentrations as per Faculty policy.

Potential challenges

Establishing a new degree program, especially one that is interdisciplinary, has its challenges. Recruitment of students can potentially be challenging, however, the unique nature of the Bachelor of Sustainability degree will attract students who are interested in an interdisciplinary learning environment. Strategic marketing and recruitment efforts should attract enough students to ensure degree viability. Another challenge faced by new programs is ensuring that appropriate resources are in place to support both faculty and students. The departments offering concentrations have already hired professors that can support the program and the Faculties will continue to recruit faculty members with interests in sustainability as the program grows.

Institutional contacts

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Appendix A: Experiential Learning

Experiential Learning

UBC Okanagan’s operational definition of experiential learning (EL) includes opportunities that have a practical or applied experience at their core; are intentionally linked to a learner’s academic degree program, personal development, and/or career goals; and, integrate reflection. Reflection associated with EL prompts learners to analyze and think critically about their experiences, and express how the experiences help them make sense of their past or create a path for their future.

EL opportunities at UBC Okanagan span multiple contexts, and may be included within a course or program (curricular), complement academic outcomes (co-curricular), or independent of a learner’s course of study (extra-curricular). Some opportunities are work-integrated (situated in an employment or similar context) whereas others are not. The University supports, monitors, and recognizes these experiential learning opportunities as a transformative pathway that enables students to further enhance their knowledge, professional skills, and values.

Potential experiential learning opportunities¹ within the Bachelor of Sustainability program:

Core courses in Sustainability	
Community Service Learning (CSL): SUST 202 (1), SUST 302 (1), SUST 402 (1) Example CSL projects: <ul style="list-style-type: none"> • habitat restoration • wetland and riparian zone protection • data management • production and communication of public outreach materials • public education (e.g., at BC Parks) • active participation in community stewardship efforts 	Capstone Project in Sustainability: SUST 400 (6) <ul style="list-style-type: none"> • groups of 3–5 students undertake an applied project that resolves an issue related to achieving sustainability in the local community or beyond • project may follow a traditional academic research model or may be community-based • project may be undertaken in partnership with external organizations as relevant

Non-academic organizations with which faculty already have relationships and with which students could gain experiential learning opportunities. ¹				
Agriculture and Agri- Food Canada	BC Tree Fruits Cooperative	Friends of Knox Mountain Society	Okanagan Collaborative Conservation Program	The Fresh Outlook Foundation
BC Ministry of Agriculture	Central Okanagan Community Gardens	Friends of Mission Creek Society	Okanagan Heritage Museum	Water Stewardship Council
BC Ministry of Forests, Lands and Natural Resource Operations	City of Kelowna, West Kelowna, Vernon, Penticton	Kelowna Art Gallery	Regional Districts of South, Central and North Okanagan	

Appendix A: Experiential Learning

BC Nature Trust	EcoScape Consulting	Kelowna Naturalist's Society	School District #23	
BC Parks	Environment Canada	Natural Resources Canada	South Okanagan Similkameen Conservation Program	
BC Tree Fruits Cooperative	First Nation's councils	Okanagan Basin Water Board	Summit Environmental	

¹This list is not inclusive.

Bachelor of Sustainability Program Objectives and Program Learning Outcomes

UBC embraces sustainability as a societal conversation about the kind of world we live in, informed by an understanding of the ecological, social, and economic consequences of our individual and collective actions (UBC’s 20-Year Sustainability Strategy, p. 3).¹

UBC’s Strategic Plan: People and Places; Research Excellence; Transformative Learning ² ; and, Local and Global Engagement <i>Aspire:</i> Research Excellence; Transformative Learning ³ ; Community Engagement; and, Place			
UBC Okanagan Bachelor of Sustainability			
<i>UBC’s Attributes of Sustainability⁴</i>			
Sustainability Knowledge	Holistic Thinking	Awareness and Integration	Acting for Positive Change
Broad Competencies: Global Citizenship and Sustainability; Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Learning to Learn/Self-Awareness and Self-Direction; Collaboration; and, Communication (CMEC global competencies)			
Key Competencies⁵: systems thinking; future thinking (anticipatory); values thinking (normative) strategic thinking; and, interpersonal (collaboration).			

Bachelor of Sustainability Program Objectives	Bachelor of Sustainability Program Learning Outcomes
Sustainability Knowledge: A student's area of academic inquiry informs their interests and values as it relates to sustainability. A working knowledge of sustainability depends on fundamental, overarching concepts central to its themes.	
1. Provide students with a systems-level understanding of human-environment interactions along with the competencies (knowledge, skills, and attitudes) to help solve contemporary sustainability issues facing society.	Students will be able to <ul style="list-style-type: none"> – PLO 1: examine, appraise and propose solutions to contemporary sustainability issues. – PLO 2: describe and employ sustainability models and paradigms related to their area of concentration. – PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.

¹ <https://sustain.ubc.ca/about-us/strategic-plans-policies-reports/sustainability-plans>

² Strategy 12: Program Redesign - Reframe undergraduate academic program design in terms of learning outcomes and competencies.

³ Graduates who are experienced in practice; interculturally aware and respectful of difference; creative and critical thinkers; resilient; resourceful; leaders and change agents.

⁴ <https://sustain.ubc.ca/sites/default/files/resources/UBC%20Sustainability%20Education%20Framework-Sustainability%20Attributes%20March%202013.pdf>

⁵ As recognized by Wiek, A., Withycombe, L., & Redman, C. L. Key competencies in sustainability: a reference framework for academic program development. *Sustain Science* (2011) 6:203–218 DOI 10.1007/s11625-011-0132-6, and slightly modified by Arizona State University (ASU [key competencies](#)).

Bachelor of Sustainability Program Objectives	Bachelor of Sustainability Program Learning Outcomes
Awareness & Integration: Recognizing the limitation of the current fragmentation of knowledge and acknowledging the large, complex problems associated with sustainability that require holistic solutions, students need to communicate and work across disciplines.	
<p>2. Foster educational collaboration and partnerships among UBCO and the region’s communities, First Nations, natural resource sectors, and civil society through community service learning opportunities.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> – PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge. – PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society. – PLO 6: design and conduct research in environmental sustainability both independently and collaboratively.
Acting for Positive Change: To be an effective and successful graduate a student must be able to engage others and implement or contribute to positive change. The integration and application of a holistic approach, core sustainability knowledge, and the ability to connect across intellectual constructs must be intertwined with a personal value system that inspires action.	
<p>3. Equip graduates with the key competencies and motivation to engage others in order to implement and contribute to positive change.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> – PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action. – PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders. – PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
Holistic Thinking: Holistic Systems Thinking considers the interdependent, inter-relational, and contextual aspects of phenomena and applies an integrated, inclusive mindset to problem solving. Holistic approaches are concerned with the assumptions, knowledge, methods, and implications of various disciplines and treats them as an integrated whole, or system.	
<p>4. Provide students with an in-depth understanding of the sustainability challenges and opportunities relevant to their concentration.</p> <p>5. Prepare students to work in interdisciplinary team environments to find solutions that allow human life to thrive over time within the biophysical limits of the planet.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> – PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales. – PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.

Year/Term		Bachelor of Sustainability: 39 core + xx concentration + xx elective course credits = min. 123 credits					Docket Page 245 of 437	
Year 4	Term 2		SUST 400 (6) ² Capstone Project in Sustainability					
		SUST 402 (1) ² Community Service Learning						
Year 3	Term 2		SUST 301 (3) ² Methods in Solving Wicked Problems					
	Term 1	SUST 302 (1) ² Community Service Learning	SUST 300 (3) ² Achieving Sustainability at the Regional Scale					
Year 2	Term 2		SUST 205 (3) ² Sustainability Economics					
	Term 1	SUST 202 (1) ² Community Service Learning	SUST 200 (3) ² Application, Practice and Management Approaches	SUST 204 (3) ² Creative Communication and Engagement	BIOL 202 (3) ¹ Introduction to Biostatistics STAT 230 (3) ¹ Introductory Statistics SUST 201 (3) ^{1, 2} Introduction to Research in Sustainability			
Year 1	Term 2		INDG 102 (3) Introduction to Indigeneity: Ways of Knowing	SUST 104 (3) ² Introduction to Environmental Humanities				
	Term 1		SUST 100 (3) Sustainability: People, Place and Process	ENGL 112 (3) Studies in Composition: Sustainability Focus				

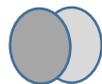


Integrative core courses in Sustainability:

25LL + 14UL = 39 credits

¹ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.

² Denotes new courses.



Advanced concentration courses in Sustainability:

Students choose an area of concentration and will complete a minimum of 42 additional credits of advanced concentration courses, 21 of which must be upper-level.



Elective courses from relevant disciplines

Students need to complete enough upper-level credits to achieve the required 48 minimum (not including the 2 from SUST 302 and SUST 402) to fulfill degree requirements. Please consult with program advisor(s) for the selection of electives recommended for the B.Sust. program.

Bachelor of Sustainability		
Course Code	Prerequisites/Corequisites	Credits
First Year		
ENGL 112		3
INDG 102		3
SUST 100		3
SUST 104 ¹	SUST 100 recommended	3
Concentration courses	will vary	12–18
Electives ²	will vary	0–6
Total Credits		30
Second Year		
One of BIOL 202, STAT 230, SUST 201 ³		3
SUST 200 ¹	SUST 100	3
SUST 202 ¹		1
SUST 204 ¹	SUST 104 recommended	3
SUST 205 ¹	SUST 200 recommended	3
Concentration courses	will vary	9–12
Electives ²	will vary	6–9
Total Credits		31
Third Year		
SUST 300 ¹	SUST 200	3
SUST 301 ¹	SUST 300	3
SUST 302 ¹	SUST 202	1
Concentration courses	will vary	9–15
Electives ²	will vary	9–15
Total Credits		31
Fourth Year		
SUST 400 ¹	SUST 301	6
SUST 402 ¹	SUST 302	1
Concentration courses	will vary	9–18
Electives ²	will vary	6–15
Total Credits		31
Minimum credits for degree		123
Indicates core sustainability courses that all students must take.		
¹ Denotes new courses.		
² Electives vary based on the concentration. Consult with program advisor(s) for selection of electives recommended for the program and for upper level credit requirements.		
³ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.		

Core Courses: Alignment with Bachelor of Sustainability Program Learning Outcomes (PLOs)¹
D=direct alignment; I=indirect alignment; left blank=no alignment (refer to notes)

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
BIOL 202 ²	Introduction to Biostatistics												Prerequisite
ENGL 112 ³	Studies in Composition: Sustainability Focus	I	I	I		I	D	D	D			I	Focus on cultural aspects of environmental issues and communication.
INDG 102	Introduction to Indigeneity: Ways of Knowing	D		D	D	I		I	D	D	I	I	
STAT 230 ²	Introductory Statistics												Prerequisite
SUST 100	Sustainability: People, Place and Process	D		D	D	D		I			D	D	
SUST 104 ³	Introduction to Environmental Humanities	D	D	D	I	D	D	D	D		D	D	Focus on contribution of hums perspective to environmental remediation
SUST 201 ^{2,3}	Introduction to Research in Sustainability	D	D	I	D	D	D	D	I	I	I	I	Course will be cross-listed with GEOG 201
SUST 202 ³	Community Service Learning (1 cr)	I	I	I			I	D	D	D			
SUST 200 ³	Application, Practice and Management Approaches	D		D	I	D		I	I		D	D	
SUST 204 ³	Creative Communication and Engagement	I	D	I	D	D	I	D	D		I	D	Focus on arts-based practices in sustainability and creative communications strategies
SUST 205 ³	Sustainability Economics	D	D	D	I	I		I			I	I	

¹ Refer to page 2 of this document for PLO descriptions and Appendix B for more information regarding program objective and sustainability attributes.

² BIOL 202, STAT 230, and SUST 201 are core courses; however, concentration determines which course(s) students must take.

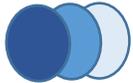
³ Denotes a new course (refer to Appendices M and N for detailed information)

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
SUST 300 ³	Achieving Sustainability at the Regional Scale	D		D	D	D		I	I	I	D	D	
SUST 301 ³	Methods in Solving Wicked Problems	D	I	I			D	I	I	I	D	D	
SUST 302 ³	Community Service Learning (1 cr)	I	I	I			I	D	D	D			
SUST 400 ³	Capstone Project in Sustainability (6 cr)	I	D	I	I	I	D	I	I	D	I	D	
SUST 402 ³	Community Service Learning (1 cr)	I	I	I			I	D	D	D			

Upon completion of the Bachelor of Sustainability program, students will be able to

- PLO 1: examine, appraise and propose solutions to contemporary sustainability issues.
- PLO 2: describe and employ sustainability models and paradigms related to their area of concentration.
- PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.
- PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- PLO 6: design and conduct research in an area of sustainability practice both independently and collaboratively.
- PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders.
- PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
- PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.

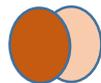
Year/Term		Bachelor of Sustainability – Environmental Analytics: 39 core + 60 concentration + 24 elective course credits = min. 123 credits					Docket Page 249 of 437
Year 4	Term 2		SUST 400 (6) Capstone Project in Sustainability	PHIL 435 (3) Environmental Ethics	GEOG 431 (3) Resource Management Policy and Practice		
	Term 1	SUST 402 (1) Community Service Learning					
Year 3	Term 2		SUST 301 (3) Methods in Solving Wicked Problems	GISC 380 (3) Fundamentals of Geographic Information Sciences I	ECON 371 (3) Economics of the Environment		
	Term 1	SUST 302 (1) Community Service Learning	SUST 300 (3) Achieving Sustainability at the Regional Scale	DATA 311 (3) Machine Learning	DATA 301 (3) Introduction to Data Analytics	DATA 315 (3) Applied Time Series and Forecasting	
Year 2	Term 2		SUST 205 (3) Sustainability Economics	COSC 304 (3) Introduction to Databases			
	Term 1	SUST 202 (1) Community Service Learning	SUST 200 (3) Application, Practice and Management Approaches	SUST 204 (3) Creative Communication and Engagement	STAT 230 (3) ¹ Introductory Statistics	PHIL 125 (3) Introduction to Scientific Reasoning	GEOG 128 (3) Human Geography: Space, Place, and Community
Year 1	Term 2		INDG 102 (3) Introduction to Indigeneity: Ways of Knowing	SUST 104 (3) Introduction to Environmental Humanities	MATH 101 (3) Integral Calculus with Applications to Physical Sciences and Engineering	COSC 111 (3) Computer Programming I	ECON 102 (3) Principles of Macroeconomics
	Term 1		SUST 100 (3) Sustainability: People, Place and Process	ENGL 112 (3) Studies in Composition: Sustainability Focus	MATH 100 (3) Differential Calculus with Applications to Physical Sciences and Engineering	DATA 101 (3) Basic Predictive Modelling	ECON 101 (3) Principles of Microeconomics



Integrative core courses in Sustainability:

25LL + 14UL = 39 credits

¹ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.



Advanced concentration courses in Environmental Analytics:

24LL + 36UL = credits

² BIOL 401 may not be offered each year; in this case, students may complete another approved upper-year BIOL course. Consult with program advisors.



Elective courses from relevant disciplines:

Consult with program advisor(s) for the selection of electives recommended for the B.Sust. program.

Bachelor of Sustainability – Environmental Analytics Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
First Year		
ENGL 112		3
INDG 102		3
SUST 100		3
SUST 104 ¹	SUST 100 recommended	3
COSC 111		3
DATA 101		3
ECON 101		3
ECON 102		3
MATH 100		3
MATH 101	MATH 100	3
Total Credits		30
Second Year		
STAT 230 ²	MATH 101	3
SUST 200 ¹	SUST 100	3
SUST 202 ¹		1
SUST 204 ¹	SUST 104 recommended	3
SUST 205 ¹	SUST 200 recommended	3
COSC 304	COSC 111	3
GEOG 128		3
PHIL 125		3
Electives ³		9
Total Credits		31
Third Year		
SUST 300 ¹	SUST 200	3
SUST 301 ¹	SUST 300 and one of BIOL 202, STAT 230, or SUST 201 ³	3
SUST 302 ¹	SUST 202	1
DATA 311	STAT 230	3
DATA 301	COSC 111	3
DATA 315 ¹	STAT 230	3
ECON 371	ECON 101 and ECON 102	3
GISC 380	3 rd -year standing	3
Electives ³		9
Total Credits		31

Bachelor of Sustainability – Environmental Analytics Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
Fourth Year		
SUST 400 ¹	SUST 301	6
SUST 402 ¹	SUST 302	1
DATA 410	DATA 311	3
DATA 407	STAT 230	3
STAT 406	STAT 230	3
BIOL 401 ⁴	STAT 230	3
PHIL 435	3 rd -year standing and 3 credits of PHIL	3
GEOG 431	GEOG 128	3
Electives ³		6
Total Credits		31
Minimum credits for degree		123
Indicates core sustainability courses that all students must take.		
¹ Denotes new courses.		
² Concentration determines if students take BIOL 202, STAT 230, or SUST 201.		
³ Electives vary based on the concentration. Consult with program advisor(s) for selection of electives recommended for the program and for upper level credit requirements.		
⁴ Biology 401 may not be offered each year; in this case, students may complete another approved upper-level BIOL course. Consult with program advisor(s).		

Environmental Analytics concentration courses: Alignment with Bachelor of Sustainability Program Learning Outcomes (PLOs)¹

D=direct alignment; I=indirect alignment; Blank=no alignment (refer to notes)

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
MATH 100	Differential Calculus with Applications to Physical Sciences and Engineering												Prerequisite course
DATA 101	Basic Predictive Modelling	D											Prerequisite course
ECON 101	Principles of Microeconomics												Prerequisite course
MATH 101	Integral Calculus with Applications to Physical Sciences and Engineering												Prerequisite course
COSC 111	Computer Programming I												Prerequisite course
ECON 102	Principles of Macroeconomics												Prerequisite course
PHIL 125	Introduction to Scientific Reasoning				D	D							
GEOG 128	Human Geography: Space, Place, and Community	D			D	I				D	I	I	
COSC 304	Introduction to Databases	D	D				I					I	
DATA 311	Machine Learning	D	D				D			I	I	I	
DATA 301	Introduction to Data Analytics	D	D				D	D			I	D	
DATA 315 ²	Applied Time Series and Forecasting	D	D							I		I	

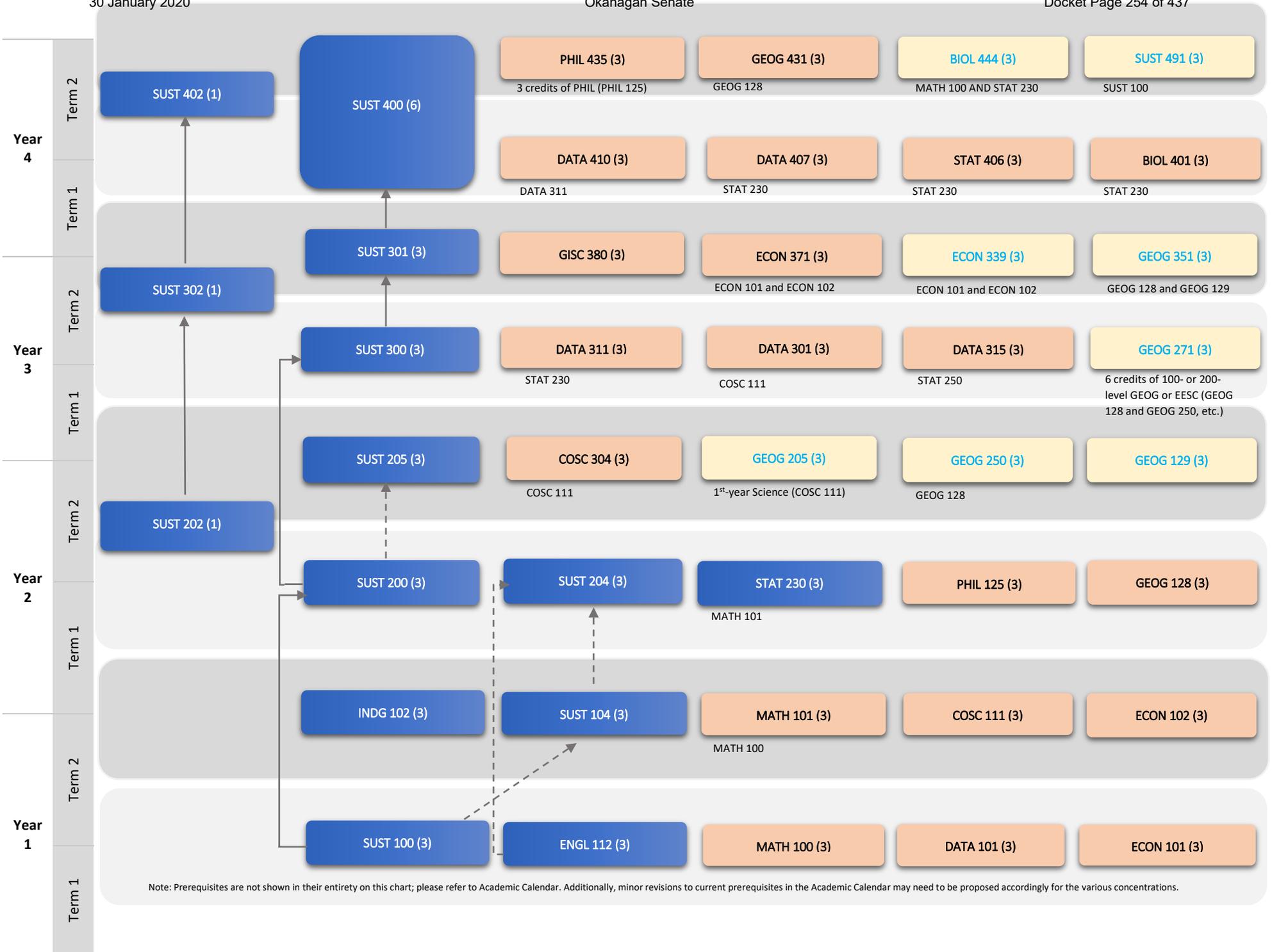
¹ Refer to page 2 of this document for PLO descriptions and Appendix B for more information regarding program objective and sustainability attributes.

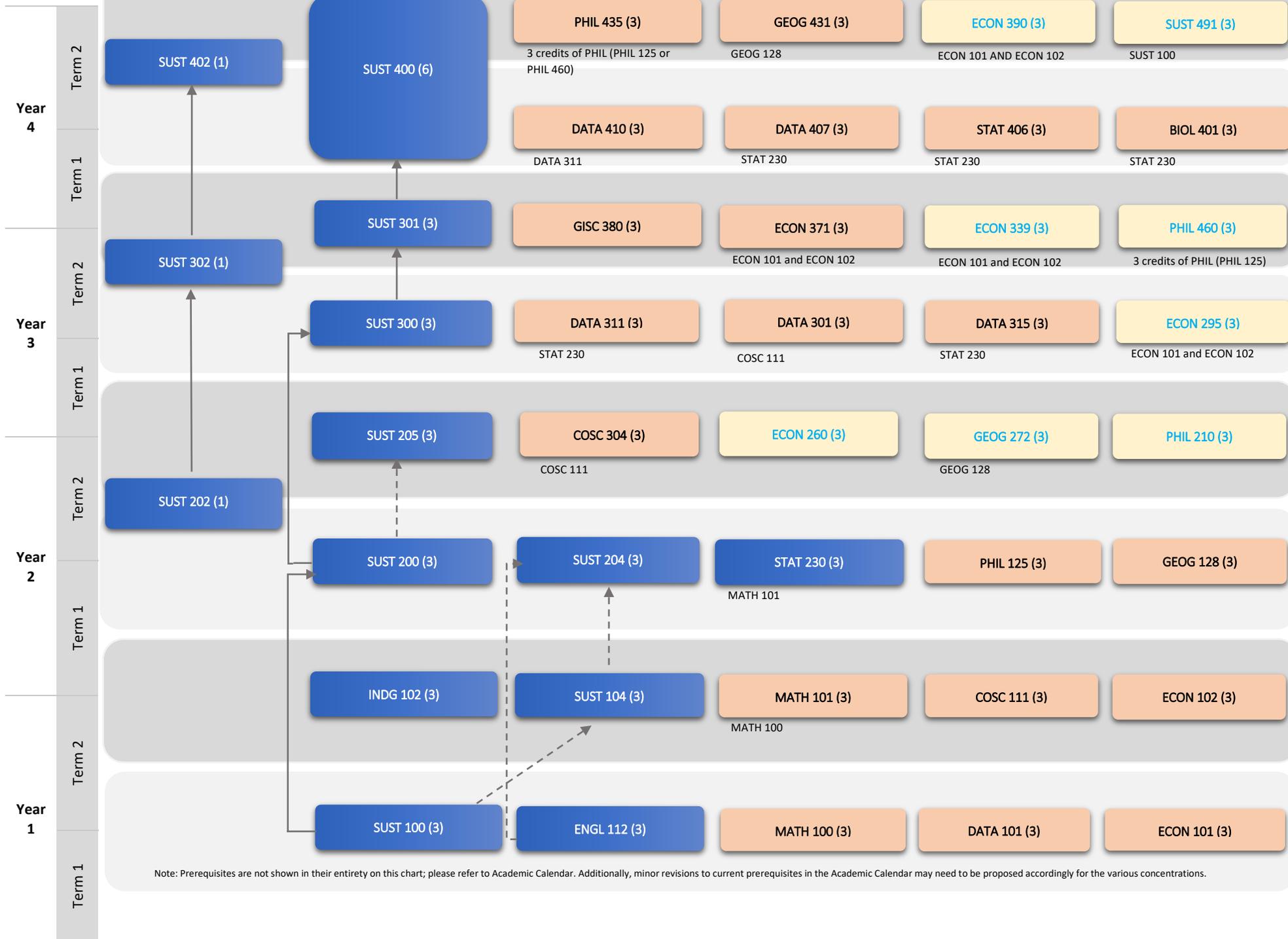
² Denotes new course developed for the B.Sust. program.

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
GISC 381	Fundamentals of Geographic Information Sciences I				D		D			I			
ECON 371	Economics of the Environment			D	D	D				I	I		
DATA 410	Regression and Generalized Linear Models	D	D						I			I	
DATA 407	Sampling Design	D	D						I			I	
STAT 406	Environmetrics	D	D			I	D	D		I	I		
BIOL 401	Spatial Ecology		D		D	I	D	D		I	I		
PHIL 435	Environmental Ethics			D		I	D		D				
GEOG 431	Resource Management Policy and Practice			D	D					D	D	D	

Upon completion of the Bachelor of Sustainability program, students will be able to

- PLO 1: examine, appraise and propose solutions to contemporary sustainability issues.
- PLO 2: describe and employ sustainability models and paradigms related to their area of concentration.
- PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.
- PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- PLO 6: design and conduct research in an area of sustainability practice both independently and collaboratively.
- PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders.
- PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
- PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.





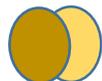
Year/Term		Bachelor of Sustainability – Environmental Conservation & Management: 39 core + 45 concentration + 39 elective course credits = 123 credits					Docket Page 256 of 437
Year 4	Term 2		SUST 400 (6) Capstone Project in Sustainability	EESC 402 (3) Freshwater Resources	EESC 456 (3) Soil Science		
	Term 1	SUST 402 (1) Community Service Learning		EESC 444 (3) Dynamic Modelling of Human-Environment Systems			
Year 3	Term 2		SUST 301 (3) Methods in Solving Wicked Problems	EESC 315 (3) Environmental Impact Assessment: Techniques and Practice	GISC 381 (3) Fundamentals of Geographic Information Science II		
	Term 1	SUST 302 (1) Community Service Learning	SUST 300 (3) Achieving Sustainability at the Regional Scale	EESC/GEOG 314 (3) Environmental Impact Assessment: Process, Regulation and Administration	GISC 380 (3) Fundamentals of Geographic Information Science I		
Year 2	Term 2		SUST 205 (3) Sustainability Economics	EESC 213 (3) Introductory Forest Science and Management	BIOL 202 (3) Introduction to Biostatistics		
	Term 1	SUST 202 (1) Community Service Learning	SUST 200 (3) Application, Practice and Management Approaches	SUST 204 (3) Writing and Communication	SUST 201 (3)¹ Introduction to Research in Sustainability	GEOG 272 (3) Cartography and Remote Sensing	
Year 1	Term 2		INDG 102 (3) Introduction to Indigeneity: Ways of Knowing	SUST 104 (3) Introduction to Environmental Humanities	EESC 111 (3) Earth Science	GEOG 129 (3) Human Geography: Resources, Development, and Society	
	Term 1		SUST 100 (3) Sustainability: People, Place and Process	ENGL 112 (3) Studies in Composition: Sustainability Focus	MATH 100 (3) Differential Calculus with Applications to Physical Sciences and Engineering	GEOG 109 (3) Introduction to Physical Geography II	ECON 101 (3) Principles of Microeconomics



Integrative core courses in Sustainability:

25LL + 14UL = 39 credits

¹ Concentration determines if students take SUST 201, BIOL 202, STAT 230, or SUST 201.



Advanced concentration courses in Envir. Cons. & Mgmt.:

24LL + 21UL = 45 credits



Elective courses from relevant disciplines

At least 15 credits of the electives must be upper-level. Consult with program advisor(s) for the selection of electives recommended for the B.Sust. program.

Bachelor of Sustainability – Environmental Conservation and Management Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
First Year		
ENGL 112		3
INDG 102		3
SUST 100		3
SUST 104 ¹	SUST 100 recommended	3
ECON 101		3
EESC 111		3
GEOG 109		3
GEOG 129		3
MATH 100		3
Electives ²		3
Total Credits		30
Second Year		
SUST 200 ¹	SUST 100	3
SUST 201 ^{1, 3}		3
SUST 204 ¹	SUST 104 recommended	3
SUST 205 ¹	SUST 200 recommended	3
SUST 202 ¹		1
BIOL 202	MATH 100 and 2 nd -year standing	3
EESC 213	EESC 111	3
GEOG 272	GEOG 109	3
Electives ²		9
Total Credits		31
Third Year		
SUST 300 ¹	SUST 200	3
SUST 301 ¹	SUST 300 and one of BIOL 202, STAT 230, or SUST 201	3
SUST 302 ¹	SUST 202	1
EESC/GEOG 314	Either (a) 6 credits of EESC or (b) 6 credits of GEOG; 3 rd -year standing	3
EESC 315	6 credits of GEOG or EESC and 3 rd -year standing	3
GISC 380	3 rd -year standing	3
GISC 381	GISC 380	3
Electives ²		12
Total Credits		31

Bachelor of Sustainability – Environmental Conservation and Management Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
Fourth Year		
SUST 400 ¹	SUST 301	6
SUST 402 ¹	SUST 302	1
EESC 402	3 credits of 200-level BIOL, EESC, or GEOG and 3 rd -year standing	3
EESC 444	MATH 100 and BIOL 202	3
EESC 456	3 rd -year standing; one of GEOG 109 or EESC 111	3
Electives ²		15
Total Credits		31
Minimum credits for degree		123
Indicates core sustainability courses that all students must take.		
¹ Denotes new courses.		
² Electives vary based on the concentration. Consult with program advisor(s) for selection of electives recommended for the program and for upper level credit requirements.		
³ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.		

Environmental Conservation and Management concentration courses: Alignment with Bachelor of Sustainability Program Learning Outcomes (PLOs)

D=direct alignment; I=indirect alignment; Blank=no alignment (refer to notes)¹

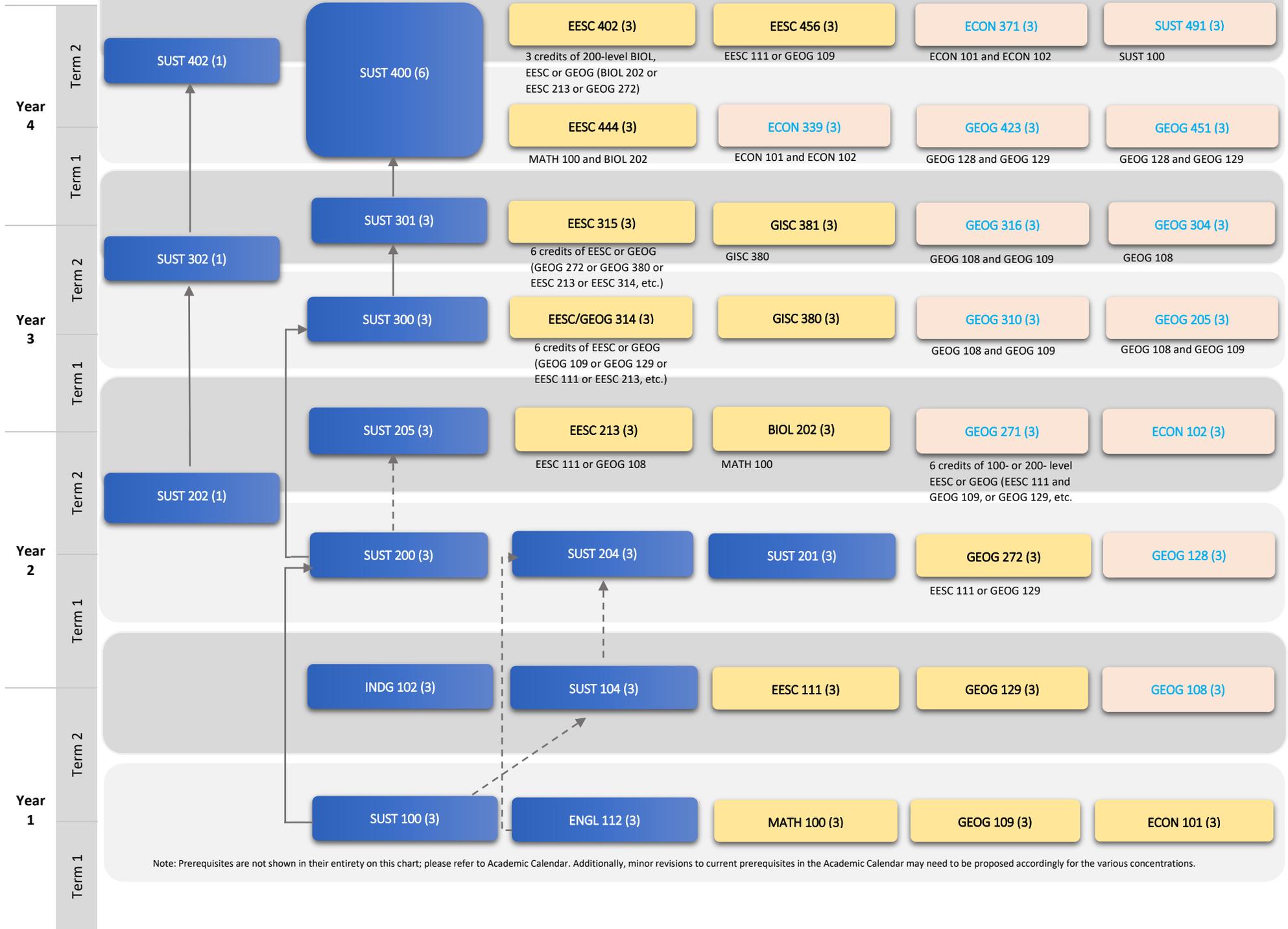
Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
BIOL 202	Introduction to Biostatistics												Prerequisite
ECON 101	Principles of Microeconomics			D			I				I		
EESC 111	Earth Science	I	D								D		
EESC 213	Introductory Forest Science and Management	I	D	D		I			I		I	I	
EESC/ GEOG 314	Environmental Impact Assessment: Process, Regulation and Administration	D	D	D		I			I		I	D	
EESC 315	Environmental Impact Assessment: Techniques and Practice	D	D	D		I			I		I	D	
EESC 402	Freshwater Resources		D	I	I						I		
EESC/ GEOG 444	Dynamic Modelling of Human-Environment Systems	I	I	D			I			I	I		
EESC 456	Soil Science		D	I									
GEOG 109	Introduction to Physical Geography II	I	D								I		
GEOG 129	Human Geography: Resources, Development, and Society	D	D	I	I	I					I	D	

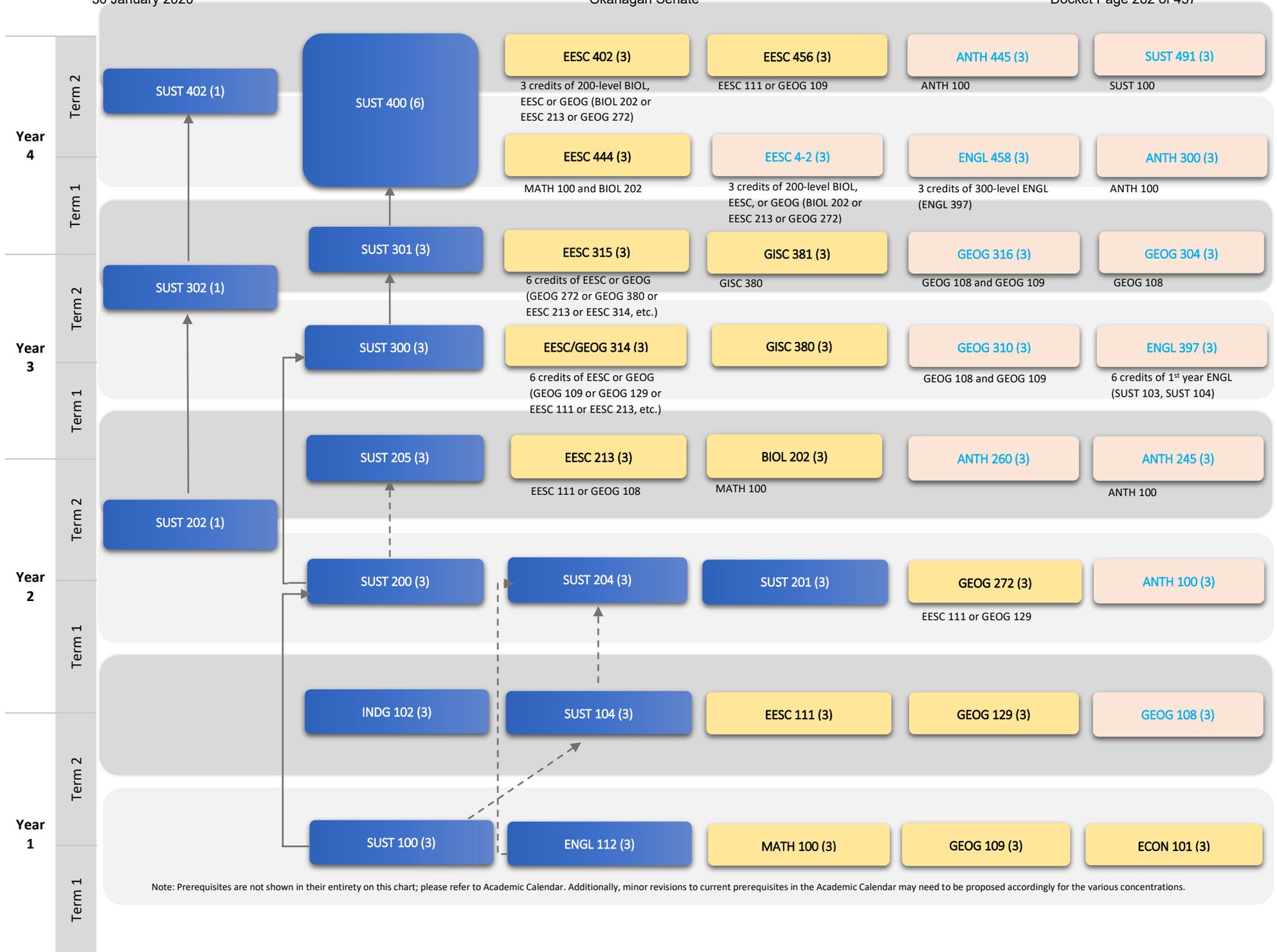
¹ Refer to page 2 of this document for PLO descriptions and Appendix B for more information regarding program objective and sustainability attributes.

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
GEOG 272	Cartography and Remote Sensing	I	I	D			I						
GISC 380	Fundamentals of Geographic Information Science I	I	I	D			I						
GISC 381	Fundamentals of Geographic Information Science II	I	I	D			I						
MATH 100	Differential Calculus with Applications to Physical Sciences and Engineering												Prerequisite

Upon completion of the Bachelor of Sustainability program, students will be able to

- PLO 1: examine, appraise and propose solutions to contemporary sustainability issues.
- PLO 2: describe and employ sustainability models and paradigms related to their area of concentration.
- PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.
- PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- PLO 6: design and conduct research in an area of sustainability practice both independently and collaboratively.
- PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders.
- PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
- PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.





Year/Term		Bachelor of Sustainability – Environmental Humanities: 39 core + 42 concentration + 42 elective course credits = min. 123 credits					Docket Page 263 of 437
Year 4	Term 2		SUST 400 (6) Capstone Project in Sustainability	One of: ANTH 445, GEOG 423, INDG 420 (3) ²	One of: ENGL 457, ENGL 458, GWST 440 (3) ²		
	Term 1	SUST 402 (1) Community Service Learning		PHIL 435 (3) Environmental Ethics			
Year 3	Term 2		SUST 301 (3) Methods in Solving Wicked Problems	One of: HIST 300/301/309/395 (3) ²	INDG 307 (3) Traditional Ecological Knowledge		
	Term 1	SUST 302 (1) Community Service Learning	SUST 300 (3) Achieving Sustainability at the Regional Scale	One of: GEOG 304/358/365 (3) ²	One of: CULT 317, ENGL 387/388/397 (3) ²		
Year 2	Term 2		SUST 205 (3) Sustainability Economics	INDG 202 (3) Okanagan Concepts and Frameworks	One of: ANTH 245, ENGL 234, ENGL 297, INDG 201, INDG 203 (3) ²		
	Term 1	SUST 202 (1) Community Service Learning	SUST 200 (3) Application, Practice and Management Approaches	SUST 204 (3) Creative Communication and Engagement	SUST 201 (3) ¹ Introduction to Research in Sustainability	HIST 215 (3) Technology in History	
Year 1	Term 2		INDG 102 (3) Introduction to Indigeneity: Ways of Knowing	SUST 104 (3) Introduction to Environmental Humanities	HIST 106 (3) Global Environmental History	GEOG 108 (3) Earth Systems: Weather, Climate, Life	
	Term 1		SUST 100 (3) Sustainability: People, Place and Process	ENGL 112 (3) Studies in Composition: Sustainability Focus	ENGL 156 (3) Environmental Literature: Anthropocene Culture	INDG 100 (3) Introduction to Decolonization	



Integrative core courses in Sustainability:

25LL + 14UL = 39 credits

¹ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.



Advanced concentration courses in Environmental Humanities:

21LL + 21UL = 42 credits

² Refer to pages 2 and 3 for course titles.



Elective courses from relevant disciplines

At least 15 credits of the electives must be upper-level. Consult with program advisor(s) for the selection of electives recommended for the B.Sust. program. Note: Potential for students to take two field courses at the Bamfield Marine Science Centre during summer terms: (SUST 2XX (3) Exploring EH: Tongues in Trees and ENGL 477 (3) In Pursuit of the Whale.

Environmental Humanities – Concentration Course Options

Code/Credit Value	Course Name
ANTH 245 (3)	Culture and Environment
ANTH 445 (3)	Political Ecology
CULT 317 (3)	Digital Documentary Production
ENGL 234 (3)	Foundations: Indigenous Literature
ENGL 297 (3)	Reading Animals
ENGL 387 (3)	Indigenous Literature: Intellectual Traditions
ENGL 388 (3)	Beyond Anthropocentrism
ENGL 397 (3)	Contemporary Environmental Writing
ENGL 457 (3)	Posthumanism and Critical Animal Studies
ENGL 458 (3)	Canadian Environmental Writing
GEOG 304 (3)	Anthropogenic Climate Change
GEOG 358 (3)	Gender, Place, and Culture
GEOG 365 (3)	Parks and Outdoor Recreation
GEOG 423 (3)	Development of Environmental Thought
GWST 440 (3)	Politics of Reproduction
HIST 300 (3)	History of Indigenous Peoples of Canada to 1876
HIST 301 (3)	History of Indigenous Peoples of Canada from 1876
HIST 309 (3)	The Rise of Modern Science
HIST 395 (3)	Environmental History of North America
INDG 201 (3)	Okanagan Indigenous Peoples' Historical Perspectives

Code/Credit Value	Course Name
INDG 203 (3)	Indigenous Peoples' Historical Perspectives
INDG 420 (3)	Indigenous Perspectives on Food, Place, Identity, and Biodiversity

Bachelor of Sustainability – Environmental Humanities Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
First Year		
ENGL 112		3
INDG 102		3
SUST 100		3
SUST 104 ¹	SUST 100 recommended	3
ENGL 156		3
GEOG 108		3
HIST 106		3
INDG 100		3
Electives ²		6
Total Credits		30
Second Year		
SUST 200 ¹	SUST 100	3
SUST 201 ³		3
SUST 204 ¹	SUST 104 recommended	3
SUST 205 ¹	SUST 200 recommended	3
SUST 202 ¹		1
One of ANTH 245, ENGL 234, ENGL 297, INDG 201, INDG 203	ANTH100/ INDG 100 ; 6 credits of 100-level ENGL; INDG 100; INDG 100	3
HIST 215	3 credits of HIST	3
INDG 202	INDG 100	3
Electives ²		9
Total Credits		31
Third Year		
SUST 300 ¹	SUST 200	3
SUST 301 ¹	SUST 300 and one of BIOL 202, STAT 230, or SUST 201	3
SUST 302 ¹	SUST 202	1
One of CULT 317, ENGL 387, ENGL 388, ENGL 397	Two of ENGL 112, ENGL 114, ENGL 150, ENGL 151, ENGL 153 and 3 rd -year standing; 3 rd -year standing	3
One of GEOG 304, GEOG 358, GEOG 365	GEOG 108 and 3 rd -year standing; all of GEOG 128 and GEOG 129 and 3 rd -year standing or SUST 201 and 3rd-year standing	3

Bachelor of Sustainability – Environmental Humanities Courses and Prerequisites		
Course Code	Prerequisites/Corequisites	Credits
One of HIST 300, HIST 301, HIST 309, HIST 395	6 credits of HIST and 3 rd -year standing or HIST 112, INDG 100, and 3 rd -year standing; 6 credits of HIST; 3 credits of HIST and 3rd-year standing	3
INDG 307	INDG 100 and 3 rd -year standing	3
Electives ²		12
Total Credits		31
Fourth Year		
SUST 400 ¹	SUST 301	6
SUST 402 ¹	SUST 302	1
PHIL 435	3 credits of PHIL and 3 rd -year standing or SUST 104 and 3rd-year standing	3
One of ANTH 445, GEOG 423, INDG 420	ANTH 100 and 3 rd -year standing or INDG 100 and 3rd-year standing ; All of GEOG 128 and GEOG 129 and 3 rd -year standing or SUST 201 and 3rd-year standing ; INDG 100 and 3 rd -year standing	3
One of ENGL 457, ENGL 458, GWST 440	A 300-level ENGL; 3 rd -year standing	3
Electives ²		15
Total Credits		31
Minimum credits for degree		123
Indicates core sustainability courses that all students must take.		
¹ Denotes new courses.		
² Electives vary based on the concentration. Consult with program advisor(s) for selection of electives recommended for the program and for upper level credit requirements.		
³ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.		

Red text denotes prerequisite changes that are being requested.

Environmental Humanities concentration courses (required and optional): Alignment with Bachelor of Sustainability Program Learning Outcomes (PLOs)¹
D=direct alignment; I=indirect alignment; Blank=no alignment (refer to notes)

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
Concentration Required Courses: all students in the EH concentration must take these courses													
ENGL 156	Environmental Literature: Anthropocene Culture	I	D	I	I	D	D	D	I		D	D	
GEOG 108	Earth Systems: Weather, Climate, Life	D	D	I	I	I		I	I	D	D	I	
HIST 106	Global Environmental History	D	D	I	I	D	D	I	I		D	D	
HIST 215	Technology in History	I	I	I	D	D	I	I	I	D	I	D	Course not sustainability-focused, but vital background of impact of tech.
INDG 100	Introduction to Decolonization	I		I				I	D	D	I	I	Prerequisite for upper level INDG.
INDG 202	Introduction to Indigeneity: Ways of Knowing	I	I	I	D	D		I	D	D	D	I	
INDG 307	Traditional Ecological Knowledge	D	I	D	D	D	D	I	D	D	D	D	
PHIL 435	Environmental Ethics	D	D	D	D	D	D	I	D	I	I	D	
Concentration Required Optional Courses: students in the EH concentration can choose from the optional courses as per the curriculum structure²													
ANTH 245	Culture and Environment	D	D	I	I	D	D	I	D	I	D	D	
ANTH 445	Political Ecology	D	D	I	I	D	D	I	D	I	D	D	
CULT 317	Digital Documentary Production	I	I	I		D	I	D	I	D		I	Course not itself sustainability-focused, but offers essential communication skills.

¹ Refer to page 3 of this document for PLO descriptions and Appendix B for more information regarding program objective and sustainability attributes.

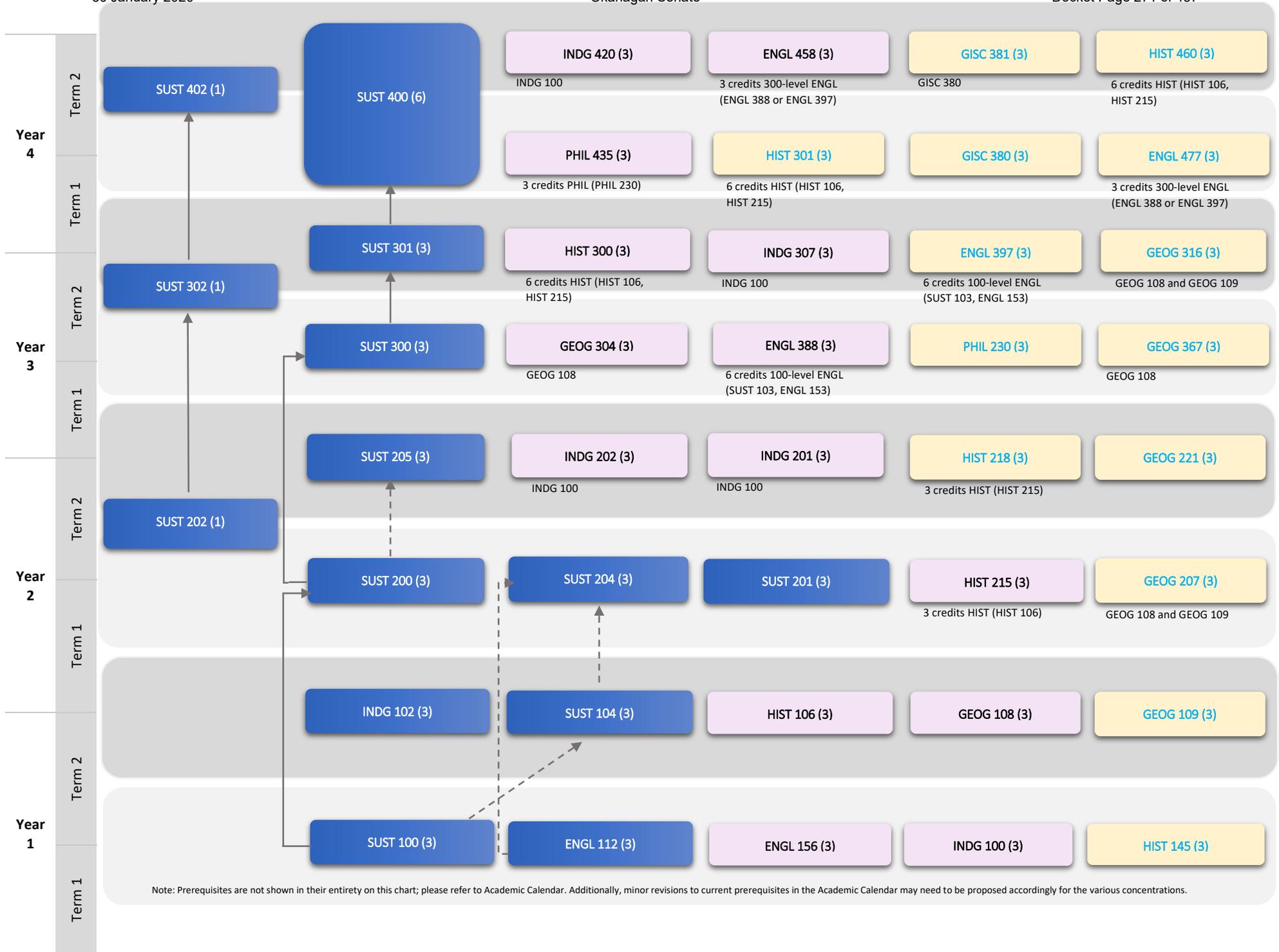
² Refer to B.Sust. Degree Structure – Environmental Humanities Concentration

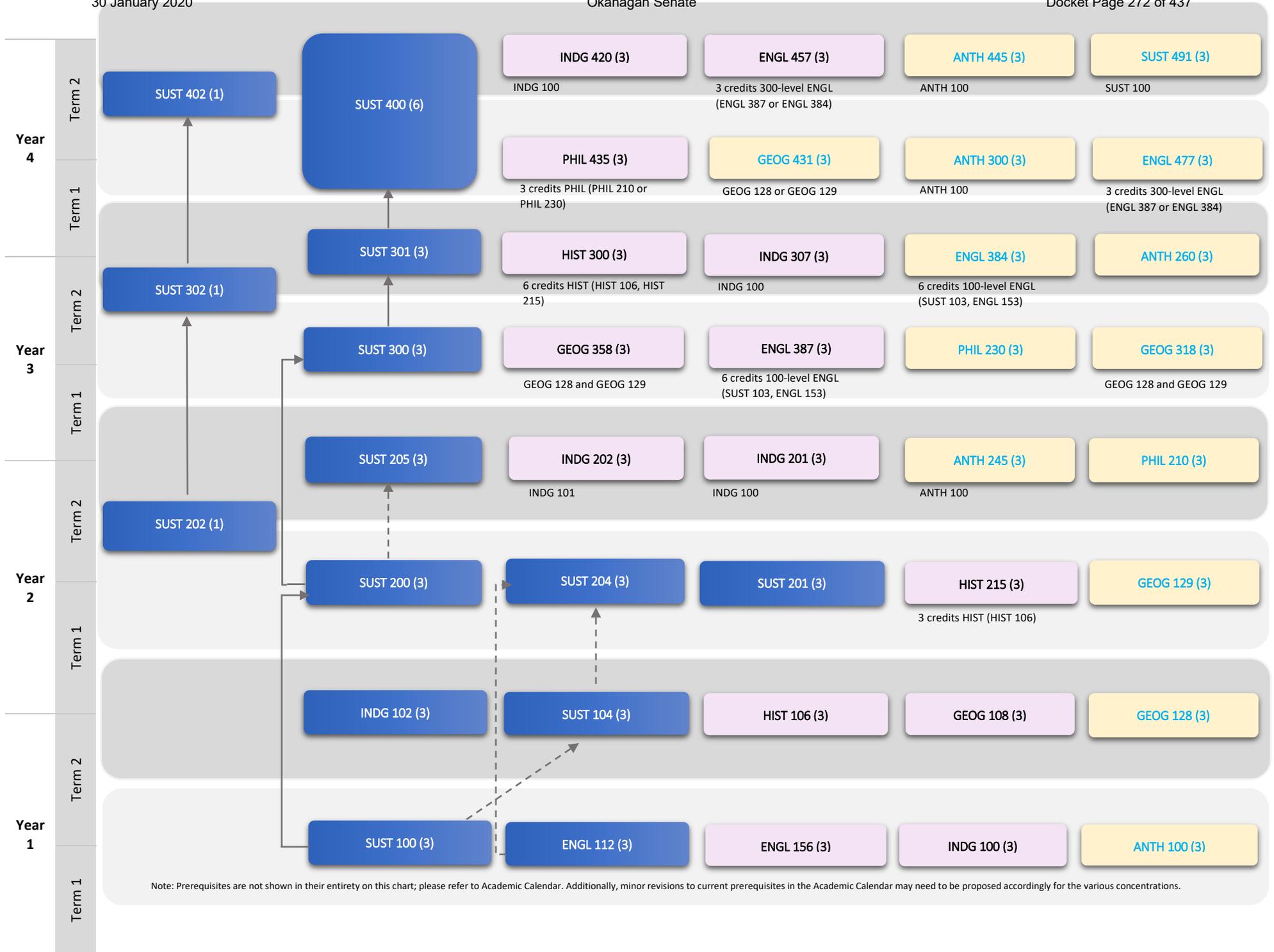
Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
ENGL 234	Foundations: Indigenous Literature	I	I		I	I	I	D	D		D	D	Course not sustainability-focused, but strong on PLOs 8 and 11.
ENGL 297	Reading Animals	I	D	I	D	D	D	D	D		I	D	
ENGL 387	Indigenous Literature: Intellectual Traditions	I	I		I	I	I	D	D		D	D	Course not sustainability-focused, but strong on PLOs 8 and 11.
ENGL 388	Beyond Anthropocentrism	I	D	I	I	D	D	D	D		I	D	
ENGL 397	Contemporary Environmental Writing	I	D	D	D	D	D	D	I	I	I	D	
ENGL 457	Posthumanism and Critical Animal Studies	I	D	D	D	D	D	D	I	I	I	D	
ENG 458	Canadian Environmental Writing	I	D	I	I	D	D	D	I		D	D	
GEOG 304	Anthropogenic Climate Change	D	I	D	I	I	D	I	I	D	D	I	
GEOG 358	Gender, Place, and Culture	I	I		I	I	D	I	D		I	I	Course critiques 'nature' as concept rather than sustainability, but strong on PLO 8.
GEOG 365	Parks and Outdoor Recreation	D	D	D	I	I	D	I	D	D	I	D	
GEOG 423	Development of Environmental Thought	D	D	I	D	D	D	I	D	I	D	D	
GWST 440	Politics of Reproduction	I	I		I	I	D	I	D		I	I	Course not sustainability-focused, but relevant to population debate within sustainability.
HIST 300	History of Indigenous Peoples of Canada to 1876	I	I	I	D	D	I	I	D		I	D	Course not sustainability-focused, but relevant knowledge of historical context in Canada.
HIST 301	History of Indigenous Peoples of Canada from 1876	I	I	I	D	D	I	I	D		I	D	Course not sustainability-focused, but relevant knowledge of historical context in Canada.
HIST 309	The Rise of Modern Science	D	I	I	D	D	I	I	I		I	D	Course not sustainability-focused, but crucial historical context.

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
HIST 395	Environmental History of North American	D	D	I	I	D	D	I	I		D	D	
INDG 201	Okanagan Indigenous Peoples' Historical Perspectives	I	D	I	I	D	I	I	D		D	D	
INDG 203	Indigenous Peoples' Historical Perspectives	I	D	I	I	D	I	I	D		D	D	
INDG 420	Indigenous Perspectives on Food, Place, Identity, and Biodiversity	D	I	D	D	D	D	I	D	D	D	D	

Upon completion of the Bachelor of Sustainability program, students will be able to

- PLO 1: examine, appraise and propose solutions to contemporary sustainability issues.
- PLO 2: describe and employ sustainability models and paradigms related to their area of concentration.
- PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.
- PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- PLO 6: design and conduct research in an area of sustainability practice both independently and collaboratively.
- PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders.
- PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
- PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.





Year/Term		Bachelor of Sustainability – Green Chemistry: 39 core + 51 concentration + 33 elective course credits = 123 credits					Docket Page 273 of 437	
Year 4	Term 2		SUST 400 (6) Capstone Project in Sustainability	CHEM 463 (3) Advanced Organic Chemistry Lab, or CHEM 448 (3) Directed Studies	CHEM 334 (3) Green Organic Chemistry			
	Term 1	SUST 402 (1) Community Service Learning		CHEM 462 (3) Advanced Inorganic Chemistry Lab, or CHEM 448 (3) Directed Studies	CHEM 333 (3) Spectroscopic Techniques in Organic Chemistry			
Year 3	Term 2		SUST 301 (3) Methods in Solving Wicked Problems	CHEM 336 (3) Green Inorganic Chemistry				
	Term 1	SUST 302 (1) Community Service Learning	SUST 300 (3) Achieving Sustainability at the Regional Scale	CHEM 330 (3) Advanced Organic Chemistry	CHEM 338 (3) Organometallic Chemistry			
Year 2	Term 2		SUST 205 (3) Sustainability Economics	CHEM 204 (3) Organic Chemistry	CHEM 201 (3) Introduction to Physical Chemistry			
	Term 1	SUST 202 (1) Community Service Learning	SUST 200 (3) Application, Practice and Management Approaches	SUST 204 (3) Creative Communication and Engagement	BIOL 202 (3)¹ Introduction to Biostatistics	CHEM 203 (3) Introduction to Organic Chemistry	CHEM 220 (3) Atomic Structure and Molecular Bonding	
Year 1	Term 2		INDG 102 (3) Introduction to Indigeneity: Ways of Knowing	SUST 104 (3) Introduction to Environmental Humanities	MATH 101 (3) Integral Calculus with Applications to Physical Sciences and Engineering	CHEM 123 (3) Physical and Organic Chemistry	PHYS 121 (3) Introductory Physics for the Physical Sciences II	
	Term 1		SUST 100 (3) Sustainability: People, Place and Process	ENGL 112 (3) Studies in Composition: Sustainability Focus	MATH 100 (3) Differential Calculus with Applications to Physical Sciences and Engineering	CHEM 121 (3) Atomic and Molecular Chemistry	PHYS 111 (3) Introductory Physics for the Physical Sciences I	



Integrative core courses in Sustainability:

25LL + 14UL = 39 credits

¹ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.



Advanced concentration courses in Green Chemistry:

30LL + 21UL = 51 credits



Elective courses from relevant disciplines

At least 15 credits of the electives must be upper-level. Consult with program advisor(s) for the selection of electives recommended for the B.Sust. program.

Bachelor of Sustainability – Green Chemistry Concentration		
Course Code	Prerequisites/Corequisites	Credits
First Year		
ENGL 112		3
INDG 102		3
SUST 100		3
SUST 104 ¹	SUST 100 recommended	3
CHEM 121		3
CHEM 123	CHEM 121	3
MATH 100		3
MATH 101	MATH 100	3
PHYS 111		3
PHYS 121	PHYS 111/MATH 101 (Co)	3
Total Credits		30
Second Year		
BIOL 202 ³	MATH 100	3
SUST 200 ¹	SUST 100	3
SUST 202 ¹		1
SUST 204 ¹	SUST 104 recommended	3
SUST 205 ¹	SUST 200 recommended	3
CHEM 201	MATH 101 and CHEM 123	3
CHEM 203	CHEM 123	3
CHEM 204	CHEM 203	3
CHEM 220	CHEM 123	3
Electives ²		6
Total Credits		31
Third Year		
SUST 300 ¹	SUST 200	3
SUST 301 ¹	SUST 300 and one of BIOL 202, STAT 230, or SUST 201	3
SUST 302 ¹	SUST 202	1
CHEM 330	CHEM 204	3
CHEM 336	CHEM 220 and CHEM 204	3
CHEM 338	CHEM 220 and CHEM 204	3
Electives ²		15
Total Credits		31

Bachelor of Sustainability – Green Chemistry Concentration		
Course Code	Prerequisites/Corequisites	Credits
Fourth Year		
SUST 400 ¹	SUST 301	6
SUST 402 ¹	SUST 302	1
CHEM 333	CHEM 204	3
CHEM 334 ¹	CHEM 204	3
One of CHEM 462 or CHEM 448	CHEM 336 and CHEM 338 or 4 th -yr standing with 72% avg. and approval	3
One of CHEM 463 or CHEM 448	CHEM 330 and CHEM 333 or 4 th -yr standing with 72% avg. and approval	3
Electives ²		12
Total Credits		31
Minimum credits for degree		123
Indicates core sustainability courses that all students must take.		
¹ Denotes new courses.		
² Electives vary based on the concentration. Consult with program advisor(s) for selection of electives recommended for the program and for upper level credit requirements.		
³ Concentration determines if students take BIOL 202, STAT 230, or SUST 201.		

Green Chemistry concentration courses: Alignment with Bachelor of Sustainability Program Learning Outcomes (PLOs)D=direct alignment; I=indirect alignment; Blank=no alignment (refer to notes)¹

Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
MATH 100	Differential Calculus with Application to Physical Sciences and Engineering												Prerequisite
Math 101	Integral Calculus with Applications to Physical Sciences and Engineering												Prerequisite
CHEM 121	Atomic and Molecular Chemistry	D	D						I				
CHEM 123	Physical and Organic Chemistry	D	D						I				
PHYS 111	Introductory Physics for the Physical Sciences I												Prerequisite
PHYS 121	Introductory Physics for the Physical Sciences II												Prerequisite
CHEM 201	Introduction to Physical Chemistry												Prerequisite
CHEM 203	Introduction to Organic Chemistry	I	D										
CHEM 204	Organic Chemistry	I	D										
CHEM 220	Atomic Structure and Molecular Bonding												Prerequisite
CHEM 330	Advanced Organic Chemistry	D	D										
CHEM 333	Spectroscopic Techniques in Organic Chemistry												Prerequisite

¹ Refer to page 2 of this document for PLO descriptions and Appendix B for more information regarding program objective and sustainability attributes.

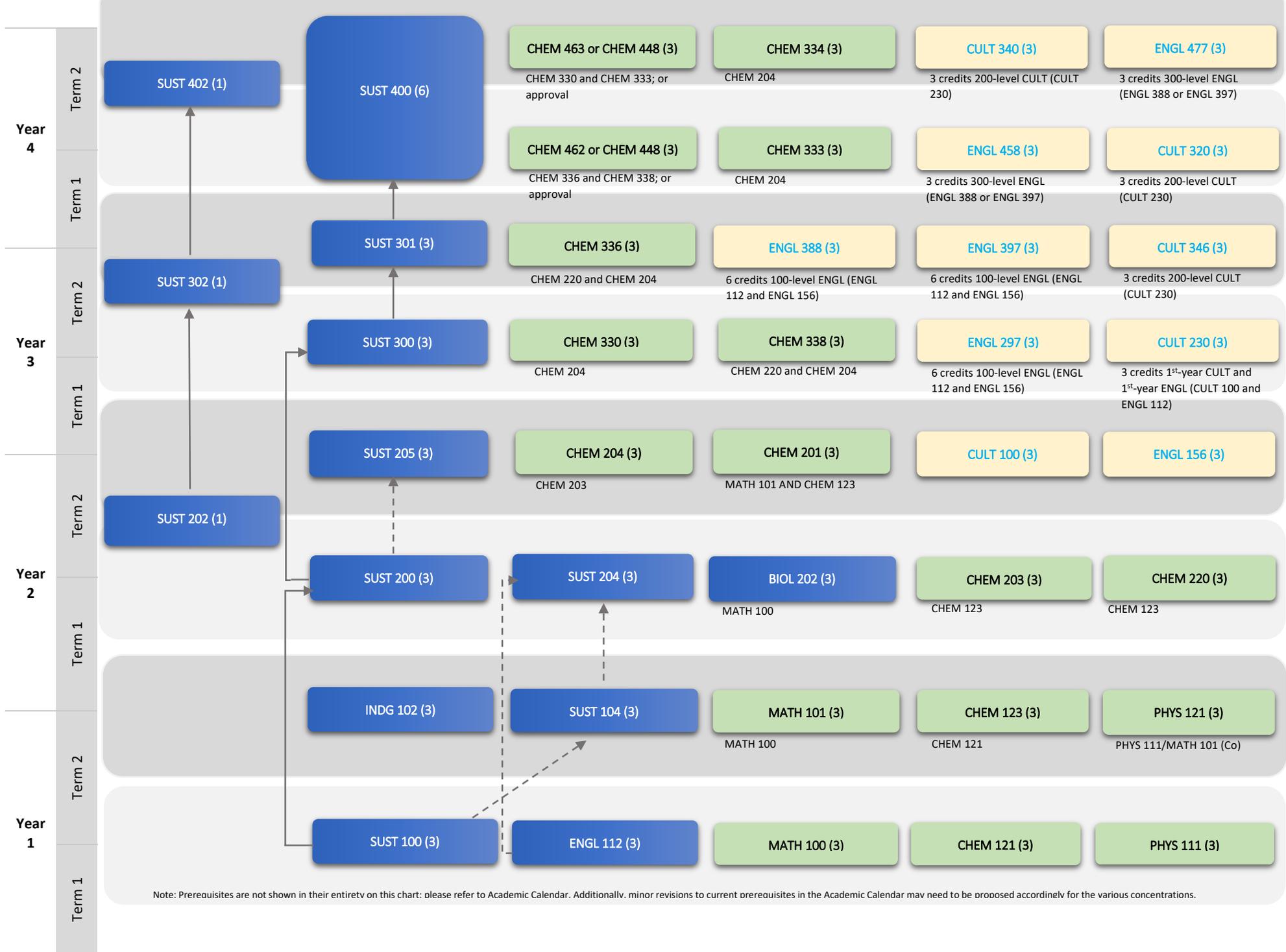
Course Code	Course Name	Sustainability Knowledge			Awareness & Integration			Acting for Change			Holistic Thinking		Notes:
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	
CHEM 334 ²	Green Organic Chemistry	D	D										
CHEM 336	Green Inorganic Chemistry	D	D										
CHEM 338	Organometallic Chemistry	I	I										
CHEM 462	Advanced Inorganic Chemistry Lab, or	D	D										
CHEM 448	Directed Studies in Chemistry (3/6 cr)	D	D				D						
CHEM 463	Advanced Organic Chemistry Lab (or CHEM 448)	D	D										

Upon completion of the Bachelor of Sustainability program, students will be able to

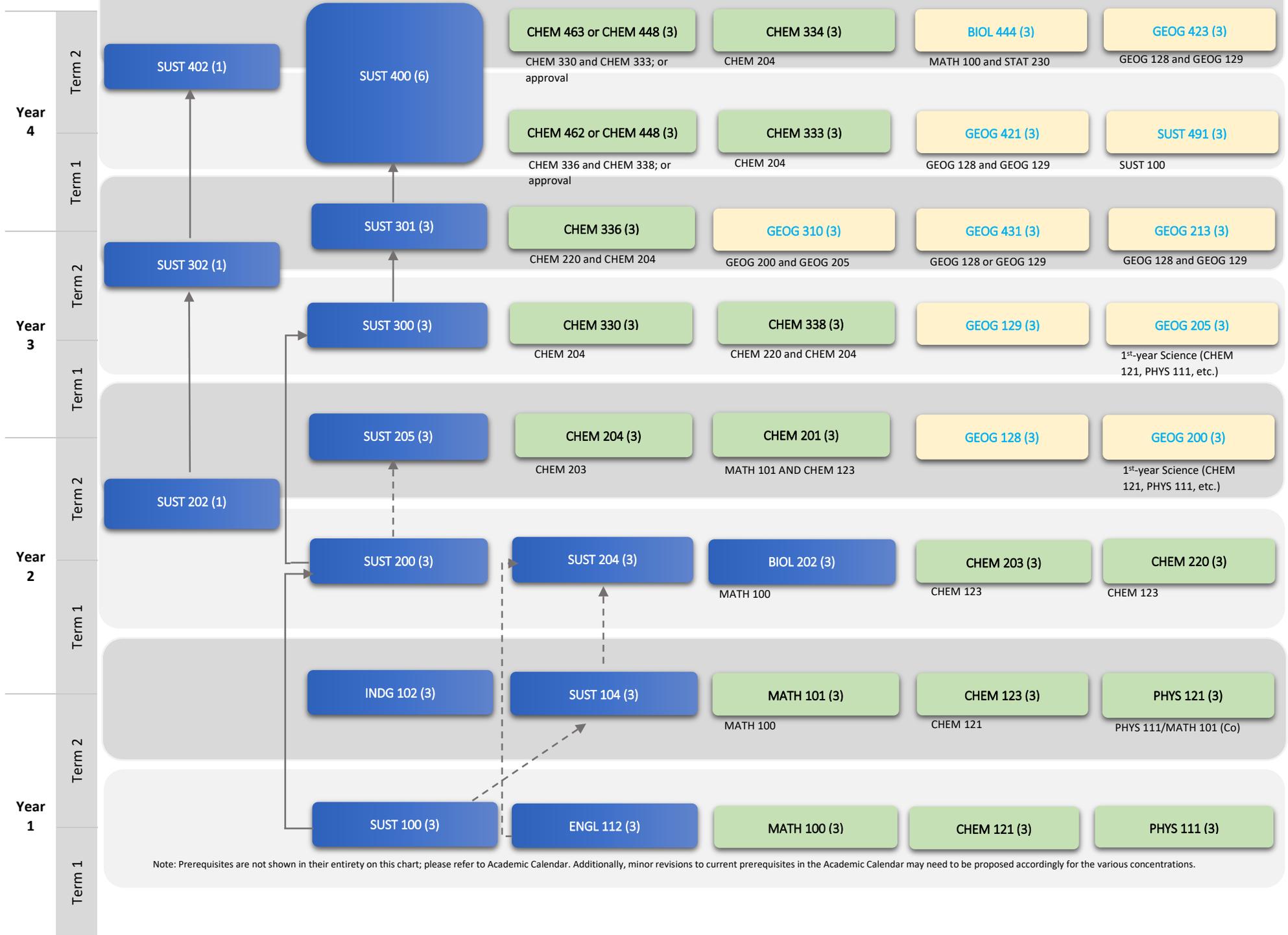
- PLO 1: examine, appraise and propose solutions to contemporary sustainability issues.
- PLO 2: describe and employ sustainability models and paradigms related to their area of concentration.
- PLO 3: apply their knowledge of the challenges associated with sustainability to shape and inform policy, planning, management, and social, cultural, and institutional change.
- PLO 4: integrate information from multiple disciplines with awareness of personal impacts, behavioural patterns, and processes of constructing knowledge.
- PLO 5: promote the argument that sustainability demands and requires participation and knowledge from all disciplines and sectors of society.
- PLO 6: design and conduct research in an area of sustainability practice both independently and collaboratively.
- PLO 7: use communication tools effectively to engage others in reflection, critical thought, and positive and effective action.
- PLO 8: discuss and debate various perspectives of sustainability with diverse stakeholders.
- PLO 9: formulate, propose, and realize the positive changes needed to sustain natural and social systems in collaboration with others.
- PLO 10: describe and analyze the interconnectedness and interdependency of social, ecological, and economic systems from local to global scales.
- PLO 11: examine complex sustainability concerns from a holistic, systems perspective that integrates concepts from the arts, humanities, and applied social and natural sciences.

² Denotes a new course developed for the B.Sust. program.

Bachelor of Sustainability – Green Chemistry with Electives Example 1



Note: Prerequisites are not shown in their entirety on this chart; please refer to Academic Calendar. Additionally, minor revisions to current prerequisites in the Academic Calendar may need to be proposed accordingly for the various concentrations.



Bachelor of Sustainability – Electives

The following electives are complementary to the sustainability program, including the four concentrations. Courses may also occur in a concentration. Course credit can only be used once toward concentration or elective requirements. Double-counting of course credit will not be granted. Students will need to consult with a program advisor for selection of electives to ensure they meet degree requirements. This list is not inclusive.

ANTH 100 (3) Introduction to Anthropology	GEOG 128 (3) Human Geography: Space, Place, and Community
ANTH 103 (3) Introduction to World Archeology	GEOG 129 (3) Human Geography: Resources, Development, and Society
ANTH 111 (3) Introduction to Biological Anthropology	GEOG 207 (3) Introduction to Biogeography
ANTH 218 (3) Tourism, Desire and Difference	GEOG 250 (3) Introduction to Urban Geography
ANTH 245 (3) Culture and Environment	GEOG 255 (3) Space and Culture
ANTH 260 (3) Ethnobotany: Plants and People	GEOG 261 (3) Economic Geography
ANTH 300 (3) Contemporary Theory in Anthropology	GEOG 271 (3) Geographic Data Analysis
ANTH 304 Decolonizing the Pacific Northwest	GEOG 272 (3) Cartography and Remote Sensing
ANTH 310 (3) Theory in Archaeology	GEOG 301 (3) Mechanisms of Global Change
ANTH 319 (3) Settling Down: An Archaeology of Early State Societies	GEOG 310 (3) Environment and Resources
ANTH 445 (3) Political Ecology	GEOG 316 (3) Geography of Natural Hazards
ARTH 101 (3) Art and Visual Cultures of the World I	GEOG 317 (3) The Physical Environment of British Columbia
ARTH 102 (3) Art and Visual Cultures of the World II	GEOG 318 (3) Rural Geographies
ARTH 201 (3) Art and Visual Culture through Film	GEOG 351 (3) Urban Social Geography
ARTH 202 (3) The Critical Viewer	GEOG 354 (3) Urban Canada: Growth, Form, and Structure
ARTH 301 (3) Critical Viewing - Advanced Studies	GEOG 358 (3) Gender, Place, and Culture
ARTH 323/CULT 320 (3) Creative Activism: Art, Media, and Social Justice	GEOG 359 (3) Culture, Space, and Politics
ARTH 390 (3) Indigenous Art and Visual Culture	GEOG 365 (3) Parks and Outdoor Recreation
BIOL 117 (3) Evolution and Ecology/BIOL 122 (3) Physiology of Multicellular Organisms	GEOG 421 (3) Geography of Food Systems

BIOL 202 (3) Introduction to Biostatistics	GEOG 423 (3) Development of Environmental Thought
BIOL 401 (3) Spatial Ecology	GEOG 431 (3) Resource Management Policy and Practice
BIOL 444/EESC 444 (3) Dynamic Modelling of Human-Environment Systems	GEOG 451 (3) Urban Planning
CHEM 111 (3) Principles of Chemistry I	GISC 380 (3) Fundamentals of Geographic Information Science I
CHEM 113 (3) Principles of Chemistry II	GISC 381 381 (3) Fundamentals of Geographic Information Science II
CHEM 121 (3) Atomic and Molecular Chemistry	GWST 100 (3) Gender, Race, Sexuality, and Power I: An Introduction
CHEM 123 (3) Physical and Organic Chemistry	GWST 110 (3) Gender, Race, Sexuality, and Power II: Everyday Life
CHEM 201 (3) Introduction to Physical Chemistry	GWST 335 (3) Feminist Theory in the Humanities
CHEM 203 (3) Introduction to Organic Chemistry	GWST 440 (3) Politics of Reproduction
CHEM 204 (3) Organic Chemistry	HEAL 100 (3) Introduction and Principles of Health and Wellbeing
CHEM 220 (3) Atomic Structure and Molecular Bonding	HEAL 200 (3) Determinants of Health
CHEM 333 (3) Spectroscopic Techniques in Organic Chemistry	HEAL 304 (3) Healthy and Sustainable Communities
CHEM 334 (3) Green Organic Chemistry	HIST 106 (3) Global Environmental History
CHEM 448 (3/6) d Directed Studies in Chemistry	HIST 112 (3) Canada to 1867
CHEM 462 (3) Advanced Inorganic Chemistry Laboratory	HIST 122 (3) Canada since 1867
CHEM 464 (3) Advanced Physical and Biophysical Chemistry Laboratory	HIST 145 (3) Contemporary Work History
COSC 101 (3) Digital Citizenship	HIST 215 (3) Technology in History
COSC 111 (3) Computer Programming I	HIST 218 (3) History of Science
COSC 121 (3) Computer Programming II	HIST 300 (3) History of Indigenous Peoples of Canada to 1867
COSC 122 (3) Computer Fluency	HIST 301 (3) History of Indigenous Peoples of Canada Since 1867
COSC 123 (3) Computer Creativity	HIST 309 (3) The Rise of Modern Science
COSC 301/DATA 301 (3) Introduction to Data Analytics	HIST 395 (3) Environmental History of North America
COSC 304 (3) Introduction to Databases	HIST 406 (3) British Columbia to 1900
COSC 341 (3) Human Computer Interaction	HIST 407 (3) British Columbia since 1900
CULT 100 (3) Media and Popular Culture in Global Context	HIST 460 (3) d Topics in Technology and Society in History

CULT 101 (3) Cultural Studies Practices	HIST 497 (3) Digital Media and History
CULT 215 (3) Cultural Industries	INDG 100 (3) Introduction to Decolonization: Indigenous Studies
CULT 230/ENGL 224 (3) Foundations: Reading Across Borders	INDG 102 (3) Introduction to Indigeneity: Ways of Knowing
CULT 250/ENGL 234 (3) Foundations: Indigenous Literature	INDG 201 (3) Okanagan Indigenous Peoples' Historical Perspectives
CULT 275/ENGL 250 (3) Foundations: Interdisciplinary Theory and Method in Literary Research	INDG 202 (3) Okanagan Concepts and Frameworks
CULT 316/FILM 303 (3) Narrative Film Production	INDG 203 (3) Indigenous Peoples' Historical Perspectives
CULT 340/ENGL 379 (3) Postcolonial Literary and Cultural Studies	INDG 210 (3) Indigenous Peoples of the Americas
CULT 341/ENGL 341 (3) Globalization, Literature, and Culture	INDG 307 (3) Traditional Ecological Knowledge
CULT 346/ENGL 384 (3) Human Rights, Literature, and Culture	INDG 405 (3) Indigenous Education: History and Revitalization
CULT 350/ENGL 387 (3) Indigenous Literature: Intellectual Traditions	INDG 420 (3) Indigenous Perspectives on Food, Place, Identity, and Biodiversity
CULT 371/ENGL 309 (3/6) d Modern Critical Theory and Interdisciplinary Methods	MATH 100 (3) Differential Calculus with Applications to Physical Sciences and Engineering
CULT 450/ENGL 473 (3) Studies in Indigenous Literature and Criticism	MATH 101 (3) Integral Calculus with Applications to Physical Sciences and Engineering
CULT 460/ENGL 457 (3) Posthumanism and Critical Animal Studies	MATH 221 (3) Matrix Algebra
DATA 101 (3) Making Predictions with Data	MATH 225 (3) Introduction to Differential Equations
DATA 311 (3) Machine Learning	MGMT 100 (3) Introduction to Business
DATA 315 (3) Applied Time Series and Forecasting	MGMT 110/MGMT 200 (3) Introduction to Management Thought and Social Responsibility
DATA 407 (3) Sampling and Design	MGMT 260/MGMT 360 (3) Business Conditions Analysis
DATA 410 (3) Regression and Generalized Linear Models	MGMT 290/MGMT 390 (3) Industry Analysis Project
DIHU 200/ENGL 200 (3) Introduction to the Digital Humanities	MGMT 410 (3) Leadership in Complex Environments
ECON 101 (3) Principles of Microeconomics	MGMT 422 (3) Project Management
ECON 102 (3) Principles of Macroeconomics	PERF 403 (3) Art and Social Practice

ECON 112 (3) Introduction to the Canadian Economy	PHIL 111 (3) Introduction to Philosophy I
ECON 122 (3) Introduction to Economic History and Thought	PHIL 120 (3) Introduction to Logic and Critical Thinking
ECON 232 (3) History of Economic Thought	PHIL 121 (3) Introduction to Philosophy II
ECON 257 (3) Topics in International Economic Policy	PHIL 125 (3) Introduction to Scientific Reasoning
ECON 260 (3) Poverty and Inequality	PHIL 210 (3) Introduction to Social and Political Philosophy
ECON 261 (3) Economics of Developing Countries	PHIL 230 (3) Ethics
ECON 295 (3) Managerial Economics	PHIL 235 (3) Contemporary Moral Issues
ECON 330 (3) World Economy to 1800	PHIL 338 (3) Philosophy of Law
ECON 331 (3) World Economy since 1800	PHIL 434 (3) Business Ethics
ECON 332 (3) Canadian Economy to 1929	PHIL 435 (3) Environmental Ethics
ECON 333 (3) Canadian Economy since 1929	PHIL 460 (3) Philosophy of Science
ECON 339 (3) Economics of Technological Change	PHYS 111 (3) Introductory Physics for the Physical Sciences I
ECON 340 (3) Financial Economics	PHYS 121 (3) Introductory Physics for the Physical Science II
ECON 351 (3) Women in the Economy	POLI 101 (3) The Government of Canada
ECON 352 (3) Public Sector Economics	POLI 220 (3) Introduction to Comparative Politics
ECON 356 (3) International Finance	POLI 222 (3) International Politics II
ECON 371 (3) Economics of the Environment	POLI 223 (3) Introduction to Philosophy, Politics and Economics (PPE)
ECON 372 (3) Natural Resource Economics	POLI 240 (3) Currents of Political Thought
EESC 111 (3) Earth Science	POLI 303 (3) Federalism in Canada
EESC 121 (3) Earth History	POLI 334 (3) Government and Politics of the United States of America
EESC 205/GEOG 205 (3) Introduction to Hydrology	POLI 336 (3) Government and Politics of the United States of America II
EESC 212/GEOG 200 (3) Atmospheric Environments	POLI 352 (3) Comparative Politics of Public Policy
EESC 213 (3) Introductory Forest Science and Management	POLI 363 (3) Canadian Foreign Policy
EESC 222/GOEG 222 (3) Geomorphology	POLI 364 (3) International Organizations
EESC 304/GEOG 304 (3) Anthropogenic Climate Change	POLI 366 (3) International Political Economy

EESC 314/GEOG 314 (3) Environmental Impact Assessment: Process, Regulation and Administration	POLI 432 (3) Contemporary Issues in Law
EESC 315 (3) Environmental Impact Assessment: Techniques and Practice	SOCI 111 (3) Introduction to Sociology I
EESC 367/GEOG 367 (3) Energy Resources Management	SOCI 121 (3) Introduction to Sociology II
EESC 402 (3) Freshwater Resources	SOCI 209 (3) Foundations of Sociological Thought
EESC 456/GEOG 466 (3) Soil Science	SOCI 211 (3) Canadian Society I
ENGL 113 (3) Reading and Writing Across the Curriculum	SOCI 216 (3) Media and Society
ENGL 150 (3) Introduction to Literary Genre	SOCI 301 (3/6) d Sociology of Development and Underdevelopment
ENGL 151 (3) Critical Studies in Literature	SOCI 305 (3) Sociology of Families
ENGL 153 (3) Readings in Narrative	SOCI 311 (3) Canadian Society
ENGL 156 (3) Environmental Literature: Anthropocene Culture	SOCI 320 (3) Cultural Studies in Sociology
ENGL 203 (3) Topics in Composition	SOCI 330 (3) Sociology of Tourism
ENGL 297 (3) Reading Animals	SOCI 355 (3) Community Studies
ENGL 388 (3/6) d Beyond Anthropocentrism	SOCI 411 (3/6) d Special Studies in Canadian Society
ENGL 397 (3) Contemporary Environmental Writing	STAT 121 (3) Elementary Statistics/STAT 230 (3) Introductory Statistics/STAT 124 (3) Business Statistics
ENGL 457 (3) Posthumanism and Critical Animal Studies	STAT 406 (3) Environmetrics
ENGL 458 (3) Canadian Environmental Writing	SUST 491 (3) Special Topics
ENGL 477 (3/9) d Literature and Science	VISA 106 (3) Introduction to Digital Media I
FDSY 221/GEOG 221 (3) Food Systems I: System Thinking	VISA 108 (3) Introduction to Digital Media II
FILM 100 (3) Introduction to Film Studies	VISA 110 (3) Studies in Photography
FILM 200 (3) Introduction to Canadian Cinema	VISA 244 (3) Photography I
FILM 261/VISA 261 (3) Video I	VISA 256 (3) Photography II
FILM 271/VISA 271 (3) Video II	WRLD 200 (3) Introduction to World Literatures
GEOG 108 (3) Introduction to Physical Geography I	WRLD 310 (3) Mythologies in Motion
GEOG 109 (3) Introduction to Physical Geography II	WRLD 360 (3) Literature and Power

The 12 Principles of **GREEN CHEMISTRY**

Green chemistry is an approach to chemistry that aims to maximize efficiency and minimize hazardous effects on human health and the environment. While no reaction can be perfectly 'green', the overall negative impact of chemistry research and the chemical industry can be reduced by implementing the 12 Principles of Green Chemistry wherever possible.

- 1. WASTE PREVENTION**


Prioritize the prevention of waste, rather than cleaning up and treating waste after it has been created. Plan ahead to minimize waste at every step.
- 2. ATOM ECONOMY**


Reduce waste at the molecular level by maximizing the number of atoms from all reagents that are incorporated into the final product. Use atom economy to evaluate reaction efficiency.
- 3. LESS HAZARDOUS CHEMICAL SYNTHESIS**


Design chemical reactions and synthetic routes to be as safe as possible. Consider the hazards of all substances handled during the reaction, including waste.
- 4. DESIGNING SAFER CHEMICALS**


Minimize toxicity directly by molecular design. Predict and evaluate aspects such as physical properties, toxicity, and environmental fate throughout the design process.
- 5. SAFER SOLVENTS & AUXILIARIES**


Choose the safest solvent available for any given step. Minimize the total amount of solvents and auxiliary substances used, as these make up a large percentage of the total waste created.
- 6. DESIGN FOR ENERGY EFFICIENCY**


Choose the least energy-intensive chemical route. Avoid heating and cooling, as well as pressurized and vacuum conditions (i.e. ambient temperature & pressure are optimal).
- 7. USE OF RENEWABLE FEEDSTOCKS**


Use chemicals which are made from renewable (i.e. plant-based) sources, rather than other, equivalent chemicals originating from petrochemical sources.
- 8. REDUCE DERIVATIVES**


Minimize the use of temporary derivatives such as protecting groups. Avoid derivatives to reduce reaction steps, resources required, and waste created.
- 9. CATALYSIS**


Use catalytic instead of stoichiometric reagents in reactions. Choose catalysts to help increase selectivity, minimize waste, and reduce reaction times and energy demands.
- 10. DESIGN FOR DEGRADATION**


Design chemicals that degrade and can be discarded easily. Ensure that both chemicals and their degradation products are not toxic, bioaccumulative, or environmentally persistent.
- 11. REAL-TIME POLLUTION PREVENTION**


Monitor chemical reactions in real-time as they occur to prevent the formation and release of any potentially hazardous and polluting substances.
- 12. SAFER CHEMISTRY FOR ACCIDENT PREVENTION**


Choose and develop chemical procedures that are safer and inherently minimize the risk of accidents. Know the possible risks and assess them beforehand.

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Advisor, Sustainability Reporting



Suncor Energy Services

Calgary, AB

Full-time

LOCATION: Calgary, Alberta (CA-AB)

JOB NUMBER: 26157

Job Overview

Reporting to the manager, sustainability disclosure, you will support all of our sustainability disclosure reporting and assurance requirements. You will work across the business on a number of initiatives including the project management of Suncor's Report on Sustainability, annual submissions to the CDP Climate and Water questionnaires, the Dow Jones Sustainability Index (DJSI), the FTSE4Good survey and third-party research responses including MSCI, ISS-Oekom, Sustainalytics, etc. You will also assist with the development of issue positions, participate in partner meetings and events and lead projects to encourage employee understanding and engagement in sustainability issues.

Key Accountabilities

- Carry out quality control, benchmarking and best practice review of all economic, social and environmental sustainability data
- Assist with assurance processes for our sustainability disclosure
- Combine business insight with an understanding of the sustainability opportunity space to recognize opportunities for value creation
- Support organizational capacity development to embed sustainability thinking deeper within Suncor

Required Qualifications

Experience and Education:

- Two years of relevant work experience
- Bachelor's degree in science, engineering, social science, business or another relevant field in environmental, stakeholder relations, community and/or regulatory management

Skills and Knowledge:

- Proficient in data collection, management and quality control and analysis of environmental, social and economic data from across the company and using external sources

- Understanding of key sustainability issues for the organization and the industry and the level of risk or opportunity
- Familiarity and ability to follow and implement environmental, health, safety and social reporting guidelines
- You have strong, proven organization and project management skills and can work with minimal supervision You are effectively able to influence, persuade and facilitate change through building high-trust relationships
- You have a positive work ethic and are a strong communicator with an aptitude to build strong positive relationships and effectively drive messaging to diverse groups within an organization
- Core sustainability competencies required for success include Integrated Systems Thinking, Collaboration, Strategic Problem-solving and Innovation, Sustainability Integration and Sustainability Engagement

Why Suncor?

We are Canada's leading integrated energy company with a business portfolio that includes oil sands development and upgrading, offshore oil and gas production, petroleum refining, and product marketing under the Petro-Canada brand. Our global presence offers rewarding opportunities for you to learn, contribute, and grow in a variety of career-building positions. We live by the value of safety above all else – do it safely, or don't do it. Our strong track record of growth and a focus on sustainability mean tremendous potential for the future. Learn about our mission, vision and values.

In addition to rewarding job opportunities, we offer an attractive employee package, including:

- Competitive base salary, compensation programs, and an annual incentive program
- Flexible benefits package
- Rewarding pension and savings plans

Stay connected to us:

Follow us on LinkedIn, Facebook and Twitter for the latest job postings and news

Join our Talent Community and sign up to receive customized job alerts

Read our Suncor Connections newsletter to see what we're doing in the communities we live and work in We are an equal opportunity employer and encourage applications from all qualified individuals.

We are committed to providing a diverse and inclusive work environment where every employee feels valued and respected. We will consider accessibility accommodations to applicants upon request. Please note that our job postings are typically open for two weeks, so don't delay, apply now.

JOB CATEGORY: Business Professionals

https://www.google.com/search?q=jobs+in+sustainability&rlz=1C1GCEB_enCA825CA825&oq=Jobs+in+sustainability&aqs=chrome.0.0l6.3313j0j8&sourceid=chrome&ie=UTF-8&ibp=htl;jobs&sa=X&ved=2ahUKewj6kNrDuLjAhWHIDQIHZgCBt0Qp4wCMAJ6BAgKEAE#fpstate=tldetail&htidocid=PDCLC50CEGUsY1IkAAAAAA%3D%3D&htivrt=jobs

Cut costs, cut carbon. The time to take action is NOW!



Making a difference...together

Climate Action Analyst – Victoria, BC

Parks & Environmental Services – Environmental Protection

Competition 19/115

Status Regular Full time

Hours of Work 70 hours bi-weekly

Rate of Pay \$39.53 - \$44.82 per hour

Review of applications begins 4:00 pm on June 4, 2019; however the competition will remain open until the successful candidate is found

Summary

The Climate Action Analyst is responsible for coordinating the Capital Regional District's corporate climate action program. The incumbent, will partner with staff across the CRD to meet the CRD's corporate climate action objectives with an internal focus of corporate operations and infrastructure. The Climate Action Analyst will be responsible for promoting and assisting with implementing internal projects to reduce greenhouse gas (GHG) emissions, obtain energy and cost savings and/or improve the resiliency of CRD owned assets and infrastructure.

Duties & Responsibilities

- Develops and provides guidance on initiatives to address the CRD's corporate GHG emissions reduction target.
- Support the organization to incorporate climate action into service delivery.
- Promotes and assists with implementing internal projects to reduce greenhouse gas (GHG) emissions, obtain energy and cost savings and/or improve the resiliency of CRD owned assets and infrastructure.
- Assists with the development of policy framework for the CRD's corporate climate action program including engaging in internal stakeholder consultations.
- Assists with the development and advocacy for a CRD Corporate Adaptation Strategy.
- Identifies and initiates an implementation strategy to meet emission reduction targets.
- Liaises with and works collaboratively with internal stakeholders, identifies climate related risk and acceptable parameters with respect to CRD's services and associated infrastructure.
- Liaises with and provides technical expertise, advice and recommendations to CRD departments to influence and incorporate a climate lens review process.
- Identifies opportunities for grants or external funding sources to support planning and implementation of Corporate Climate Action initiatives. Prepares grant applications.
- Coordinates the organizational response to the Provincial CARIP grant and GHG accounting requirements.
- Researches, develops and prepares presentations and reports.
- Follows all policies, procedures and standards of the CRD
- Performs other related duties as required.

Qualifications

- Degree in Sustainability, Resource Management or related discipline, plus a minimum of 5 years related working experience as a sustainability and/or energy specialist. An equivalent combination of education and experience may be considered.
- Excellent communication (verbal and written), interpersonal and customer service skills are required.
- Experience applying multi-criteria decision making.
- Knowledge of current regulatory framework for climate action and energy management specifically as it relates to local government.
- Knowledge and understanding of strategies to significantly reduce energy and GHG consumption within medium sized public sector organizations
- Understanding of available resources, programs and frameworks to support implications of adaptation to service delivery, including natural assets and infrastructure to climate change
- Expert knowledge of greenhouse gas measurement, reporting and verification.
- Excellent writing, public speaking, meeting facilitation, and stakeholder engagement skills.
- Strong research, analytical, database, and technical skills.
- Energy modelling experience would be considered an asset.
- Demonstrated project management skills, including overseeing the work of consultants.
- Excellent organizational skills and ability to work accurately and effectively to ambitious deadlines.
- Results-oriented, energetic team player, who is able to collaborate effectively with diverse groups of professionals and across multiple disciplines.
- Demonstrated ability to work collaboratively with stakeholders.
- Ability to facilitate work of interdepartmental teams; including influencing, seeking and providing advice.
- Proficiency and experience with word processing (MS Word), spreadsheets (MS Excel) and presentation (MS PowerPoint) software.
- Must possess a valid BC Driver's License.

Please note: This position is currently being reviewed as referenced in Article 27.01 of the CRD/CUPE Local 1978 Agreement.

Applications

To apply for this exciting opportunity, please submit your resume and covering letter online at www.crd.bc.ca under "Careers".

The CRD wishes to thank you for your interest and advises that only those candidates under active consideration will be contacted.

Organization: [Capital Regional District](#)
Location: Victoria, BC
Region: South Vancouver Island
Professional Category(s): Climate Action
Posted: June 4, 2019, 8:03 pm
Expires: July 4, 2019, 4:30 pm
<https://www.civicjobs.ca/jobs?id=50472>

Coordinator 2, Environmental

[City of Whitehorse](#) - Whitehorse, YT

Job Description:

Job posting closes: June 23, 2019 11:00 pm PST

An Eligibility List may be established from this competition – the duration of the eligibility list may be up to 12 months. The eligibility list may be used to fill future permanent full-time, permanent part-time, temporary full-time, temporary part-time, term or casual vacancies within the same department and classification based on the organizational needs by going to the next highest ranked candidate until the eligibility list expires.

The City wishes to thank all applicants for their interest but only those candidates selected to advance in the recruitment will be contacted. Note that only those candidates eligible to legally work in Canada will be considered.

Coordinator 2, Environmental

=====

Job Code: 039

Department: Environmental Sustainability

Job Summary:

The incumbent plans, researches, implements, evaluates and maintains environmental programs.

Duties and Responsibilities:

1. Oversee the development and implementation of environmental programs, including but not limited to: water conservation, energy conservation, clean energy, waste diversion and reduction, and wildlife conflict mitigation.
2. Collect and analyze technical data, undertake studies, research, and prepare and present reports for approval. Review reports, programs, and policies from consultants, other organizations and stakeholders and provide comments based on technical knowledge and standards.
3. Evaluate, monitor and propose changes and additions to Bylaws and policies, and develop and implement short and long term environmental strategies.
4. Engage the public, other organizations, and stakeholders including meetings, correspondence and reports, public presentations, presentations to City Council, and development and implementation of educational materials, and other communication in support of environmental programming.
5. Provide input and monitor annual operating and five-year capital budget and process expenditures.
6. Submit proposals for funding programs and write reports on activity and status.
7. Oversee the implementation of funding programs (e.g. Diversion Credits) including advertising; application review and selection; verifying data; fund distribution and reporting.
8. Assist with procurement and administration of contractors and consultants.
9. Follow, so far as is reasonably practicable, established safety procedures and standards.
10. Other related duties.

This description contains elements necessary for identification and evaluation of the job. The incumbent may be required to perform other related duties.

Job Requirements:
Working Conditions:

 Majority of the work is performed under normal office conditions. Occasional exposure to inclement weather or temperature extremes, solid waste, hazardous chemicals, odours and fumes when delivering programs, conducting audits, doing site visits, or conducting Household Hazardous Waste Days.

Knowledge and Skills:

-
- Degree in Environmental Studies or related discipline
 - 3 years previous experience and 6 months on the job training.
 - Experience in organizing and maintaining environment sustainability programs.
 - Knowledge of federal and territorial environmental assessment processes and internal bylaws and policies.
 - Proven skills relating to communications, team building, liaise with stakeholders,
 - Proven written and oral communication skills to develop and present reports, position papers and proposals.
 - Ability to foster and maintain effective relationships among peers and/or stakeholders.
 - Class 5 driver's license.

An equivalent combination of education, training and experience may be considered.

Examples of Equipment to Operate:

 General office equipment with the ability to operate ERP software programs, spreadsheets, electronic mail, word processing, etc.

<https://ca.indeed.com/jobs?q=Sustainability&start=20&vjk=640c559b2a0320e4>

Data Analyst & Client Advisor

Climate Smart - Vancouver, BC

Join our passionate team of climate action leaders who train and support businesses to reduce their carbon footprint.

About Us

Climate Smart is a dynamic enterprise that is engaging the business sector to take action on climate change and move toward a resilient, low-carbon economy. Our unique combination of training, certification and software enables organizations to measure and reduce greenhouse gas (GHG) emissions while strengthening their business at the same time. We partner with local governments (e.g., City of Vancouver, City of Edmonton), transportation hubs (e.g., Port of Vancouver and Vancouver International Airport), and other organizations (e.g., Vancity, St. John's Board of Trade) to engage the businesses in their networks and accelerate carbon reduction. Our aggregated data and related products (e.g., Business Energy and Emissions Profile – beep.eco, and 200 Million Tonnes of Opportunity – <http://200million.ca/>) are used by our partners and others to inform community-wide emissions planning, policy and reduction initiatives. Climate Smart is a collaborative, hands-on team that believes businesses play a critical role in addressing climate change. Our commitment to environmental sustainability underpins our internal operations and organizational culture. Learn more about Climate Smart at climatesmartbusiness.com.

About the Position

Reporting to the Data and Knowledge Systems Manager, as **Data Analyst & Client Advisor** you are a key member of the team that delivers:

Data Analysis

- Business Energy and Emissions Profiles (BEEPs)
- impact reports to host partners
- other data projects

In addition, you will contribute to developing new data products and services.

Client Advisor

As Client Advisor you will be responsible for:

- providing one-on-one support to a portfolio of client businesses to help them through the process of measuring their greenhouse gas emissions
- developing a list of emission reduction strategies for businesses to pursue
- completing their Climate Smart certification

Client Advisors are critical to Climate Smart's strong client relations, and to providing exceptional service to the businesses we work with.

Main Responsibilities

Data Analysis (60%)

- Creating Business Energy and Emissions Profiles (BEEPs), including:
 - Preparatory research and data cleanup
 - Deriving sectoral emission intensities from the Climate Smart dataset
 - Data analysis and projections using top-down and bottom-up techniques
 - Applying and analyzing Climate Smart emission intensities and community energy and emissions data using GHG accounting methodology

- Deriving and communicating insights through written and visual summaries using Microsoft and Adobe software
- Using Tableau Data Management Software to create interactive BEEP dashboards
- Other BEEP data analysis tasks as required
- In coordination with the President, develop and support the BEEP sales pipeline to develop new potential markets and demonstrate value to prospective partners
- Using Tableau data software tool to create interactive impact reports for host partners
- Provide ad hoc data support to Climate Smart's business development, training and support teams
- External communications and support for host partners, BEEP clients, and other interested parties around methodologies, data analysis, and finding
- Some travel within North America may be required

Client Advisory (40%)

- Provide technical, one-on-one support to your portfolio of Climate Smart clients on a scheduled and 'ad-hoc' basis as they conduct GHG emissions inventories, develop emissions reduction plans, and achieve Climate Smart certification
- Resolve technical issues and provide guidance on GHG inventory boundary-setting, emission reduction, and related topics according to the specific needs of each client and in accordance with principles of the GHG Protocol Corporate Standard
- Conduct a detailed review of completed inventories, emission reductions potential, delivering feedback on methodology and data quality according to the GHG Protocol Corporate Standard and Climate Smart best practices
- Develop projections and analyze the business case, for different emission reduction strategies;
- generate documentation for businesses upon completion of their certification as Climate Smart, including GHG inventory reports, case studies, and internal records
- Contribute to the on-going effectiveness and efficiency of program delivery for clients and Climate Smart

Experience, Skills and Characteristics

- Post-secondary education in environmental sciences and business, or equivalent training and work experience. Graduate degree related to climate change or GHG management is an asset
- Experience in related data analyst role(s); minimum of two years
- Technical expertise and confidence in data analysis (manipulating spatial, normalizing, visualization) and statistical analysis required
- Mastery of Excel required and Salesforce CRM an asset
- Organized and comfortable dealing with large sets of data, proven ability to extract unique insights from complex data
- Experience in GHG Accounting and knowledge of climate change research as it relates to emission inventories a strong asset
- Strong critical thinking and methodological analysis skills
- Strong oral and written communication skills with an ability to communicate to technical and non-technical audiences
- Ability to manage time and manage multiple projects
- Experience with Tableau and Adobe Products preferred

How to Apply

Please submit your cover letter and resume by midnight (PDT) on July 5, 2019 with the subject line of "Data Analyst and Client Advisor." In your cover letter, please answer the following questions:

- Why is this position of interest to you, and how does it fit with your career goals?
- Please outline your prior experience in data analysis and client service or advisory roles.

Climate Smart is an Equal Opportunity Employer: We are committed to the principles of equal and inclusive employment opportunities without regard to race, colour, religion, nationality, social or ethnic origin, sex, age, disability, sexual orientation, gender identity and/or expression, domestic partnership status or any other status that is representative of the communities we work in. Climate Smart encourages applicants from all communities.

We kindly ask for no phone calls please. We thank all candidates for applying. However, only those selected for an interview will be contacted.

Job Type: Full-time

Experience:

- Data Analysis: 2 years (Preferred)

<https://ca.indeed.com/jobs?q=Sustainability&start=10&advn=4329141916365285&vjk=feb978a566caa769>

Environmental Technician - Environmental Sustainability Specialist



City of North Vancouver

Vancouver, BC

the Corporation Of The City Of North Vancouver

Environmental Technician - Environmental Sustainability Specialist
temporary Full-time

The Planning And Development Department Requires A Temporary Full-time Environmental Technician - Environmental Sustainability Specialist For Approximately One Year.

With Your Proven Commitment To Sustainability,

- You Will Be Involved In Advancing The City's Zero Waste, Recycling, And Climate Protection Programs. This Is A Dynamic Advisory And Technical Position Working As A Member Of The City's Environmental Sustainability Team.
- You Will Develop, Coordinate, And Evaluate Waste Reduction, Recycling, And Climate Protection Programs, Assist In Developing Environmental Policies, And Conduct Best Practices Research And Feasibility Studies.
- You Will Provide Technical Expertise, Advice, And Guidance On Environmental Matters, Including Regulatory And Other Requirements Of Senior Governments Or Affiliated Agencies.
- You Will Coordinate Community Engagement Activities Designed To Raise Awareness And Effect Behavioural Change. You Will Develop And Maintain Collaborative Working Relationships With Community Stewardship Groups, Nonprofit Agencies, Other Municipalities, Government Departments And Agencies, Developers And The Wider City Of North Vancouver Community.
- you Will Have Completed Graduate Or Undergraduate Studies In Environmental Science, Business, Or Engineering, With Courses In Environmental Science Or Related Subjects, Together With Sound Related Experience In The Environmental Management Field. Alternatively,
- You Will Have An Equivalent Combination Of Training And Experience. Knowledge Of Waste Reduction And Recycling, Zero Waste And The Circular Economy, Climate Action Programs, And Community Based Social Marketing Is Required Along With A Thorough Knowledge Of Research And Analysis Techniques In Environmental Science. Excellent Interpersonal Skills Are Necessary To Establish And Maintain Effective Working Relationships With Internal And External Contacts. Demonstrated Project Management Skills Would Be An Asset. Strong Analytical Abilities And Excellent Knowledge Of Spreadsheets Are Required, Together With Superb Oral And Written Communication Skills And The Ability To Work Independently.
- You Will Also Have A Valid Class 5 BC Drivers' License.
- Some Evening/weekend Work May Be Required.

For Temporary Full-time Positions Of Eight (8) Months Or Longer, A City Employee Who Is Successful On The Posting Will Have The Right To Revert To Their Former Position.

Salary \$36.45 To \$43.04 Per Hour (pay Grade 24 - January 2019 Rates)

Hours of Work

The City of North Vancouver currently works on a compressed work schedule of 8:30 a.m. to 5:00 p.m., Monday to Friday, with one scheduled day off (Monday or Friday) approximately each three-week scheduling cycle.

Apply On-line Through The Career Portal At by Thursday, July 4, 2019.

Thank You For Your Interest In The City Of North Vancouver.

posting 2019 – 0067

https://www.google.com/search?q=jobs+in+sustainability&rlz=1C1GCEB_enCA825CA825&oq=Jobs+in+sustainability&aqs=chrome.0.0l6.3313j0j8&sourceid=chrome&ie=UTF-8&ibp=htl;jobs&sa=X&ved=2ahUKEwj6kNrDulLjAhWHIDQIHZgCBt0Qp4wCMAJ6BAGKEAE#htidocid=e4v2c0SOc3H4MrtcAAAAAA%3D%3D



Impact Assessment Analyst

[Government of the Northwest Territories](#) - Yellowknife, NT

\$90,000 - \$108,000 a year

Department Information

The Department of Health and Social Services works under the direction of the Minister and Deputy Minister, in partnership with the Health and Social Services Authorities, to support the health and wellbeing of people across the NWT through planning, development, evaluation and reporting on program and service delivery.

HSS is committed to the development and provision of quality services in such a way as to make the best use of public resources, ensure the sustainability of the system, focus on client safety and best practices and promote positive health and social outcomes. HSS strives to continually improve the health and social service system to ensure best health, best care, and a better future for the people of the NWT.

Job Information

The Impact Assessment Analyst is located in Yellowknife and reports to the Senior Impact Assessment Advisor in Corporate Planning, Reporting and Evaluation. The Analyst participates in all of the environmental assessment phases, supports the coordination of the assessment of impacts to the health and well-being of individuals, families and communities in the territory, as well as to the health and social services system and areas of the HSS mandate.

The Analyst is responsible for representing the Department of Health and Social Services (DHSS) in community meetings, technical sessions, and working groups as part of environmental assessment processes and socio-economic agreements. The incumbent provides expert advice, implementation, and supports the coordination of all aspects of the department's work in environmental assessment and regulatory processes, socio-economic monitoring agreements, monitoring and mitigation plans, cumulative impacts and land use planning. The position plays a key role in supporting DHSS and GNWT meeting its requirements under legislation, comprehensive land claims and self-government agreements, and regulatory systems. The Analyst ensures that potential impacts to individual, family, and community well-being and health are identified, assessed, and subject to review by the appropriate departmental or GNWT technical staff.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge and skills relating to collecting, analyzing, and reporting on data, research ethics, utilizing research and evaluation tools.
- Knowledge of factors impacting social well-being and health.
- Ability to analyze and evaluate complex issues and develop suitable approaches and options for an effective delivery of departmental monitoring and mitigation plans and programs.
- Ability to communicate complex information in plain language to diverse audiences using a variety of communication tools.

- Ability to identify and negotiate mutually agreeable positions and negotiate with difficult and often politicized actors to reach consensus.
- Ability to facilitate diverse and multi-cultural groups while working in a complex, multi-lateral environment.
- Self-directed, innovative, adaptable, collaborative, results and service oriented.

Typically, the above qualifications would be attained by:

A Bachelor's degree in resource management, environmental studies or a related social science discipline along with two (2) years of experience in resource, social or health impact assessment.

Knowledge of social and health impact assessment is required.

GNWT Inquiries

Inquiries Only:

Management and Recruitment Services
Department of Finance
Government of the Northwest Territories
Yellowknife Centre 5th Floor
P.O. Box 1320, Yellowknife NT X1A 2L9
Fax: (867) 873-0445
jobsyk@gov.nt.ca

<https://ca.indeed.com/jobs?q=Sustainability%20data%20analyst&l&vjk=a7502f98c477665c>



Market Intelligence Specialist

Vancouver, British Columbia, Canada

Description

Who we are:

Semios is a market leader in leveraging the internet-of-things (IoT) and big data to improve the sustainability and profitability of specialty crops. With over 160 million data points being reported by our sensors every day, we leverage our big data analytics, such as in-depth pest and disease modeling, to empower tree fruit and tree nut growers with decision-making tools to minimize resources and risks.

We know our journey is only achievable by having a great team who shares ideas, tries new things and learns as we go.

Our innovative work has received several industry awards:

- [THRIVE - Top 50 Leading AgTech \(2019\)](#) – recognized as exemplifying some of the best in agriculture technology around the globe
- [Global CleanTech Top 100 \(2019\)](#) – identified as one of the companies best positioned to solve tomorrow's clean technology challenges

One of our partners produced this short video which shows what we do and our positive environmental impact: <https://youtu.be/Yn5NrjwWOhY>.

Who you are:

Motivated by meaningful work, you are looking for more than just a job; you want to work for a dynamic, growing company that finds solutions to real-life problems, such as helping the world reduce the use of pesticides and helping nature feed a growing population. Your ideal work environment includes a collaborative team spirit with the opportunity to learn and grow as you take the initiative to try new things.

You are a curious and detail oriented individual who likes gathering insights and sharing findings. You enjoy the challenge of uncovering information that is not always readily available and connecting the dots between our work and what is happening in the industry. You are skilled at conveying technical information to both technical and non-technical audiences and have the ability to put both a business and technical lense on issues.

What you will do:

Market Intelligence

- Accumulate, analyze, and synthesize information about the agriculture technology industry, focusing on both existing and emerging landscapes
- Collect, organize and maintain data on market trends, customers, competitors and identify and fill knowledge gaps about our competitors and industry
- Create presentations with insights that are clearly articulated and substantiated with supporting data and research material
- Advise product teams on competitive and complementary technologies and support marketing teams with information about competitive messaging and positioning
- Leverage business intelligence tools to share insights across the organization
- Assist in identifying and assessing partnership opportunities with external organizations

Grants

- Prepare information for grant applications including coordination of contributions from team members and writing of materials
- Consolidate, edit, format, proofread grant proposal drafts

Requirements

We want you to succeed, so you will need:

- Degree in Business, Science or a related discipline
- Minimum 3 years of experience in market analysis and/or competitive research role in the technology industry
- 2 years of experience in developing proposals and writing grants
- Working knowledge of business intelligence tools
- Excellent business writing and presentation skills to deliver findings and insights
- Proficient in MS Excel and/or Google Suite
- Excellent attention to detail and organizational skills
- Ability to think critically and draw strategic insights to inform decisions by analyzing information
- Significant initiative and independence in carrying out project work

Nice to have:

- Experience within agriculture industry

Benefits

Why this is the opportunity for you:

- Sleep better knowing you're making the world a better place through more sustainable food production
- Opportunity to learn and make an impact by working on meaningful projects
- Work with a team that values fun, laughter, and each other
- Competitive salary, benefits and performance based incentives

<https://semios.workable.com/j/F2C8B020A3?viewed=true>

Planner 1 - Environmental Sustainability



City of North Vancouver

North Vancouver, BC

Full-time

The Corporation of the City of North Vancouver Planner 1 - Environmental Sustainability Regular Full-Time

The Planning & Development Department is looking for a regular full time Planner 1 - Environmental Sustainability.

Reporting to the Manager, Environmental Sustainability, you will advance the development and implementation of key initiatives to support the City's environment, climate protection, and zero waste goals. You will research environmental sustainability issues and best practices, develop and implement policy responses to emerging issues, and prepare reports and recommendations to Council. You will carry out consultation with internal and external stakeholders including other departments, agencies, governments, residents, landowners, and business interests. You will work with internal staff and external agencies to implement initiatives and to collect and analyze data to measure and monitor progress. You will also review and evaluate development applications for compliance with environmental policies and regulations and prepare new bylaws and amendments to bylaws. Additionally you will supervise and mentor temporary staff and oversee the work of consultants.

Excellent interpersonal skills are necessary to establish and maintain effective working relationships with internal and external contacts. The ideal candidate will have demonstrated experience in facilitating teams, working across a broad range of environmental sustainability issues and developing and leading stakeholder engagement processes. Demonstrated project management skills would be an asset. Strong research and analytical abilities and knowledge of spreadsheets are required, together with superb oral and written communication skills. Knowledge of environmental management, natural capital, biodiversity, community based social marketing, zero waste and circular economy, energy conservation and climate action, and other environmental issues is required, along with a thorough knowledge of research and analysis techniques in environmental management.

You will have completed graduate or undergraduate studies in environmental science, planning, business, or engineering along with professional experience in environmental management, or an equivalent combination of training and experience.

Membership or eligibility for membership in a related professional association and a valid Class 5 Driver's License for the Province of BC is also required.

Salary: \$43.04 to \$50.85 per hour (January 2019 rates) Pay Grade 28

Hours of Work: The City of North Vancouver currently works on a compressed work schedule of 8:30 a.m. to 5:00 p.m., Monday to Friday, with one scheduled day off (Monday or Friday) approximately each three-week scheduling cycle.

Apply on-line through the Career Portal at www.cnv.org prior to midnight, Monday, June 24, 2019. Thank you for your interest in the City of North Vancouver. Posting #: 2019-0061

https://www.google.ca/search?source=hp&ei=gEUJXaeLD8610PEP3MWWmAU&q=jobs+in+sustainability&oq=jobs+in+sustainability&gs_l=psy-ab.3..0l10.2465.5473..6078...0.0..0.93.1063.22.....0....1..gws-wiz.....0..0i131.2ymUXvsBps4&ibp=htl;jobs&sa=X&ved=2ahUKewiQklfJ6_PiAhUSsp4KHV7ZBoAQp4wCMAB6BAgEEAE#htidocid=5DQYW0V5amA0d0qWAAAAAA%3D%3D



Sustainability Office Associate

[City of Kitchener, The Corporation of \(ON\)](#) - Kitchener, ON

Overview

The Sustainability Office Associate is responsible for increasing the number of City of Kitchener staff and stakeholders directly and meaningfully engaged in environmental sustainability and resiliency activities to achieve the City's strategic goals to mitigate and adapt to climate change. The Associate works with stakeholders to develop and deliver sustainability engagement programs to shift culture toward a conservation mindset. The Associate will provide and support education, tools, events, services and programs for stakeholders to engage in sustainability initiatives, including coordinating volunteer and/or student involvement. Priority program areas for the Sustainability Office Associate include fleet utilization, stormwater management and waste reduction, including energy use. The Associate is also responsible for administering climate related data and associated reporting processes.

Responsibilities

- Research and present best practices for impactful sustainability engagement programs for a variety of audiences (staff, building and service users, residents and business owners, etc.);
- Develop sustainability engagement initiatives (campaigns, programs, services, feedback channels, events, etc.) across City sites and audiences and ensure smooth operations through engaging with a variety of stakeholders, including contractors, staff, community members, organizations, etc.
- Develop and implement a suite of standard engagement tools, resources, techniques and channels to coordinate communication on sustainability successes and activities which include, but are not limited to, media releases, social media, website updates and blogs, surveys, annual reports, newsletters and emails;
- Engage, develop and maintain a network of key stakeholders to improve representation and impact;
- Facilitate and lead meetings, committees, workshops, awareness training, presentations, events, etc. with and for a variety of stakeholders;
- Coordinate, monitor, document and report on program delivery and update and improve as necessary;
- Perform climate related data gathering, maintenance and reporting for the Sustainability Office, including greenhouse gas emission reporting through the Regional Sustainability Initiative.

Requirements

- Comprehensive and thorough knowledge of sustainability principles, particularly surrounding climate change (both mitigation and adaptation);
- Extensive knowledge of communication and engagement processes, techniques and tools;
- Must have a minimum 3 degree/ diploma in sustainability related field such as sustainability management/communications, environmental studies, or business
- Must have a minimum of 1 year of related experience in a related field e.g., sustainability engagement, communications, programming.
- Ability to facilitate meetings and workshops;

- Self-starter with tact, initiative, responsibility and professional competence;
- Ability to perform research, solve problems and effectively manage programs;
- Skills in social media, presentations, website and database maintenance;
- Skills in marketing and promotion;
- Graphic design skills are an asset
- Excellent written and oral communication skills;
- Ability to develop and maintain effective working relationships and protocols with business persons, municipal officials, other levels of government and the general public.

Please note that as per Human Resources Policy #II-110, “Employment of Relatives of Staff Members and Elected Officials”:

“The immediate relatives of staff of the Human Resources Division, all Directors, Deputy Chief Administrative Officer, or the Chief Administrative Officer and Elected Officials shall not be employed by the City in any capacity.

The immediate relatives of all other Management personnel shall not be employed where such employment would be:

- 1. within the same Department in the case of permanent full-time, temporary full-time and part-time classifications.**
- 2. Within the same Division in the case of students.”**

We are committed to diversity and inclusion, and thank all applicants in advance.

Accommodations are available during all stages of the recruitment process in accordance with the Human Rights Code. We thank all applicants for their interest, however only candidates selected for further consideration will be contacted

<https://ca.indeed.com/jobs?q=Sustainability&start=40&vjk=59431f2ca3227247>



Sustainability Specialist

Peterborough, ON

\$33.67 an hour

Under the general direction of the Director, Sustainability, the Sustainability Specialist will prepare and implement sustainability programs, initiatives and events in order to maintain and enhance student and staff engagement, sustainability practices and awareness across the College. Developing intervention strategies to improve our environmental performance, reduce our carbon footprint, and support College sustainability goals will be a primary focus. In addition, this position is responsible for managing the implementation and operation of new and existing sustainability projects and programs at the College, including tracking and reporting targets.

Explore what Fleming College has to offer and the beautiful communities we are surrounded by. Check out Life@Fleming.

What We Are Looking For:

As our ideal candidate, you will have a relevant combination of the following education and experience:
Education:

- A 4 year degree in sustainability, environmental studies/science, environmental management, building science or equivalent; OR
- 3 year diploma/degree plus appropriate certification (i.e. LEED Green Building)

Experience:

- Five years' experience working in the sustainability field, preferably for the post-secondary environment, with involvement with academic delivery and supporting student success outside of the classroom through co-curricular activities.
- Experience coordinating and planning events/initiatives; preparation of a variety of marketing materials and communications using various social media.
- Strong knowledge of MS Word, Excel, and standard office software applications Experience with policy, program and initiative development and implementation.
- Knowledge of basic project management principles and data management.
- Experience developing funding applications.
- Previous experience with legislative and standard requirements relating to sustainability e.g. waste management, energy reporting, Greenhouse Gas (GHG) Reporting Protocols.
- Strong presentation skills with experience delivering presentations to various audiences.
- Excellent interpersonal and communication (oral and written) skills and ability to exercise tact and diplomacy.
- Strong organizational skills for priority setting and project planning.
- Experience working independently, in a team environment, including strong planning and coordination skills with the experience independently prioritizing own work assignments to meet regular deadlines, and multi task while paying particular attention to detail and accuracy.

https://rsprd.flemingc.on.ca/psc/RSPRD/EMPLOYEE/RSMS/c/HRS_HRAM.HRS_APP_SCHJOB.GBL?Page=HRS_APP_JBPST&Action=U&FOCUS=Applicant&SiteId=1&JobOpeningId=1854&PostingSeq=1

Environmental Scan of Sustainability-Themed Programming

Introduction: Sustainability is a well-acknowledged topic of importance at government and organizational/institutional levels¹. Over the last decade, most post-secondary institutions have made sustainability a priority at both the organizational level, where reducing the ecological and energetic footprint of operations is being implemented, and at the program level, where sustainability-themed programming is being identified and marketed. Additionally, jobs related to sustainability are also on the increase. While job titles may not have the name “sustainability” within them, the knowledge and competencies² (e.g., critical thinking and problem solving; collaboration, communication, and global citizenship), are becoming more pronounced requirements.

Purpose: It is recognized that most degree-granting institutions offer environment-focused sustainability programming (e.g., Bachelor of Arts/Sciences environmental majors/minors); however, the purpose of this e-scan is to review more distinct, novel programming that is directly related to the broader understanding of sustainability, including science aspects but also encapsulating the social sciences. The e-scan focused on 14 post-secondary institutions across Canada, although a few innovative programs at international institutions were also reviewed.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
National Post-secondary Sustainability Related Programming					
Acadia University, NS https://www2.acadiau.ca/index.php	Bachelor of Arts (BA) Bachelor of Community Development (BCD) <u>Requirements:</u> 120 hours, 40 courses over four years and include the same set of six <u>core courses</u> in ESST. BA ESST Requirements BCD ESST Requirements:	1) BA in Environmental Sustainability Studies (ESST) 2) BCD in ESST Concentrations in: a. Environmental Education & Activism b. Sustainable Community Development c. Innovation and Entrepreneurship for Sustainability d. Environmental Thought and Practice	<u>Core Courses:</u> CODE 1023 Environment and Sustainable Society; ESST 3003 Investigating Sustainability Issues: Research Methods <u>Concentration Courses:</u> ESST 2013 Environmental Justice and Equity; CODE 2033 Sustainable Community Development; BUSI 2763 Organizations and Sustainability; PHIL 2303 Critical Perspectives on Environmental Issues	<u>ESST</u> is an interdisciplinary program that combines skills and knowledge from a variety of different fields. Students gain a more complete understanding of natural and human environments and will be ready to lead change. The ESST major develops environmental leaders, managers, and professionals who are critical and insightful thinkers, as well as creative problem solvers.	Author’s note: Interesting link re “potential careers” in sustainability; (2017 report from Eco Canada; 90,000 new environmental jobs are expected to be created by 2024)

¹ The 1987 Report of the Brundtland Commission, [Our Common Future](#), defines sustainable development as, “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

² Refer to the [Future of Jobs Report 2018](#).

³ Author’s note: does not show entire range of courses; please refer to links for more information.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
<p>Dalhousie University, NS https://www.dal.ca/</p>	<p>Bachelor of Arts (BA) Bachelor Science (BSc) Bachelor of Management (BMgmt) Bachelor of Community Design (BCD) Bachelor of Journalism (BJH) <u>Requirements: BA Double Major Requirements:</u> 120 credit hours (see p. 236)</p>	<p>1) BA double major or combined honours degree in Environment, Sustainability, and Society (ESS) 2) BSc double major/combined honours degree in ESS 3) BMgmt major in ESS 4) BCD double major/combined honours degree in Community Design (Environmental Planning or Urban Design and Planning) and Sustainability 5) BJH combined honours in Journalism and ESS</p>	<p><u>ESS required courses:</u> SUST 1000 What is Sustainability?; SUST 1001 A Sustainable Future; SUST 2000 Local Governance, Citizen Engagement and Sustainability; SUST 2001 Global Environmental Governance; SUST 3000 Environmental Decision Making; SUST 3701 The Community as a Living Laboratory or SUST 3502 The Campus as a Living Laboratory; six credit hours SUST or ESS electives at 2000+ level; SUST4000X/Y Environment, Sustainability and Society Capstone</p>	<p>The College offers unique transdisciplinary undergraduate double major programs and minors⁴ in ESS in the Faculty of Arts and Social Science, Faculty of Science, Faculty of Management, Faculty of Architecture and Planning, and Faculty of Computer Science.</p>	<p>Note: Dalhousie has a “list of over 100 approved electives” for these programs that are from six different faculties.</p> <p>Note: The Dalhousie College of Sustainability provides an interdisciplinary forum for collaborative teaching and learning to address global issues in sustainability. Teaching is integrated with a broad range of existing Dalhousie degrees and programs, providing a rigorous disciplinary basis for responsive, issues-oriented study. The College provides a common place at the centre of the Dalhousie community for the study of sustainability-based problems, and hosts an exciting range of public lectures, seminars and other activities.</p>

⁴ While minors in ESS are available, they are not detailed in this e-scan.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
Grenfell Campus, Memorial University, NL https://www.grenfell.mun.ca	Bachelor of Environment and Sustainability (BES) Requirements: 120 credit hours (40 courses)	1) BES Sustainable Resource Management 2) BES Environmental Studies	RM Courses and ENV Courses : 1000 – Introduction to Sustainability; 2001 – Introduction to Systems Thinking; 4000 – Integrated Approaches to Resource Managements ENVST 1000 – An Introduction to Environmental Studies	The BES RM program bridges scientific concerns about natural resources with policy development and management. The four-year degree program draws on existing courses shared among different programs at Grenfell Campus and also introduces new courses.	Author’s note: This is a <i>new degree</i> ; however, the program requirements on website still refer to a “major” (perhaps website has not been updated). Author’s note: the “ Course Sequence Table ” is interesting.
McGill University, QC https://mcgill.ca/	Combined Bachelor of Arts and Bachelor of Science (BASc) Bachelor of Commerce (BCom) Requirements: 120 credits ⁵ Each program has its own requirements.	1) BASc Sustainability, Science and Society (interfaculty) 2) BASc Environment (interfaculty) 3) BCom Managing for Sustainability (major)	SS&S courses : Foundations of Sustainability: ENVR 201 Society, Environment & Sustainability; GEOG 460 Research in Sustainability BASc Env courses : ENVR 200 The Global Environment; AGRI 519 Sustainable Development; GEO 202 Statistics and Spatial Analysis; BIOL 305 Animal Diversity BCom courses : ECON 295 Macroeconomic Policy; GEOG 360 Analyzing Sustainability; ORGB 421 Managing Organizational Change	The programs aim to provide students with knowledge across a range of disciplines to help facilitate interdisciplinary communication; allow for disciplinary depth with which students can add value; and, instill leadership and soft skills that are key to effective problem-solving.	Author’s note: the program comparison chart is interesting, even though it’s from an earlier catalogue.

⁵ Students outside of Quebec must complete 30 credits during freshman year while students from Quebec complete a 90-credit degree. In each of the BASc programs, 54 credits are achieved (roughly equal course weight between the two faculties of Arts and Sciences).

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
<p>Okanagan College, BC https://www.okanagan.bc.ca/</p>	<p>Diploma Post-Diploma Certificate <u>Requirements:</u> SCMT – 2-year program, 33 courses (includes co-op work term option) SSC – 13 weeks; 11 courses over a 2-year period</p>	<p>1) Sustainable Construction Management Technology Diploma (SCMT). Five themes: a. Building Studies; b. Commercial Studies; c. Sustainability Studies; d. Core Studies; and e. Projects. 2) Post-Diploma Sustainability Studies Certificate (SSC)</p>	<p><u>Sample courses</u>⁶: SCMT 110: Surveying for Construction; SCMT 114 Sustainability and Ethics in Construction; SCMT 134 Green Building Principles; SCMT 244 Regenerative Design; BUARD 269 Human Resources Management</p>	<p>The <u>SCMT</u> is a forward-thinking diploma program designed to enable, empower, and inspire the emerging generation of construction managers and technologists to deliver true sustainable development. This <u>Post-Diploma SSC</u> is designed to meet the industry demand for practitioners who are seeking specialization in sustainable construction. This certificate allows students to use their related education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability.</p>	
<p>Simon Fraser, BC https://www.sfu.ca/</p>	<p>Bachelor of Environment (BE) <u>Requirements:</u> 120 credits (units)</p>	<p>1) BE in Resource and Environmental Management Major 2) BE in Global Environmental Systems Major 3) BE in Sustainable Business: Joint Major in</p>	<p><u>Sample courses:</u> FNST 101 – Introduction to First Nations Studies, GEOG 111 – Each System; REM 221 – Systems Thinking and the Environment; ARCH 286 – Cultural Heritage Management; CMNS 342 – Science and Public Policy:</p>	<p>The only <u>BE degree</u> in Canada, graduates will gain a good scientific understanding of environmental processes and the social, political and institutional frameworks in which environmental issues are considered. This broad</p>	<p>Note: SFU <u>lists</u> over 100 courses that are explicitly focused on sustainability and <u>lists</u> over 250 courses that are related to sustainability. Required and elective courses are directly related to environment and</p>

⁶ Courses in both programs overlap

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
		Business and Environment	Risk Communication; capstone	foundation is achieved through an interdisciplinary approach through which students focus on their particular interests and goals and tailor their learning through participation in practical, experience-based learning opportunities such as field schools, independent research projects, co-op, mentoring opportunities and a required capstone course in their final year.	sustainability; emphasis on methodology, practice and communication.
Thompson Rivers University, BC https://www.tru.ca/	Certificate ⁷ <u>Requirements:</u> Students must earn twelve points in three of six categories ⁸ ; maximum of five points per category.	Leadership in Environmental Sustainability (LES) Certificate; earned in tandem with any credential	Sample sustainability courses: ADVG 1010 The Adventure Tourism Industry; SPEC 2641 Residential and Commercial Development on First Nation Lands; BBUS 3031 Business and Society; CMPT 4129 Human Side of Information Systems; ECON 4720 Sustainable Economic Development	The LES credential can be earned in tandem with any credit program offered by TRU. All students are welcome to participate whether they are on campus or Open learning students. The credential recognizes the environmental competencies ⁹ acquired by students through their educational experiences.	Note: TRU provides a list of over 200 sustainability-focused courses. Note: Students earning this credential will have it formally noted on their official TRU transcript and will have it acknowledged at the convocation ceremony.

⁷ TRU has a BA, Major in Geography and Environmental Sciences as well.

⁸ Categories: courses in Environmental Sustainability; volunteer work; green jobs; environmental of social organizations; extra-curricular; Environmental Sustainability course-related work.

⁹ Listed as knowledge, skills, awareness and attitudes of an environmental sustainability citizen.

Institution	Certificate/Diploma/Degree	Programs	Sample Courses ³	Program Overview	Notes
University of Alberta, AB https://www.ualberta.ca/	Certificate Requirements: 120 credit for degree ¹⁰ ; 15 credits in sustainability (6 in core courses; 6 in elective courses; 3 credit integrative project/presentation)	Certificate in Sustainability (CIS); embedded certificate	<u>Core courses:</u> ALES 291 Topics in Agricultural, Life and Environmental Sciences; R SOC 450 Environmental Sociology; HECOL 100 Introduction to Principles and Practice in Human Ecology <u>Sample elective courses:</u> AFNS 416 One Health; AREC 375 World Food and Agriculture; HECOL 300 Policy Development and Evaluation; EDU 100 Contexts of Education; SMO 406 Ethical Issues in Business	The <u>CIS</u> is a credential for undergraduate students (in some programs ¹¹) with a commitment to learning more about sustainability. Adding the certificate to a transcript rewards students' choice to study pressing social, economic, and environmental issues. Students take courses outside of their faculty and gain deep knowledge of issues such as climate change, food security, biodiversity, renewable energy, and social inequality.	Note: U of A has an extensive " <u>list</u> of electives" for this certificate that are from nine different faculties/schools.
University of British Columbia, Okanagan Campus https://ok.ubc.ca/	Bachelor of Arts (BA) Master of Arts (MA), Master of Science (MSc), Doctor of Philosophy (PhD)	1) BA Major in Geography ¹² 2) MA, MSc, and PhD: Interdisciplinary Graduate Studies – Sustainability Theme	<u>BA sample courses:</u> GEOG 108 – Introduction to Physical Geography I; GEOG 129 – Human Geography: Resource, Development, and Society; GEOR 351 – Urban Social Geography; GEOG 423 – Development of Environmental Thought.	The BA Geography Major draws on academic material from both the human and physical areas within the discipline. Curriculum emphasis is on the development of both theory and methodology and on the practical application of geographical concepts to environmental, economic,	The IGS <u>Sustainability Theme</u> focuses on interdisciplinary approaches to research in sustainability. Theme participants will contribute to identifying, articulating, and resolving pressing socio-ecological problems. For participating

¹⁰ For general BA or BSc requirements, refer to links ([BA](#); [BSc](#))

¹¹ Students from nine different faculties can participate (i.e., Agriculture, Life & Environmental Sciences; Arts; Education; Science; etc.).

¹² Note: UBCV website states that their Major in Geography: Environment and Sustainability "is also offered at UBC's Okanagan Campus"; however, it is not the same (BA Major in Geography only).

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
				<p>social, and cultural problems at global to local scales, with emphasis on issues pertinent to southern BC.</p> <p>The IGS in sustainability transcends conventional approaches, bringing together diverse perspectives, insights, tools, and techniques to seek solutions to the challenges of sustainability. Students will benefit from the knowledge and resources of four faculties and eight departments, and the collaborative opportunities.</p>	<p>faculty, see the Sustainability Theme Guide.</p> <p>The Sustainability Theme offers full-time, research-based degrees.</p>
<p>University of British Columbia – Vancouver, BC https://www.ubc.ca/</p>	<p>Bachelor of Arts (BA)¹³ <u>Requirements:</u> 120 credits (40 courses)</p> <p>Master of Arts (MA), Master of Science (MSc), Doctor of Philosophy (PhD)</p>	<p>3) BA Major in Geography: Environment and Sustainability (BA ES)¹⁴</p> <p>4) MA, MSc, and PhD in Resources, Environment, and Sustainability (RES)</p>	<p><u>Sample courses:</u> GEOG 121 – Geography, Environment, and Globalization; GEOB 207 – Introduction to Biogeography; GEOG 321 - Historical Geography of Urbanization: Cities, Space, and Power; GEOB 472 – Research in Cartography.</p>	<p>In the BA ES, students gain an integrated understanding of physical, ecological, economic, socio-cultural, and political systems, as they shape the world in which we live and influence the future of life on planet earth. This program is suitable for students interested in working in the environmental sphere and</p>	<p>Note: UBCV has an Institute for Resources, Environment, and Sustainability (IRES) whose mission is to foster sustainable futures through integrated research and learning concerning the linkages among human and natural systems and to support decision making for local to global scales.</p>

¹³ UBCV also has a BA in Human Geography and a BSc in Geographic Sciences.

¹⁴ Note: UBCV website states that the “program is also offered at UBC’s Okanagan Campus”; however, it is named differently.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
				<p>will give them a strong platform for the development of a sense of global stewardship.</p> <p>The RES graduate programs provides a home for interdisciplinary students, focusing on the integration of the biophysical (ecological), socio-economic, and political realities of resources within the context of a sustainable, healthy environment.</p>	<p>Note: UBCV lists 600 courses that address environmental, social, and economic aspects of sustainability.</p> <p>Note: UBCV offers more than 60 undergraduate, graduate, and professional programs that allow students to orient their degree around their sustainability subject area of interest (e.g., BComm with a Sustainability Concentration; BSc Food and Environment; BA Environment and Society (minor)).</p>
<p>University of Calgary, AB https://www.ucalgary.ca/</p>	<p>Certificate <u>Requirements</u> : 120 units/credits; minimum required 18 units/credits total (6 courses) in sustainability courses</p>	<p>Certificate in Sustainability Studies (CSS); embedded into a student's chosen degree¹⁵</p>	<p>Required courses: SUST 201: Exploring Sustainability; SUST 401: Sustainability Research Methods; SUST 403: Sustainability Research Project; SUST 501: Capstone in Sustainability Studies.</p> <p><u>Sample elective courses:</u> AFST 501: Interdisciplinary Seminar (African Studies); ANTH 341: Medical Anthropology; CNST 361:</p>	<p>Through the CSS, students will apply foundational principles to complex social, ecological and sustainable design problems through research and experiential learning. Using systems models, design thinking, and quantitative and qualitative methods, students will learn how to work in teams to find solutions to complex sustainability problems at</p>	<p>Note: U of C identifies over 350 sustainability related/focused courses across 45 disciplines and lists over 220 courses that are eligible toward the elective portion of the undergraduate CSS.</p> <p>Author's note: U of C identifies a concentration representing a focus within a degree or a major and requires a <i>minimum 18</i></p>

¹⁵ Exceptions apply to students pursuing some specialized degrees (i.e., Law, Nursing, Medical Education, etc.)

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
			Gender, Race and Ethnicity in Canada; ECON 321: Development Economics; GEOG 421: Renewable Resources, Natural Environments and Sustainability; PSYC 427: Environmental Psychology	local, regional and global scales. Class sizes are small, course content is cross-disciplinary and students have the opportunity to engage directly with both sustainability problems and with faculty and expert practitioners who work on sustainability and resilience problems across the globe.	<i>units</i> . Concentrations appear on the transcript but not on the parchment. While SUST could be viewed as a concentration, it is actually an “embedded certificate” by definition (12-24 units taken concurrently with an eligible degree program).
University of Northern British Columbia, BC https://www.unbc.ca/	Bachelor of Arts (BA) <u>Requirements:</u> 120 credit hours ¹⁶	<ol style="list-style-type: none"> 1) BA Major in Environmental and Sustainability Studies (ESS) Areas of specialization: <ol style="list-style-type: none"> a. Global Environmental Studies b. Communities and Environmental Citizenship c. Natural Resource Management d. Indigenous Perspectives 2) BA Joint Major English and ESS 3) BA Joint Major ESS and Political Science 	<u>Sample ESS courses:</u> BIOL 110-3 Introductory Ecology; MATH 150-3 Finite Mathematics for Business and Economics; ENGL 270-3 Introduction to Expository Writing; GEOG 204-3 Introduction to GIS for the Social Sciences; ENVS 306-3 Human Ecology; GEOG 420-3 Environmental Justice	The <u>BA Major in ESS</u> emphasizes a social science and humanities perspective on environmental and sustainability challenges and opportunities. The program provides a strong philosophical, social, and scientific basis for understanding the full diversity of environmental and sustainability issues. It positions students to be effective agents of social and environmental innovation who can promote mitigation of, and/or adaptation to, environmental challenges.	

¹⁶ Students must complete an “[academic breadth](#)” requirement for BA degrees (twelve credit hours in four areas), which may increase the total credit hours.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
<p>University of Victoria, BC https://www.uvic.ca/</p>	<p>Bachelor of Arts (BA) Bachelor of Science (BSc) <u>Requirements:</u> ES 200 and ES 240; ES 301; ES 321; ES 341; 10.5 units of upper level in ES (major); 4.5 units of upper level in ES (minor).</p>	<p>1) BA Major in Environmental Studies (three interdisciplinary tracks) a. Ecological restoration b. Ethnoecology c. Political Ecology</p>	<p>Sample courses for ES Major (to be combined with a major in another subject): ES 200 Introduction to Environmental Studies; ES 301 Political Ecology; ES 341 Past, Present, and Future Ecologies</p>	<p>The BA ES major is about the relationship between social, cultural, economic, political and ecological systems. Students examine how human activities affect the landscape and develop integrated approaches to solving environmental problems. From engaging in community-based research to developing community action plans or working on local ecological restoration projects, students will make an impact on real issues affecting local and international communities.</p>	<p>The University of Victoria is focused on integrating sustainability into its courses and experiential learning programs. Note: UVIC lists over 580 courses that are linked to sustainability. Check out the list of sustainability focused and related courses for 2018-19. UVIC also lists several programs related to environment and sustainability.</p>
<p>University of Toronto, ON https://www.utoronto.ca/</p>	<p>Master of Science (MSc) <u>Requirements:</u> an appropriate undergraduate degree</p>	<p>Master of Science in Sustainability Management (MScSM)</p>		<p>The MScSM program provides the training for graduates to integrate knowledge from management, social, and natural sciences to address sustainability issues and make leading contributions and lasting advances in sustainability management.</p>	<p>Author's note: this program is mentioned in the B.Sust. proposal. The program is unique among science and management graduate programs by providing a strong foundation in sustainability management while offering an opportunity to specialize in a concentration related to management or science.</p>

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
<p>University of Waterloo, ON https://uwaterloo.ca/</p>	<p>Bachelor of Environment Studies (BES) <u>Requirements:</u> Typically, students complete 40 courses to earn a degree¹⁷ Masters of Environment Studies (MES)</p>	<ol style="list-style-type: none"> 1) BES Environment and Business 2) BES Environment, Resources, and Sustainability (ER&S) 3) BES Geography and Aviation 4) BES Geography and Environmental Management (also a BA) 5) BES Geomatics 6) BES International Development 7) BES Planning 	<p><u>Sample Courses:</u> ER&S, BES, Honours (Reg. and Co-op): ERS 101 Approaches: Environment, Resources and Sustainability; ENVS 200 Field Ecology; ERS 301 Sustainability Thought, Practice and Prospects; ERS 401 Sustainability Science and its Critiques</p>	<p>BES in Environment, Resources, and Sustainability is an interdisciplinary program that provides a solid understanding of environmental issues and the tools needed to resolve them. The program is oriented around people's relationships with their natural environments, the technological world, their local community and society as a whole. Professors and students seek sustainability in a world where much of what humans do is not sustainable.</p>	<p>Note: U of W has a School of Environment, Resources and Sustainability. The university lists 21 undergraduate programs related to sustainability; 7 of those lead to a Bachelor of Environment Studies (BES); also, lists ten "options" through which customizations enable interdisciplinary approaches and collaboration. U of W lists 21 graduate programs related to sustainability; 6 of those lead to a Masters of Environment Studies (MES).</p>

¹⁷ Five courses is considered a full load (2.5 lecture units is equivalent to 5 courses). Courses can range in units. Honours programs are typically capped at 3.25 units per term.

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
International Post-secondary Sustainability Related Programming					
<p>Allegheny College, US https://allegheny.edu/</p>	<p>Bachelor of Arts (BA) Bachelor Science (BSc) <u>Requirements:</u> 128 credit hours; major includes 60 required credits (15 courses)</p>	<p>1) BA Major in Environmental Science and Sustainability (ESS) 2) BSc Major in ESS</p>	<p><u>Sample Required Courses:</u> ENVSC 110 – Introduction to Environmental Science; FSENV 201 – Environmental Problem Analysis; ECON 202 Economic Statistics; MATH 157 – Calculus I for Social/Life Sciences; GHS 324 – Environmental Health; PSYCH 375 – Community Psychology; Capstone project; work experience recommended.</p>	<p>Students in the ESS Major will gain an enhanced understanding—from scientific, social, and humanities perspectives—of the environment and current environmental issues; gain experience in solving actual environmental problems; gain the ability to use modern research methods to explain observations about the natural world and about societies; and gain a network of alumni in government, industry, and the academic world linking students to jobs and graduate programs.</p>	<p>Note: the college recently renamed its Department of Environmental Science/Studies to Department of Environmental Science and Sustainability to allow more courses taught by other departments, and recognize the interdisciplinary nature of the environmental science and sustainability field and the need to equip students with the technical skills they can immediately apply outside of the classroom along with the ability to continually adapt and learn in the constantly evolving field of environmental science.</p>
<p>Arizona State University, US https://www.asu.edu/</p>	<p>Bachelor of Arts (BA) Bachelor of Science (BS) <u>Requirements:</u> 120 hours; 45 minimum in upper division Master of Science in Global Sustainability Science</p>	<p>1) BA in Sustainability (four tracks) a. Society and Sustainability b. Policy and Governance in Sustainable Systems c. International Development and Sustainability</p>	<p><u>BA Sust sample courses:</u> SOS 101: Introduction to Applies Mathematics for the Life and Social Sciences; ENG 107: First-Year Composition; SOS 110: Sustainable World; SOS 220: Systems Thinking; Natural Science – Quantitative; SOS</p>	<p>Undergraduate sustainability degrees and programs are flexible, interdisciplinary, and problem-oriented. BA in Sust degree best suited to students interested in social sciences, humanities, planning or related fields. Students</p>	<p>Note: USA’s first School of Sustainability, established in 2006. The School of Sustainability’s mission is to educate a new generation of scholars and practitioners and create innovative modes of scholarship by bringing together leaders, stakeholders, and people</p>

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
		<ul style="list-style-type: none"> d. Sustainable Urban Dynamics 2) BS in Sustainability (three tracks) <ul style="list-style-type: none"> a. Sustainable Energy, Materials, and Technology b. The Economics of Sustainability c. Ecosystems Sustainability 3) Master of Science in Global Sustainability Science; two-year collaborative degree in partnership with Leuphana University, Germany; students earn two degrees, one from each university 	<p>475: Collaborative Design Development</p> <p>BS Sust sample courses: SOS 101: Introduction to Applies Mathematics for the Life and Social Sciences; ENG 107: First-Year Composition; SOS 211: Calculus and Probability for the Life and Social Sciences; Computer/Statistics/Quantitative Applications; SOS 326: Sustainable Ecosystems; SOS 465: Sustainable Urbanism; SOS 484: Capstone: Internship</p>	<p>learn concepts and methods relevant to the sustainability of environmental resources and social institutions, evaluating the sustainability of environmental institutions, legal frameworks, property rights and culture.</p> <p>The BS in Sust is an undergraduate degree best suited to students inclined toward natural sciences, economics, engineering or related fields. Students learn concepts and methods relevant to the sustainable use of environmental resources, evaluating the sustainability of technology, the built environment and environmental regulations and policy.</p>	<p>from multiple disciplines to develop practical solutions to the most pressing sustainability challenges.</p>
<p>Edith Cowan University, AUS http://www.ecu.edu.au/</p>	<p>Bachelor of Sustainability (BofS)</p> <p><u>Requirements:</u> Three-year program (24 units/courses; 300 points); some majors</p>	<p>BofS includes four majors¹⁸:</p> <ul style="list-style-type: none"> 1. Developing Sustainable Communities (BofS, DSC) 2. Humanities and Arts (BofS , HA) 	<p>Sample core courses: SCI1001 Introduction to Sustainability; SCC1111 General Chemistry; CSV1101 Introduction to Community Work; CSV1102 Introduction to Social Analysis; HIS2140</p>	<p>The BofS presents students with a unique opportunity to contribute to an emerging global challenge: how to make peoples' lives, livelihoods, communities,</p>	<p>Author's note: ECU appears to refer to its bachelor's degrees as courses.</p>

¹⁸ There seems to be contradictory information regarding a fifth major: Sustainable Planning. SP is not on the main web page but is in the "handbook".

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
	require professional/ practicum placements.	3. Sustainable Business Management (BofS , SBM) 4. Sustainable Environments (BofS , SE)	Slavery; From Ancient Green to the Modern Global Economy; CCA3111 Preparation for Professional Life <u>Sample major courses:</u> (hit links to majors) ACS3133 Aboriginal Communities; PSY1101 Introduction to Psychology; HIS3101 Human Rights: Struggles for Global Justice; MAN3612 Project Management; SCI3453 Sustainable Natural Resource Management	environments and spaces sustainable. Students receive practical and theoretical guidance in a set of skills that are essential for solving problems: systems thinking, critical thinking, and decision-making, and will build personal attributes that will enable them to work in teams to generate new ideas, and new solutions. Studies include an emphasis on field-based exercises and workplace learning.	
Murdoch University, AUS https://www.murdoch.edu.au/	Bachelor of Arts (BA) <u>Requirements:</u> 72 credit points (cps): 24 cps in core; 24 cps in major units; 24 cps in options.	BA in Sustainable Development Recommended double majors include 1. Community Development 2. Tourism and Events 3. International Aid and Development	<u>Sample core units:</u> MSP100 Career Learning: Managing Your Career; ART102 Inventing the Future; MSP201 Read World Learning; AIS308 Working with Indigenous Communities: Internship <u>Major units:</u> SUS100 Introduction to Sustainable Development; ENV245 Global and Regional Sustainability; SUS301 Resilient Regions: Sustainability in Practice	In this <u>course</u> , students will learn about the sustainability issues affecting us all, including climate change, scarce resources, and the challenge of balancing economic growth with protecting the environment. Students develop analytic and communication skills and gain practical experience with industry professionals as part of their studies.	

Institution	Certificate/Diploma/ Degree	Programs	Sample Courses ³	Program Overview	Notes
<p>University of New England, AUS https://www.une.edu.au/</p>	<p>Bachelor of Sustainability (BofS) <u>Requirements:</u> Three-year program (core units – 60 credit points (cps); one major – 48 to 72 cps; elective units – 12 to 36 cps; total of 144 cps).</p>	<p><u>Five majors:</u></p> <ol style="list-style-type: none"> 1. Community Engagement and Development 2. Cultural Heritage Management 3. Environmental Governance 4. Environmental Resilience 5. Governance and Regulation 	<p><u>Sample core units:</u> ECON329 Environment and Natural Resource Economics; PHIL366 The Ethics of Environmentalism; PSYC315 Environmental Psychology: How to Tame an Ecological Serial Killer. <u>Sample prescribed units:</u> (hit on major links): GEPL112 Where in the World? Australia’s Human Geography; PSYC101 Introductory Psychology; EDCX310 Learning in Social Movements; SOCY301 Changing Climate, Changing Lives</p>	<p>The Bachelor of Sustainability at UNE (first to offer the program in Australia) provides a unique opportunity to develop skills and an understanding of sustainability in a holistic manner, integrating the social sciences and humanities with the environmental sciences and natural resource management. Going beyond traditional disciplinary boundaries, and transcending the old 'arts-sciences' divide, UNE adopts a multi- and inter-disciplinary approach to sustainability, and graduates gain an understanding of social and community sustainability as well as ecologically sustainable development - a great advantage in the growing 'green collar' job market.</p>	

Program Comparison – Bachelor of Sustainability with similar Canadian institution’s programs

UBC Okanagan	UBC Vancouver	Dalhousie University	McGill University	Simon Fraser
<p>Proposed Bachelor of Sustainability</p> <p>The Bachelor of Sustainability program requires students to complete a minimum of 123 credits.</p> <p>Mandatory Requirements (minimum of 84 credits)</p> <ul style="list-style-type: none"> – 39 credits of integrative core courses in sustainability, of which 14 credits are upper level. – A minimum of 42 additional credits of courses from one concentration, of which at least 21 credits are upper level. <p>Proposed concentrations include:</p> <ol style="list-style-type: none"> 1. Environmental Analytics 2. Environmental Conservation and Management 3. Environmental Humanities 4. Green Chemistry <p>Elective Requirements:</p> <ul style="list-style-type: none"> – Remaining credits, depending on the concentration, are from recommended electives. 	<p>BA Geography Major in Environment and Sustainability</p> <p>For a BA major, students must complete at least 120 credits (48 are 300+); 42 within specialization (30 are 300+); 60 credits outside specialization.</p> <p>Lower Level Requirements (18 credits) Students must take:</p> <ul style="list-style-type: none"> – 9 credits GEOG 121, 211, GEOB 270; and – 6 credits GEOB 102, 103; and – 3 credits from GEOB 200, 204, 206, 207, GEOG 122, 220, 250 <p>Upper Level Requirements (30 credits) Students must take 30 credits from courses numbered 300 and higher, as follows:</p> <p>Environmental Concentration (18 credits)</p> <ul style="list-style-type: none"> – 6 credits GEOG 313, 314 – 6 credits from GEOG 310, 311, 312, 316, 318 – 3 credits from GEOB 300, 304, 305, 307, 308 	<p>BA Double Major in Environment, Sustainability, and Society or a BSC Double Major in ESS</p> <p>In addition to fulfilling the 120 credit hour degree requirements, students must complete the following:</p> <p>ESS Requirements: (27 credit hours)</p> <ul style="list-style-type: none"> – SUST 1000.06: What is Sustainability? – SUST 1001.06: A Sustainable Future – SUST 2000.06: Local Governance, Citizen Engagement and Sustainability – SUST 2001.06: Global Environmental Governance – SUST 3000.03: Environmental Decision Making – SUST 3701.03: The Community as a Living Laboratory or SUST 3502.03: The Campus as a Living Laboratory – 6 credit hours¹ SUST or ESS Electives at 2000 level or above 	<p>BASc Sustainability, Science and Society (interfaculty)</p> <p>Students are normally admitted to a four-year degree requiring the completion of 120 credits, but Advanced Standing of up to 30 credits may be granted if students obtain satisfactory results in the Diploma of Collegial Studies, International Baccalaureate, French Baccalaureate, Advanced Levels, and Advanced Placement tests.</p> <p>Required Courses (27 credits) Foundations of Sustainability 9 credits selected from Foundations of Sustainability as follows:</p> <ul style="list-style-type: none"> – ENVR 201 Society, Environment and Sustainability (3 credits) – GEOG 360 Analyzing Sustainability (3 credits) – GEOG 460 Research in Sustainability (3 credits) <p>Biophysical, Societal, Cultural, Institutional, and Ethical 18 credits from introduction to biophysical, societal, cultural,</p>	<p>Bachelor of Environment, Resource and Environmental Major</p> <p>Students complete 120 units, including at least 45 upper division units, as specified below.</p> <p>Lower Division Requirements (30 to 32 credits) Complete all of (15 credits)</p> <ul style="list-style-type: none"> – FNST 101 - Introduction to First Nations Studies (3) – GEOG 111 - Earth Systems (3) – POL 253 - Introduction to Public Policy (3) – REM 100 - Global Change (3) – REM 200 - Introduction to Resource and Environmental Management in Canada (3) <p>Choose one of (3 credits)</p> <ul style="list-style-type: none"> – GEOG 215 - Biogeography (3) – BISC 204 - Introduction to Ecology (3) <p>Choose one of (3 credits)</p> <ul style="list-style-type: none"> – GEOG 251 - Quantitative Geography (3) – STAT 201 - Statistics for the Life Sciences (3)

¹ At Dalhousie, a typical course is .5 credits/3 credit hours; students generally complete 40 courses.

UBC Okanagan	UBC Vancouver	Dalhousie University	McGill University	Simon Fraser
<p>Students must complete enough upper level electives to achieve a minimum of 48 for the degree.</p>	<ul style="list-style-type: none"> – 3 credits from GEOB 400, 401, 402, 407; GEOG 410, 412, 419, 423 <p>Research and Methods (12 credits)</p> <ul style="list-style-type: none"> – 3 credits GEOG 374 – 9 credits from GEOG 315 (or 379b), 319, 345, 371, 395, 410, 412, 419, 423, 429, 446, 447, 448; GEOB 309, 370, 372, 373, 400, 401, 402, 403, 405, 406, 407, 472, 479 <p>Recommended Program Electives (60 credits) Please refer to the geography web site for suggestions on program electives</p>	<ul style="list-style-type: none"> – SUST 4000XY.06: Environment, Sustainability and Society Capstone <p><u>Allied Subject Requirements:</u> Please consult the Calendar and Academic Advisor for your Allied Subject.</p> <p><u>General Degree Requirements satisfied by SUST courses:</u></p> <ul style="list-style-type: none"> – For BA and BSc students, SUST 1000.06 satisfies the writing requirement. – For BA students either SUST 1000.06 or SUST 1001.06 satisfies the Life and Physical Sciences requirement. – For BSc students either SUST 1000.06 or SUST 1001.06 satisfies the Social Science requirement. 	<p>institutional, and ethical dimensions of sustainability.</p> <ul style="list-style-type: none"> – ENVR 200 The Global Environment (3 credits) – ENVR 202 The Evolving Earth (3 credits) – ENVR 203 Knowledge, Ethics and Environment (3 credits) – GEOG 203 Environmental Systems (3 credits) – GEOG 310 Development and Livelihoods (3 credits) – MGPO 440 Strategies for Sustainability (3 credits) <p><u>Complementary Courses (27 credits)</u> 27 credits selected as follows:</p> <ul style="list-style-type: none"> – 3 credits of Statistics – 3 credits of System Modelling tools – 3 credits of Economics – 18 credits selected from 3 areas <p>Statistics 3 credits of Statistics from the following:</p> <ul style="list-style-type: none"> – AEMA 310 Statistical Methods 1 (3 credits) – BIOL 373 Biometry (3 credits) – GEOG 202 Statistics and Spatial Analysis (3 credits) 	<ul style="list-style-type: none"> – STAT 203 - Introduction to Statistics for the Social Sciences (3) – STAT 205 - Introduction to Statistics (3) <p>Choose one of (3 credits)</p> <ul style="list-style-type: none"> – GEOG 253 - Introduction to Remote Sensing (3) – GEOG 255 - Geographical Information Science I (3) – REM 221 - Systems Thinking and the Environment (3) <p>Choose one of (3 or 4 credits)</p> <ul style="list-style-type: none"> – ARCH 201 - Reconstructing the Human Past (4) – ARCH 286 - Cultural Heritage Management (4) – FNST 212 - Indigenous Perceptions of Landscape (3) <p>Choose one of (3 or 4 credits)</p> <ul style="list-style-type: none"> – GEOG 221 - Economic Worlds (3) – GEOG 241 - People, Place, Society (3) – REM 281 - Sustainable Communities, Sustainable World (3) or SD 281 - Sustainable Communities, Sustainable World (3)

UBC Okanagan	UBC Vancouver	Dalhousie University	McGill University	Simon Fraser
			<ul style="list-style-type: none"> – PSYC 204 Introduction to Psychological Statistics (3 credits) <p>System Modelling 3 credits of System Modelling tools from the following:</p> <ul style="list-style-type: none"> – ESYS 301 Earth System Modelling (3 credits) – GEOG 501 Modelling Environmental Systems (3 credits) <p>Economics 3 credits of Economics from the following:</p> <ul style="list-style-type: none"> – AGECE 333 Resource Economics (3 credits) – ECON 225 Economics of the Environment (3 credits) – ECON 326 Ecological Economics (3 credits) <p>18 additional credits of complementary courses chosen from three areas listed, at least two courses from each area, at least 9 credits at 300 level or higher.</p>	<p><u>Upper Division Requirements</u> (34 credits minimum) Complete all of (10 credits)</p> <ul style="list-style-type: none"> – REM 311 - Applied Ecology and Sustainable Environments (3) – REM 321 - Ecological Economics (4) – REM 356W - Institutional Arrangements for Sustainable Environmental Management (3) <p>Biophysical Perspectives on Resource and Environmental Management Choose one of several (3 or 4 credits)</p> <p>Quantitative Methods in Resource and Environmental Management Choose one of several (3 or 4 credits)</p> <p>Indigenous Perspectives on Resource and Environmental Management Choose one of several (3 or 4 credits)</p> <p>Social and Community Perspectives on Resource and Environmental Management Choose one of several (3 or 4 credits)</p>

UBC Okanagan	UBC Vancouver	Dalhousie University	McGill University	Simon Fraser
				<p>Communication and Conflict Resolution Choose one of several (3, 4 or 8 credits)</p> <p>Policy, Planning and Regulation Choose one of several (3 or 4 credits)</p> <p>Resource and Environmental Management Sectors Choose two of several (one must be at the 400 level) (6, 7, or 8 credits)</p> <p><u>Upper Division Electives</u> (6, 7, or 8 credits) Any other two REM courses from the full list of 300 and 400 level REM courses.</p> <p><u>Capstone Experience</u> (4 credits) Complete the following</p> <ul style="list-style-type: none"> – REM 495 - Resource and Environmental Management Capstone (4)



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20190319 Effective Session: 2021W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Program	
<p>Rationale: In its desire to embrace innovation and support a sustainable world, the Faculty of Arts and Sciences at the University of British Columbia, Okanagan Campus, is proposing to offer a novel undergraduate degree program in sustainability. The program will be distinctive in its ability to provide students the opportunity to assess social, economic, and environmental facets of sustainability education and training across the humanities, social sciences, and natural sciences. The program aligns well with both the strategic plan, <i>Shaping UBC's Next Century</i>, and UBC Okanagan's Aspire goals. The program will challenge students to become more socially aware, global citizens within various private and public sectors who will positively and significantly contribute to a growing societal imperative.</p> <p>Please refer to the program proposal paper for further information on the new Bachelor of Sustainability.</p> <p>Clarification: As of July 1, 2020 the Faculty of Arts & Sciences will be split into the Faculty of Arts and Social Sciences and the Faculty of Science. After this date the Bachelor of Sustainability will be offered by these two new Faculties.</p>	



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.
Doctor of Philosophy	Ph.D.

Faculty of Arts and Sciences

Bachelor of Arts	B.A.
Bachelor of Science	B.Sc.
<u>Bachelor of Sustainability</u>	<u>B.Sust.</u>
Master of Arts	M.A.
Master of Science	M.Sc.
Doctor of Philosophy	Ph.D.

Faculty of Creative and Critical Studies

Bachelor of Arts	B.A.
Bachelor of Fine Arts	B.F.A.
Bachelor of Media Studies	B.M.S.
Master of Arts in English	M.A. (English)
Master of Fine Arts	M.F.A.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,309,0.0>

Present Academic Calendar Entry:

Courses of Study and Degrees Offered

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[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.
Doctor of Philosophy	Ph.D.

Faculty of Arts and Sciences

Bachelor of Arts	B.A.
Bachelor of Science	B.Sc.
Master of Arts	M.A.
Master of Science	M.Sc.
Doctor of Philosophy	Ph.D.

Faculty of Creative and Critical Studies

Bachelor of Arts	B.A.
Bachelor of Fine Arts	B.F.A.
Bachelor of Media Studies	B.M.S.
Master of Arts in English	M.A. (English)
Master of Fine Arts	M.F.A.



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

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<p>Proposed Academic Calendar Entry:</p> <p>Program Overview</p> <p><u>The Bachelor of Sustainability (B.Sust.) degree is a four-year direct-entry interdisciplinary program blending practice, theory, and research methodology in participating concentrations. Students take a set of core integrative courses specific to sustainability along with a set of advanced courses in one of the concentrations:</u></p> <ul style="list-style-type: none"> • <u>Environmental Analytics</u> • <u>Environmental Conservation and Management</u> • <u>Environmental Humanities</u> • <u>Green Chemistry</u> <p><u>The curriculum consists of 39 credits from core integrative courses, along with a minimum of 42 credits from concentration courses. Remaining credits will be chosen from relevant elective courses in consultation with a program advisor to enable students to achieve the necessary breadth to become well-versed in sustainability matters on a local-to-global scale.</u></p>	<p>Draft Academic Calendar URL:</p> <p>n/a</p> <p>Present Academic Calendar Entry:</p> <p>n/a</p>
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

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Proposed Academic Calendar Entry: Homepage Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Sustainability Programs Admission Requirements Admission Requirements <u>Application for admission to the Bachelor of Sustainability program must be made through Enrolment Services.</u> <u>The program will only admit students to the Winter Session. Students admitted to the Winter Session can elect to register only for courses beginning in January; however, this is not recommended. Starting</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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classes in January may limit course options and may lengthen the time it takes to complete degree requirements. Students applying to the program should be available to start in September of the year admitted.

Admission from Secondary School

The admission criteria specific to secondary school applicants to the Bachelor of Sustainability program are detailed in *Admissions*.

Admission from Post-Secondary Study

Individuals who have completed courses through an alternate post-secondary institution can apply for entry to year one of the Bachelor of Sustainability program and must meet competitive admission requirements for entry. Once admitted, applicants may be considered for promotion to year two of the program only if they are recognized as having already substantially completed year one core and concentration course requirements.

Transfer from Another UBC Program

Individuals who have completed courses through another UBC program can apply for entry to year one of the Bachelor of Sustainability program and must meet competitive admission requirements. Once admitted, applicants may be considered for promotion to year two of the program only if they are recognized as having already substantially completed year one core and concentration course requirements.

Admission is not available into years three and four of the program.

Proposed Academic Calendar Entry:

Commented [UO1]: Link to <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,0,0,0>



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Program	Minimum Pre-Requisite Courses:	Core Program-Specific Assessment based upon Grade 11 and Grade 12 course grades ² from the following subject categories:	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=2,356,0,0
<u>Sustainability</u>	<u>English 12 or English 12 First Peoples Pre-Calculus 12² Minimum of one Grade 12 Science</u>	<u>Language Arts Sciences Mathematics and Computation Social Studies</u>	Present Academic Calendar Entry: N/A
[...]			

² Outstanding applicants missing Pre-Calculus 12 or equivalent are encouraged to apply and will be considered on a case-by-case basis.



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

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Proposed Academic Calendar Entry: Homepage Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Sustainability Programs Academic Regulations Academic Regulations <u>In addition to the general policies and regulations set out in Policies and Regulations, the following academic regulations listed apply to undergraduate students in this program.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Repeating/Failed Courses

Except in special cases, no student may repeat a course more than once.

Students wanting to repeat a course more than once must submit a written request to the Dean's Office in the faculty delivering their concentration.

The highest grade achieved will be used in the determination of the student's graduation standing, though all grades remain on the student's academic record.

Supplemental Examinations

The Bachelor of Sustainability degree program does not offer supplemental examinations in any courses.

Major or Honours Programs

Students in the Bachelor of Sustainability are not permitted to complete a major or honours program in addition to their B.Sust.

Dean's List

Students who complete 24 credits or more in a Winter Session with an overall average of 85% or higher on all credits attempted will receive the notation "Dean's List" on their permanent records for that specific Winter Session.

Promotion Requirements

Promotion is dependent on successful completion of a minimum number of credits as listed below.

First Year 0–23 credits

Second Year 24–47 credits

Third Year 48–77 credits



Fourth Year 78 or more credits

Academic Standing and Continuation Requirements

Supplementary to the University's policy on Academic Standing, the regulations below are applicable to B.Sust. students.

On Academic Probation

On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:

- **earned a sessional cumulative average of less than 55%; or**
- **enrolled in 18 or more credits in a session and passed fewer than 60% of those credits; or**
- **enrolled in fewer than 18 credits in a session and passed fewer than 50% of those credits.**

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 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 his or her studies for a period of one academic year (12 months) prior to resuming his or her 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.



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: Dean's Office Faculty/School Approval Date: 20190319 Effective Session: 2021W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Program	
<p>Rationale: In its desire to embrace innovation and support a sustainable world, the Faculty of Arts and Sciences at the University of British Columbia, Okanagan Campus, is proposing to offer a novel undergraduate degree program in sustainability. The program will be distinctive in its ability to provide students the opportunity to assess social, economic, and environmental facets of sustainability education and training across the humanities, social sciences, and natural sciences. The program aligns well with both the strategic plan, <i>Shaping UBC's Next Century</i>, and UBC Okanagan's Aspire goals. The program will challenge students to become more socially aware, global citizens within various private and public sectors who will positively and significantly contribute to a growing societal imperative.</p> <p>Please refer to the program proposal paper for further information on the new Bachelor of Sustainability.</p> <p>Clarification: As of July 1, 2020 the Faculty of Arts & Sciences will be split into the Faculty of Arts and Social Sciences and the Faculty of Science. After this date the Bachelor of Sustainability will be offered by these two new Faculties.</p>	



Proposed Academic Calendar Entry:

[Homepage](#) [Faculties, Schools, and Colleges](#) [Faculty of Arts and Sciences](#) [Bachelor of Sustainability Programs](#) **Degree Requirements**

Degree Requirements

Students in the Bachelor of Sustainability program must complete the following degree requirements:

- **A minimum of 123 credits of which:**
 - **39 credits are in core integrative courses in sustainability.**
 - **At least 42¹ additional credits are from courses in one concentration, of which at least 21 credits must be at the 300/400 level.**
 - **Remaining credits are from a selection of electives recommended for the program. Overall, students must complete 48 credits in upper-level courses to fulfill degree requirements.**
 - **Recommended electives may also occur in a concentration. Course credit can only be used once toward concentration or elective requirements. Double-counting of course credit will not be granted.**
- **Once accepted into the Bachelor of Sustainability program, students are expected to complete all of their coursework at the UBC Okanagan Campus, with the exception of credit**

Draft Academic Calendar

URL: N/A

Present Academic Calendar

Entry: N/A



**completed through a UBC
Go Global student exchange experience or
through the cross-campus exchange
program.**

Proposed Academic Calendar Entry:

Homepage [Faculties, Schools, and Colleges](#) [Faculty of Arts and Sciences](#) [Bachelor of Sustainability Programs](#) [Bachelor of Sustainability Environmental Analytics Concentration](#)

**Bachelor of Sustainability
Environmental Analytics
Concentration**

<u>First Year</u>	<u>Credits</u>
<u>ENGL 112</u>	<u>3</u>
<u>INDG 102</u>	<u>3</u>
<u>SUST 100</u>	<u>3</u>
<u>SUST 104</u>	<u>3</u>
<u>COSC 111</u>	<u>3</u>
<u>DATA 101</u>	<u>3</u>
<u>ECON 101</u>	<u>3</u>
<u>ECON 102</u>	<u>3</u>
<u>MATH 100</u>	<u>3</u>
<u>MATH 101</u>	<u>3</u>
<u>Total Credits (minimum)</u>	<u>30</u>

<u>Second Year</u>	<u>Credits</u>
<u>STAT 230</u>	<u>3</u>
<u>SUST 200</u>	<u>3</u>
<u>SUST 202</u>	<u>1</u>
<u>SUST 204</u>	<u>3</u>
<u>SUST 205</u>	<u>3</u>
<u>COSC 304</u>	<u>3</u>
<u>GEOG 128</u>	<u>3</u>
<u>PHIL 125</u>	<u>3</u>
<u>Electives</u>	<u>9</u>
<u>Total Credits (minimum)</u>	<u>31</u>

<u>Third Year</u>	<u>Credits</u>
<u>SUST 300</u>	<u>3</u>
<u>SUST 301</u>	<u>3</u>

**Present Academic Calendar
Entry: N/A**



<u>SUST 302</u>	<u>1</u>	
<u>DATA 301</u>	<u>3</u>	
<u>DATA 311</u>	<u>3</u>	
<u>DATA 315</u>	<u>3</u>	
<u>ECON 371</u>	<u>3</u>	
<u>GISC 380</u>	<u>3</u>	
<u>Electives</u>	<u>9</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
Fourth Year		Credits
<u>SUST 400</u>	<u>6</u>	
<u>SUST 402</u>	<u>1</u>	
<u>BIOL 401 or another approved upper-level BIOL course</u>	<u>3</u>	
<u>DATA 407</u>	<u>3</u>	
<u>DATA 410</u>	<u>3</u>	
<u>GEOG 431</u>	<u>3</u>	
<u>PHIL 435</u>	<u>3</u>	
<u>STAT 406</u>	<u>3</u>	
<u>Electives</u>	<u>6</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
<u>Overall Total Credits (minimum)</u>	<u>123</u>	
Proposed Academic Calendar Entry:		
Homepage Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Sustainability Programs Bachelor of Sustainability Environmental Conservation & Management Concentration		
<u>Bachelor of Sustainability Environmental Conservation & Management Concentration</u>		
First Year		Credits
<u>ENGL 112</u>	<u>3</u>	
<u>INDG 102</u>	<u>3</u>	
<u>SUST 100</u>	<u>3</u>	
<u>SUST 104</u>	<u>3</u>	
<u>ECON 101</u>	<u>3</u>	
<u>EESC 111</u>	<u>3</u>	
<u>GEOG 109</u>	<u>3</u>	
<u>GEOG 129</u>	<u>3</u>	
		Present Academic Calendar Entry: N/A



<u>MATH 100</u>	<u>3</u>	
<u>Electives</u>	<u>3</u>	
<u>Total Credits (minimum)</u>	<u>30</u>	
<u>Second Year</u>		<u>Credits</u>
<u>BIOL 202</u>	<u>3</u>	
<u>SUST 200</u>	<u>3</u>	
<u>SUST 202</u>	<u>1</u>	
<u>SUST 204</u>	<u>3</u>	
<u>SUST 205</u>	<u>3</u>	
<u>BIOL 202</u>	<u>3</u>	
<u>EESC 213</u>	<u>3</u>	
<u>GEOG 272</u>	<u>3</u>	
<u>Electives</u>	<u>9</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
<u>Third Year</u>		<u>Credits</u>
<u>SUST 300</u>	<u>3</u>	
<u>SUST 301</u>	<u>3</u>	
<u>SUST 302</u>	<u>1</u>	
<u>EESC/GEOG 314</u>	<u>3</u>	
<u>EESC 315</u>	<u>3</u>	
<u>GISC 380</u>	<u>3</u>	
<u>GISC 381</u>	<u>3</u>	
<u>Electives</u>	<u>12</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
<u>Fourth Year</u>		<u>Credits</u>
<u>SUST 400</u>	<u>6</u>	
<u>SUST 402</u>	<u>1</u>	
<u>EESC 402</u>	<u>3</u>	
<u>EESC 444</u>	<u>3</u>	
<u>EESC 456</u>	<u>3</u>	
<u>Electives</u>	<u>15</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
<u>Overall Total Credits (minimum)</u>	<u>123</u>	
Proposed Academic Calendar Entry:		
Homepage Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Sustainability Programs Bachelor of Sustainability Environmental Humanities Concentration		
		Present Academic Calendar Entry: N/A



<u>Bachelor of Sustainability Environmental Humanities Concentration</u>	
<u>First Year</u>	<u>Credits</u>
<u>ENGL 112</u>	<u>3</u>
<u>INDG 102</u>	<u>3</u>
<u>SUST 100</u>	<u>3</u>
<u>SUST 104</u>	<u>3</u>
<u>ENGL 156</u>	<u>3</u>
<u>GEOG 108</u>	<u>3</u>
<u>HIST 106</u>	<u>3</u>
<u>INDG 100</u>	<u>3</u>
<u>Electives</u>	<u>6</u>
<u>Total Credits (minimum)</u>	<u>30</u>
<u>Second Year</u>	<u>Credits</u>
<u>SUST 201</u>	<u>3</u>
<u>SUST 200</u>	<u>3</u>
<u>SUST 202</u>	<u>1</u>
<u>SUST 204</u>	<u>3</u>
<u>SUST 205</u>	<u>3</u>
<u>One of ANTH 245, ENG 234, ENGL 297, INDG 201, INDG 203</u>	<u>3</u>
<u>HIST 215</u>	<u>3</u>
<u>INDG 202</u>	<u>3</u>
<u>Electives</u>	<u>9</u>
<u>Total Credits (minimum)</u>	<u>31</u>
<u>Third Year</u>	<u>Credits</u>
<u>SUST 300</u>	<u>3</u>
<u>SUST 301</u>	<u>3</u>
<u>SUST 302</u>	<u>1</u>
<u>One of CULT 317, ENGL 387, ENGL 388, ENGL 397</u>	<u>3</u>
<u>One of GEOG 304, GEOG 318, GEOG 365</u>	<u>3</u>
<u>One of HIST 300, HIST 301, HIST 309, HIST 395</u>	<u>3</u>
<u>INDG 307</u>	<u>3</u>
<u>Electives</u>	<u>12</u>
<u>Total Credits (minimum)</u>	<u>31</u>



<u>Fourth Year</u>	<u>Credits</u>	
<u>SUST 400</u>	<u>6</u>	
<u>SUST 402</u>	<u>1</u>	
<u>One of ANTH 445, GEOG 423, INDG 420</u>	<u>3</u>	
<u>One of ENGL 457, ENGL 458, GWST 400</u>	<u>3</u>	
<u>PHIL 435</u>	<u>3</u>	
<u>Electives</u>	<u>15</u>	
<u>Total Credits (minimum)</u>	<u>31</u>	
<u>Overall Total Credits (minimum)</u>	<u>123</u>	
Proposed Academic Calendar Entry:		
<p>Homepage Faculties, Schools, and Colleges Faculty of Arts and Sciences Bachelor of Sustainability Programs Bachelor of Sustainability Green Chemistry Concentration</p>		
<p><u>Bachelor of Sustainability Green Chemistry Concentration</u></p>		
<u>First Year</u>	<u>Credits</u>	
<u>ENGL 112</u>	<u>3</u>	
<u>INDG 102</u>	<u>3</u>	
<u>SUST 100</u>	<u>3</u>	
<u>SUST 104</u>	<u>3</u>	
<u>CHEM 121</u>	<u>3</u>	
<u>CHEM 123</u>	<u>3</u>	
<u>MATH 100</u>	<u>3</u>	
<u>MATH 101</u>	<u>3</u>	
<u>PHYS 111</u>	<u>3</u>	
<u>PHYS 121</u>	<u>3</u>	
<u>Total Credits (minimum)</u>	<u>30</u>	
-	-	
<u>Second Year</u>	<u>Credits</u>	
<u>BIOL 202</u>	<u>3</u>	
<u>SUST 200</u>	<u>3</u>	
<u>SUST 202</u>	<u>1</u>	
<u>SUST 204</u>	<u>3</u>	
<u>SUST 205</u>	<u>3</u>	
<u>CHEM 201</u>	<u>3</u>	
<u>CHEM 203</u>	<u>3</u>	

Present Academic Calendar Entry: N/A



<u>CHEM 204</u>	<u>3</u>
<u>CHEM 220</u>	<u>3</u>
<u>Electives</u>	<u>6</u>
<u>Total Credits (minimum)</u>	<u>31</u>
<u>Third Year</u>	<u>Credits</u>
<u>SUST 300</u>	<u>3</u>
<u>SUST 301</u>	<u>3</u>
<u>SUST 302</u>	<u>1</u>
<u>CHEM 330</u>	<u>3</u>
<u>CHEM 336</u>	<u>3</u>
<u>CHEM 338</u>	<u>3</u>
<u>Electives²</u>	<u>15</u>
<u>Total Credits (minimum)</u>	<u>31</u>
<u>Fourth Year</u>	<u>Credits</u>
<u>SUST 400</u>	<u>6</u>
<u>SUST 402</u>	<u>1</u>
<u>CHEM 333</u>	<u>3</u>
<u>CHEM 334</u>	<u>3</u>
<u>CHEM 462 or CHEM 448</u>	<u>3</u>
<u>CHEM 463 or CHEM 448</u>	<u>3</u>
<u>Electives</u>	<u>12</u>
<u>Total Credits (minimum)</u>	<u>31</u>
<u>Overall Total Credits (minimum)</u>	<u>123</u>



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: CHEM Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: See the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p> <p>This course has been developed as a concentration course to support the new Bachelor of Sustainability program. Modern society relies implicitly on an affordable supply of vast amounts of fertilizers, materials, textiles, and medicines, all of which must be synthesized from other substances by chemical reactions. A sustainable society is impossible without the creation of improved production methods for these commodities, methods that must consume fewer and locally-generated resources, demand less energy, produce less waste, and employ fewer hazardous reagents – thereby embodying the principles of sustainable chemistry. Such efforts will require the development of new synthetic procedures with an increased reliance on innocuous solvents, renewable and benign reagents, and efficient catalysts.</p>	
Proposed Academic Calendar Entry: <u>CHEM 334 (3) Green Organic Chemistry</u> <u>More sustainable and less hazardous methods in synthetic chemistry. Topics include feedstocks for chemical synthesis, alternative solvents, polymers, atom and step economy, design of safer chemicals. [3-4*-0]</u> <u>Prerequisite: CHEM 204.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: CMPS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: The new course fills a gap in our offering of data science courses and supports an upcoming concentration in environmental analytics in the future Bachelor of Sustainability program. A huge amount of data is time sensitive and correctly interpreting trends is critical to understand the data and make predictions.</p> <p>UBC Vancouver offers STAT 443 Time Series and Forecasting and University of Alberta offers STAT 479 - Time Series Analysis; both require much deeper background in statistics. Quite differently SFU offers STAT 485 E100 Applied Time Series Analysis (3), which is similar to the proposed course. The goal is to use a minimal background in statistics (e.g., no background in probability is assumed), to provide practical skills supported by lab assignments. It is anticipated that the course will be useful and attractive to a number of disciplines that manipulate time series.</p> <p>The [3-1-0] vector is standard for a statistics course and allows for disseminating fundamental concepts while providing practical skills.</p>	
Proposed Academic Calendar Entry: <u>DATA 315 (3) Applied Time Series and Forecasting Trends, stationary and nonstationary time series models, forecasting, seasonal models. [3-1-0]</u> <u>Prerequisite: STAT 230.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. The course provides a necessary, critical perspective on sustainability and human/nature relations, on resource and environmental policy setting, and on specific case studies in natural resources management.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan’s strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan’s Aspire goals for “Transformative Students Learning,” “Community Engagement,” and “Place.”</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 200 (3) Application, Practice and Management Approaches</u> <u>Concepts of governance, natural resource management, and economy-environment connections. Restricted to students in the Bachelor of Sustainability program. [3-0-0]</u> <u>Prerequisite: SUST 100.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. Community Services Learning (CSL) courses provide students the experience and essential foundation necessary for working in the community environment, which will prepare them to become sustainability leaders in their communities.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan's strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan's Aspire goals for "Transformative Students Learning," "Community Engagement," and "Place."</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 202 (1) Community Service Learning</u> <u>Apply sustainability learning and knowledge to the broader community through a self-directed project involving at least 30 hours of community service. Restricted to students in the Bachelor of Sustainability program. [0-0-1]</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EPP Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20190122 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. Choices imply trade-offs and are difficult when there is no clear right or wrong option. A necessary feature of sustainability discourse is the articulation of what it is we value and wish to sustain, on what normative basis, and by what means. Choices made in the interest of promoting sustainability will often be rife with trade-offs. Economics has a long history of studying how people and organizations make choices in face of trade-offs. Economic theory and analysis can therefore provide important insights and decision-support in the context of sustainability decision making. However, it has also become clear that the assumptions inherent in economic theory are simplifications that may miss important aspects of human values, social interactions, and relationships with the natural world. This course will provide students with a foundational understanding of the economics of sustainable choices, using conventional assumptions and exploring the implications of challenges to those assumptions.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan's strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan's Aspire goals for "Transformative Students Learning," "Community Engagement," and "Place."</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 205 (3) Sustainability Economics Explores and contrasts approaches and tools from mainstream economics and heterodox economics that may contribute to sustainability decision making. Identification and evaluation of trade-offs associated with choices made in the name of sustainability. Restricted to students in the Bachelor of Sustainability program. [3-0-0]</u> <u>Prerequisite: SUST 200 recommended.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. In recognition that achieving global environmental sustainability will require local and regional initiatives, this course explores challenges and solutions for creating sustainable and resilient landscapes.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan’s strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan’s Aspire goals for “Transformative Students Learning,” “Community Engagement,” and “Place.”</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 300 (3) Achieving Sustainability at the Regional Scale</u> <u>Advanced analysis of regional-scale challenges and solutions to sustainability in developed and developing nations. Ecosystem services and relationships to human well-being. Social and ecological resilience of landscapes. [3-0-0]</u> <u>Prerequisite: SUST 200.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
<p>Rationale: This course has been developed as a core course to support the new Bachelor of Sustainability program and will develop student’s appreciation for the challenges of finding sustainable solutions to multi-scale, multi-stakeholder problems that require systems-level approaches and methods.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan’s strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan’s Aspire goals for “Transformative Students Learning,” “Community Engagement,” and “Place.”</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 301 (3) Methods in Solving Wicked Problems</u> <u>Interdisciplinary methods to address challenges of finding sustainable solutions to multi-scale, multi-stakeholder problems that require systems-level approaches. We begin with the premise that these problems are ‘wicked’ problems that have no single, correct solution, and where any solution is intertwined with issues of human ethics, values, and social equity.</u> <u>Restricted to students in the Bachelor of Sustainability program. [3-0-0]</u> <u>Prerequisite: SUST 300 and one of BIOL 202, STAT 230, or SUST 201.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca; lael.parrott@ubc.ca
Type of Action: New Course	
Rationale: <p>This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. Community Services Learning (CSL) courses provide students the experience and essential foundation necessary for working in the community environment, which will prepare them to become sustainability leaders in their communities.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan's strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan's Aspire goals for "Transformative Students Learning," "Community Engagement," and "Place."</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 302 (1) Community Service Learning</u> <u>Apply sustainability learning and knowledge to the broader community through a self-directed project involving at least 30 hours of community service. Development of personal sustainability goals. Restricted to students in the Bachelor of Sustainability program. [0-0-1]</u> <u>Prerequisite: SUST 202.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
Rationale: <p>This course has been developed as a core course to support the new Bachelor of Sustainability. The capstone project provides students an excellent experiential learning experience, helps them to build confidence in their competencies, and may provide benefits to the broader community as students work in interdisciplinary teams to undertake an applied project.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan’s strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan’s Aspire goals for “Transformative Students Learning,” “Community Engagement,” and “Place.”</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 400 (6) Capstone Project in Sustainability</u> <u>Applied project in sustainability studies.</u> <u>May follow a traditional academic research model or may be community-based. May be undertaken in partnership with external organizations as relevant. Restricted to students in the Bachelor of Sustainability program. [6-0-0]</u> <u>Prerequisite: SUST 301.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



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

Category: 1	
Faculty/School: IKBSAS Dept./Unit: EEGS Faculty/School Approval Date: 20190319 Effective Session: 2020W	Date: 20181220 Contact: Bernard Momer; Lael Parrott Phone: 250.807.9406; 250.807.8122 Email: bernard.momer@ubc.ca ; lael.parrott@ubc.ca
Type of Action: New Course	
Rationale: <p>This course has been developed as a core course to support the new Bachelor of Sustainability (B.Sust.) program. Community Services Learning (CSL) courses provide students the experience and essential foundation necessary for working in the community environment, which will prepare them to become sustainability leaders in their communities.</p> <p>As a core course for the B.Sust. program, the course design aligns with several of the UBC Strategic Plan’s strategies (Strategy 2, Strategy 3, Strategy 12, and Strategy 14). Additionally, the course design aligns with UBC Okanagan’s Aspire goals for “Transformative Students Learning,” “Community Engagement,” and “Place.”</p> <p>Refer to the program proposal paper for the rationale to create the new Bachelor of Sustainability program.</p>	
Proposed Academic Calendar Entry: <u>SUST 402 (1) Community Service Learning</u> <u>Apply sustainability learning and knowledge to the broader community through a self-directed project involving at least 30 hours of community service. Refine personal sustainability goals. Work with diverse stakeholders to attain a common objective. Restricted to students in the Bachelor of Sustainability program. [0-0-1]</u> <u>Prerequisite: SUST 302.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



20 January 2020

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Student Evaluation of Teaching (SEoT) Working Group - Interim report

A Student Evaluations of Teaching Working Group was formed at UBC in Spring 2019, with membership from both UBCV and UBCO. It is co-chaired by faculty members from Vancouver and Okanagan, and its work is deeply collaborative across both campuses.

The Senate Teaching and Learning Committee is pleased to provide Senate with the attached Student Evaluations of Teaching Working Group interim report. The interim report includes the Working Group's mandate, membership and update on work done so far. The report also provides the Working Group's guiding principles relating to student evaluations and emerging recommendations.

Following engagement with stakeholder groups, the work of the group will culminate in a final report provided to the UBC Vancouver and Okanagan Senates no later than May 2020.

Respectfully submitted,

Dr. Deborah Roberts, Chair
Senate Learning and Research Committee

Student Evaluation of Teaching (SEoT) Working Group

Interim report to Okanagan Senate, Jan 2020

Introduction

A Senate Policy on Student Evaluation of Teaching has been in place for UBC-V since May 2007. In parallel, SEoT processes were implemented at UBC Okanagan in 2005 and procedures at UBC-O largely mirror those of UBC-V, with different standard/university-wide questions.

Across North America, student evaluations of teaching (SEoT) have become ubiquitous, and are the most common form (and sometimes the only form) of data used to assess the quality of teaching in higher education. A large body of literature surrounds such evaluations, which has grown significantly in the last 20 years, investigating their use, reliability and validity as evaluation instruments. There are serious concerns around the potential impact of various biases, particularly gender and ethnicity, as well as instrument design, reporting metrics, interpretation of data, consideration of context, and lack of integration with other forms of data on the effectiveness of teaching.

Mandate/Terms of Reference

The Vancouver Senate Teaching and Learning Committee requested a Working Group of primarily faculty and students to undertake a re-examination of our approach to student evaluations. Subsequent discussions on the Okanagan campus broadened this to a UBC-wide working group, which was formed in Feb 2019. This cross-campus working group was tasked with surveying recent SEoT literature and UBC data, reviewing the University-wide questions, consulting broadly on both campuses and working with 'resource experts' to deliver a common report by the end of the 2019-20 academic year. Specifically, the mandate, as set out in the Working Group's terms of reference was to:

1. Interrogate anonymized UBC data, to determine if there is evidence of potential biases.
2. Review and assess the recent literature on the effectiveness of SEoT, with particular reference to potential sources of bias in evaluations.
3. Review the University questions (UMI) used in SEoT in light of the data and available literature, recommending changes where appropriate.
4. Propose recommendations for appropriate metrics, effective analysis and presentation of data to support SEoT as a component of teaching evaluation.
5. Consider the implications any proposed changes may have on other components of teaching evaluation.

A formal re-evaluation of the UBC-V Senate Policy on student evaluations of teaching¹, which covers matters of implementation of the SEoT process, how results data is accessed, disseminated and used and stakeholder responsibilities, was out of scope.

¹ <https://senate.ubc.ca/vancouver/policies/student-evaluation-teaching>

Membership of Working Group

Chairs:

Dan Pratt, Emeritus Professor of Education and Senior Scholar, CHES (Vancouver)
Peter Arthur, Professor of Teaching, Okanagan School of Education (Okanagan)

Members:

Farshid Agharebparast, Sr Instructor, Electrical & Computer Engineering (Vancouver)
Vanessa Auld, Associate Dean, Science & Professor, Zoology (Vancouver)
Barb Dawson, Undergraduate student, FCCS (Okanagan)
Jennifer Jakobi, Assistant Professor, Health & Social Development (Okanagan)
Jennifer Love, Sr Advisor, Women Faculty & Professor, Chemistry (Vancouver) (until Dec 2019)
Minelle Mahtani, Sr Advisor, Racialized Faculty & Associate Professor, GRSJ (Vancouver)
Catherine Rawn, Professor of Teaching, Psychology (Vancouver)
John Ries, Associate Dean, Sauder School (Vancouver)
Deborah Roberts, Professor, School of Engineering (Okanagan)
Amber Schilling, Graduate student, Faculty of Education
Katja Thieme, Instructor, Vantage College, Department of English (Vancouver)
Caitlin Young, Undergraduate student, Faculty of Arts (Vancouver)

Provost:

Simon Bates, Associate Provost, Teaching & Learning (Vancouver)

Support:

Christina Hendricks, Academic Director, CTLT (Vancouver)
Stephanie McKeown, Chief Institutional Research Officer
Peter Newbury, Director, CTL and Senior Advisor for Learning Initiatives, Office of the Provost (Okanagan)
Marianne Schroeder, Senior Associate Director, Teaching and Learning Technologies, CTLT (Vancouver)
Abdel Azim Zumrawi, Statistician CTLT (Vancouver)

Activities and community consultations

To date, the working group has met 6 times, with an initial focus on foundational activities including reviewing the literature around evaluations, interrogation of anonymized, historical UBC data, discussion of the nature of the questions and reporting of quantitative data. During the last few months, the work of the group has shifted to focus on community consultations with stakeholder groups, through open forum events, specific meetings and a short (4 question) online survey². Further events are planned through the early part of 2020, and work is underway on drafting the structure and content of the final report, which will be presented to both Senates in April / May.

² <https://teacheval.ubc.ca/seot-working-group/seot-feedback/>

Working Group guiding principles relating to student evaluations

Some of our *a priori* assumptions about student evaluations have been confirmed through our discussions and examination of various sources of evidence (literature, feedback etc) such that we feel they can be offered up as guiding principles. Some are restatements of those in the current Senate policy, others address additional elements.

- **Evaluation of teaching must include students' voices and feedback.**

Students have a right to be able to provide feedback on their experience of instruction in a particular course. Student feedback on instruction is one source of data that enables faculty members and departments to reflect on their teaching and the broader curriculum, promoting development and enhancement of practice and courses.

- **SEoT is important input data into to the evaluation of teaching process, but student evaluations alone do not equate to a measure teaching effectiveness.**

Evaluation of teaching is a complex process, whether for formative or summative purposes. To do it effectively requires input from multiple perspectives and data sources (self, students, peers) together with synthesis of these perspectives in the broader context of teaching. Students should not be asked to "evaluate" teaching, but have a vital role to play in contributing feedback to it.

- **Context is critical when evaluating teaching and should be documented.**

Data collected to support teaching evaluation (from students, peers or other sources) must be set within the specific context in which the teaching and learning takes place. Context is critical, be it the context of the instructor, the course and the academic unit.

- **Student feedback on teaching, as with self and peer review of teaching, is never free from bias and we must actively work to mitigate bias when gathering, interpreting and integrating data.**

The potential for bias in student feedback is -- like almost every other type of survey feedback -- unavoidable. Bias may be due to sampling effects, may be overt or discriminatory, can perpetuate stereotypes or can be implicit, where respondents are not consciously aware of how their attitudes can influence their responses. We must actively work to mitigate potential biases when collecting and interpreting data, to routinely examine aggregate data for evidence of systematic biases and to recognize that the lived experience of individual faculty may be very different from that suggested by a statistical interpretation of aggregate data.

This declaration is supported by an analysis of the literature on student evaluations of teaching, and the interrogation of UBCs dataset at multiple points in the last 10 years. The extensive research literature reports studies on a wide variety of instruments and processes, with considerable variation in the scope of data collected. Individual studies are often reported in the mainstream academic press, sometimes with extrapolation far beyond the context of the initial study. As well, studies of SEoT are not in complete agreement about bias. As one example, some show bias against female instructors; others show no bias, or even positive bias in favour of women. Where biases are found, and the published study contains enough detail to be able to discern the effect size, the general picture is that effect sizes on aggregate are relatively small.

An analysis of UBC data over the last decade is broadly in agreement with this; there appears to be no aggregate, systematic difference in rating received by female vs male instructors. Variables we can test for (including instructor and student gender) indicate aggregate differences at the level of approximately +/- 0.1 on a 5-point scale. Course specific effects (e.g., variations in evaluations based on subject discipline, course level) demonstrate consistent and larger effects.

It is important to note that this is an analysis of aggregate data and will certainly include variation on an individual level. The lived experience of individual instructors can be quite different from this aggregate view. Taking a more scholarly approach to gathering, integrating and interpreting student feedback – in other words, a more holistic and contextualized evaluation of teaching – can work to mitigate any bias that does exist.

Emerging Recommendations

- 1. The name of the process by which student feedback is gathered should be changed from Student Evaluation of Teaching to (for instance) *Student Experience of Instruction or Student Experience of Learning*.**

As noted in the principles above, and supported in the literature, student feedback does not (and cannot, on its own) evaluate teaching effectiveness. The current SEoT nomenclature dates from a time before UBC had adopted the requirement for including peer reviews of teaching and other data sources into teaching evaluation activities.

- 2. Units be supported to adopt a more integrative approach to evaluating teaching.**

Student feedback is only one data source and type in the process used to evaluate teaching. Departments and units should be supported to adopt a more integrative approach to teaching evaluation that synthesizes multiple data sources (e.g., students, peers, and self-reflection documentation) for a more holistic picture, without over-reliance on any single data source. This process will necessarily look different in

different units but should include both in-kind support from units such as CTLT/CTL and funding for department leaders to accomplish the work proposed.

3. Email announcements sent to students for feedback should incorporate language that flags the potential for bias and sets clear expectations for how feedback will be used.

Recent research³ has demonstrated a practical and promising intervention whereby the emails inviting students to provide feedback on instruction included language intended to reduce implicit gender bias. Students in the anti-bias language condition had significantly higher rankings of female instructors than students in the standard treatment. There were no differences between treatment groups for male instructors. Though limited in size, this work suggests a relatively simple intervention in language can potentially mitigate bias to a degree in student feedback. Language that alerts respondents to the potential for implicit bias, together with what to focus on (and what not to focus on) in general rather than specific terms should be used in emails sent to students and effects on responses analysed over a period of time.

4. Questions asked of students should focus on elements of instruction based solely on their experience with an instructor in a specific course, rotation, or lab.

As noted above, teaching is a complex phenomenon. Questions for students should focus on their experiences and framed as an opportunity for students to provide feedback, rather than positioning the request as a formal evaluation of teaching effectiveness. The Working Group is continuing discussions around two specific UMI questions are still under discussion and consideration by the Working Group for both statistical and conceptual reasons:

- Question 4 (fairness of assessment); and
- Question 6 (overall judgment of effectiveness).

5. There should be a common set of UMI questions asked across both campuses.

The modular approach to constructing feedback surveys for students is appropriate (university-wide items, potentially with faculty, department and course specific items) and there should be a commonly-used core set of questions across both campuses, which is not currently the case. Departments should pay attention to the overall length of feedback requests, mindful of the fact that students are being asked to complete these for all courses they are taking. They should also explore other ways to gather course-specific feedback as the course progresses.

6. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes.

³ (<https://doi.org/10.1371/journal.pone.0216241>)

The interpolated median should be used as the measure of centrality, with the dispersion index as a measure of spread. Reports should include distributions of responses, response rates and sample sizes, clearly flagging where response rates do not meet minimum requirements for validity and accuracy. Visualizations of comparative (anonymous) data should be developed, along with a program of consultation and dissemination to different groups (faculty, staff and administrators).

7. UBC should prioritize work to extract insights from text/open comments submitted as part of the feedback process.

Many instructors report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken with one or more Faculties, to investigate approaches to extract meaningful insights from large volumes of text submissions for formative enhancement purposes.

8. In accord with the above recommendations, UBC Senates (UBC-V and UBC-O) should review their policies and processes on Student Evaluations of Teaching, with a goal of developing a policy applicable across both campuses.

These recommendations are neither complete nor final at this point, but are presented for discussion and feedback. They are being used as the basis for the community consultation events and we note strong alignment between them and those contained in a recent statement from the American Sociological Association ([Article](#), Sept 2019)

The final report of the working group will follow a similar structure to this interim report, with the inclusion of the following appendices:

- Annotated Bibliography of related literature
- More detailed analysis/reporting of UBC-V data regarding possible biases
- Summary of proposed statistics for quantitative analysis and reporting.
- Concerns expressed by students and faculty (that arise during the consultation phases and are important but outside the Working Group mandate)



20 January 2020

To: Senate

From: Senate Nominating Committee

Re: A) President's Advisory Committee for the Selection of an Associate Vice-President Research (Academic Associate Vice-President)

B) Committee Adjustments

A) President's Advisory Committee for the Selection of an Associate Vice-President Research (Academic Associate Vice-President)

The Vice-President Research and Innovation have informed the Registrar that the administration wishes to appoint a new Associate Vice-President Research pursuant to Joint Board and Senate Policy AP 12 (formerly Policy 18) (https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Academic-Administrators-Appointment-Policy_AP12.pdf). The Okanagan Senate appoints two Senate members*, one of whom must be a faculty member and the other must be a faculty member or a student. The Committee is pleased to recommend that Senate resolve as follows:

That Dr Yves Lucet be appointed to the President's Advisory Committee for the Selection of an Associate Vice-President Research and Innovation.

*The Committee is still confirming a second senator willing to serve. If one is identified before the meeting, it will propose a revision to this motion.

B) Committee Adjustments

The Senate Nominating Committee has noted two vacancies on committees. The Nominating Committee is pleased to recommend that Senate resolve as follows:

That Ms Catherine Comben be appointed to the Council Budget Committee until 31 August 2020 and thereafter until replaced, to fill a vacancy.

That Dr Stephen McNeil be appointed to the Senate Learning & Research Committee until 31 August 2020 and thereafter until replaced, to replace Dr Peter Wylie.



University of British Columbia Annual Enrolment Report 2019-2020



Dr. Ananya Mukherjee-Reed

Provost and Vice-President Academic, UBC Okanagan

Dr. Andrew Szeri

Provost and Vice-President Academic, UBC Vancouver

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EXECUTIVE SUMMARY

Total UBC Enrolment (Headcount)

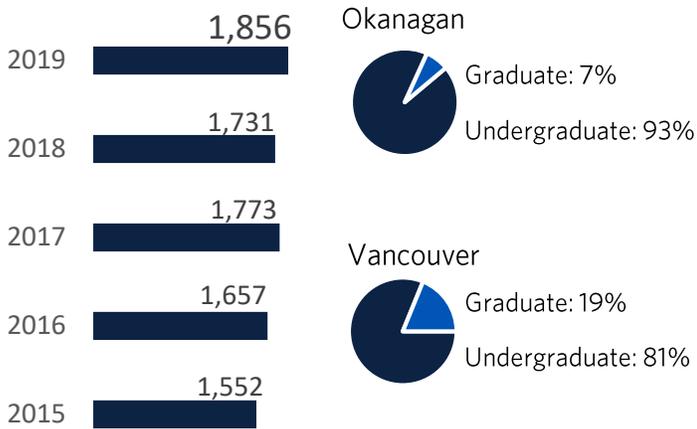


Undergraduate Retention Rate **91%**

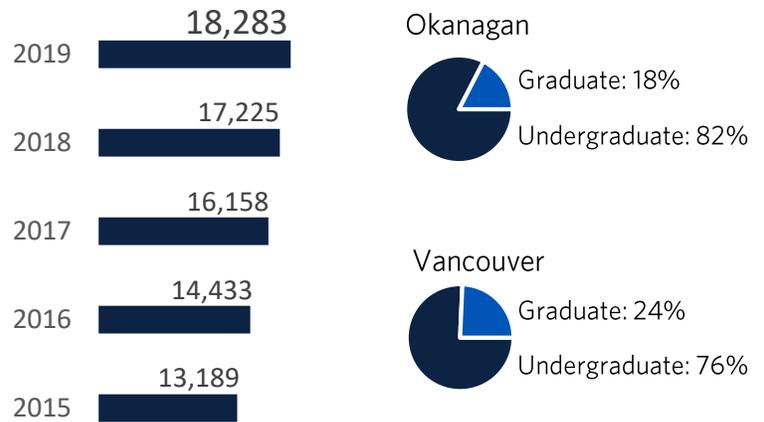
- Domestic: 92.0%
- Aboriginal: 83.2%
- International: 87.7%

Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies

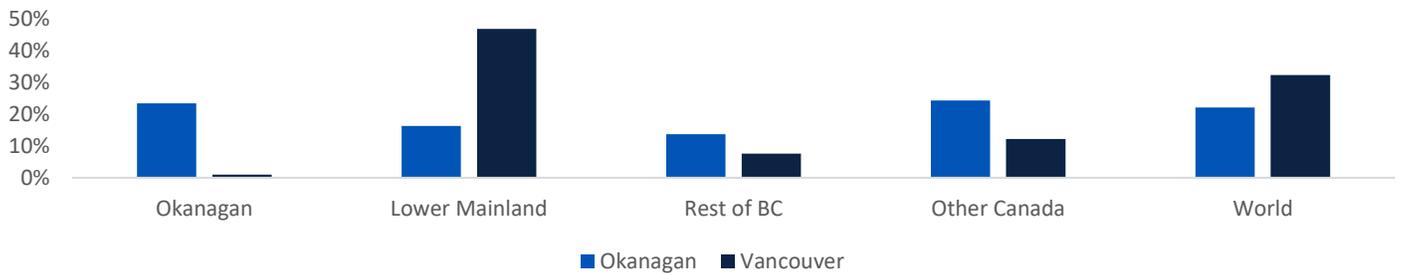
Aboriginal Students



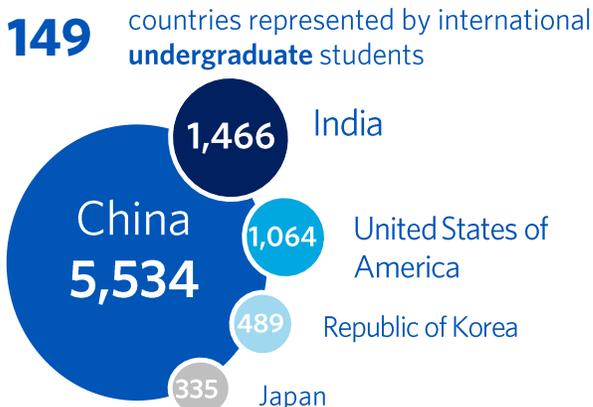
International Students



Direct-Entry Baccalaureate Students' Origins



UBC International Students' Countries of Citizenship



INTRODUCTION

The UBC Annual Enrolment Report (2019/20) 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 Aboriginal students,¹
- attract the "best and the brightest" students to UBC,
- enrol a strong contingent of domestic students from British Columbia and attract students from elsewhere in Canada,
- achieve a diverse international student body, and
- provide access for historically underrepresented populations.

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 BC Ministry of Advanced Education, Skills and 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 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 2019/20 fiscal year (April 1, 2019 to March 31, 2020), UBC was government-funded for a total of 42,787 FTEs, 236 more than the previous year; 7,015 FTEs were allocated to the Okanagan campus and 35,772 FTEs were allocated to the Vancouver campus. Overall, 36,805 FTEs were funded undergraduate domestic student spaces and 5,982 were funded graduate student spaces. The additional 236 FTEs for the 2019/20 year were directed to the Master of Science in Nursing, Master of Nursing - Nurse Practitioner, Bachelor of Applied Science in Biomedical Engineering, Bachelor of Applied Science in Manufacturing Engineering, Bachelor of Science in Computer Science, and early childhood education programs.

¹ We use the term "Aboriginal" in keeping with its use in section 35(2) of the Canadian Constitution, 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.

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.

Starting in September 2020, UBC will use a new application system for undergraduate admissions. The application platform, provided by Education Planner BC, is a shared, common platform that is being used by almost all public post-secondary institutions in the province. UBC's adoption of this application service will provide students with an online resource that easily and conveniently allows students to apply to one or several institutions without duplicating efforts. It will also, in time, begin to provide UBC with access to provincial-wide data regarding applicants' behaviour, which will allow us to make more informed institutional policy decisions, and permit the public post-secondary institutions to better understand access to our programs and students' interests.

The 2019/20 winter admission cycle brought new elements of the revised British Columbia K-12 curriculum into focus. In response, UBC implemented a new holistic system of admission assessment that aims to bring a student's entire academic record over the senior years of secondary school into consideration when making offers of admission. The foundational principles behind this approach are to acknowledge that learning across a variety of courses in school is valuable and to bring into view the broad and nuanced ways in which this happens, and to provide a greater degree of consistency and equity across our assessments considering the diverse academic records of students from across the globe. To that end, UBC now considers grades in all academic courses taken with particular attention to those in subject areas that are relevant to the applicant's intended area of study; and, where possible, considers the extent to which students may have academically challenged themselves during secondary school. This is evidenced by paying attention to cases where students have taken more courses than what is minimally required for admission and to indications that students have challenged themselves by taking coursework that includes advanced content.

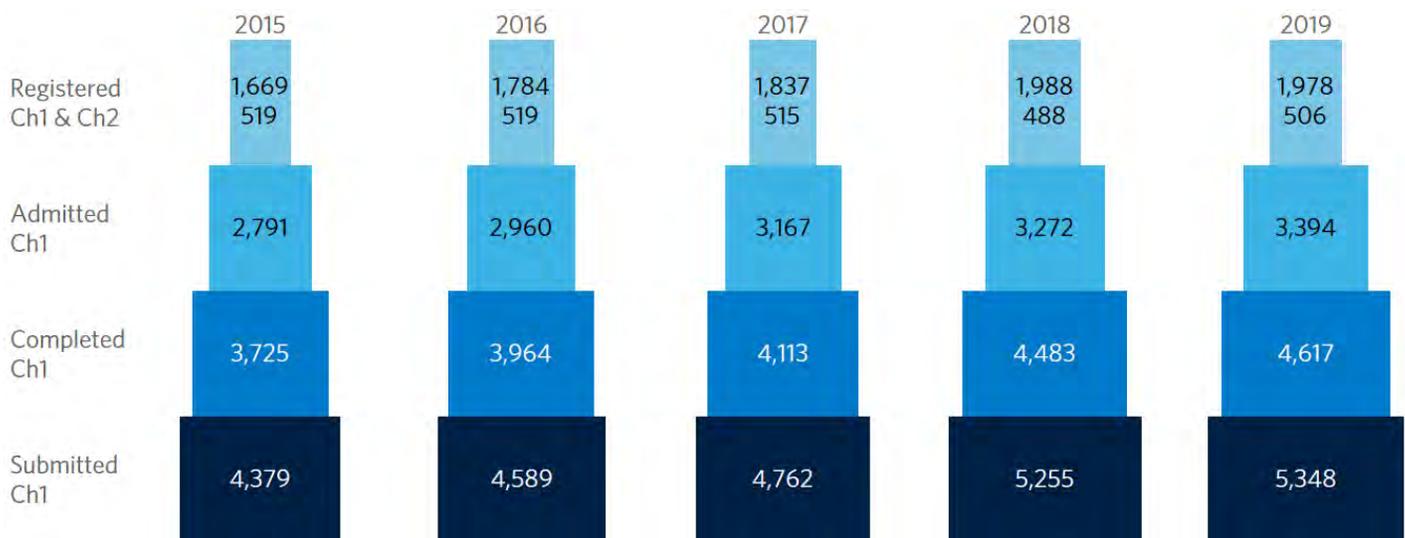
Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2015/16 through 2019/20. Undergraduate students 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 choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice or an alternative program or campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2015/16 through 2019/20. 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 the additional documentation and information required to initiate the evaluation of an application has been received. The term admitted identifies that an application has been reviewed and UBC has extended an offer to enrol to the applicant. Lastly, registered identifies that the student has selected and started attending classes at UBC. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applications do not progress.

In 2019/20, the new-to-UBC total applicant pool (with completed applications) for the Okanagan campus increased by 5% over 2018/19. The domestic applicant pool grew by 3%, over 2018/19 (see Figure 1), and the international applicant pool grew by 18% (see Figure 2).

For the Vancouver campus, the new-to-UBC total applicant pool (with completed applications) decreased by 1% over 2018/19. The domestic applicant pool decreased by 2%, over 2018/19 (see Figure 3), and the international applicant pool saw no change (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" second choice or alternative program choice.

FIGURE 2: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR

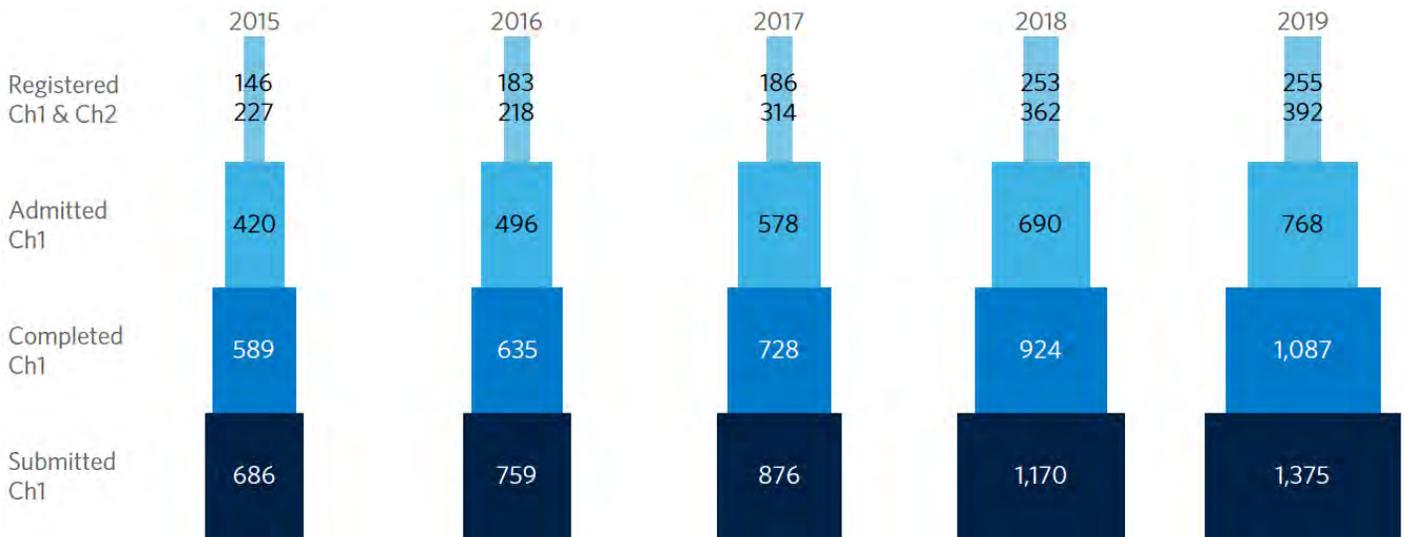


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

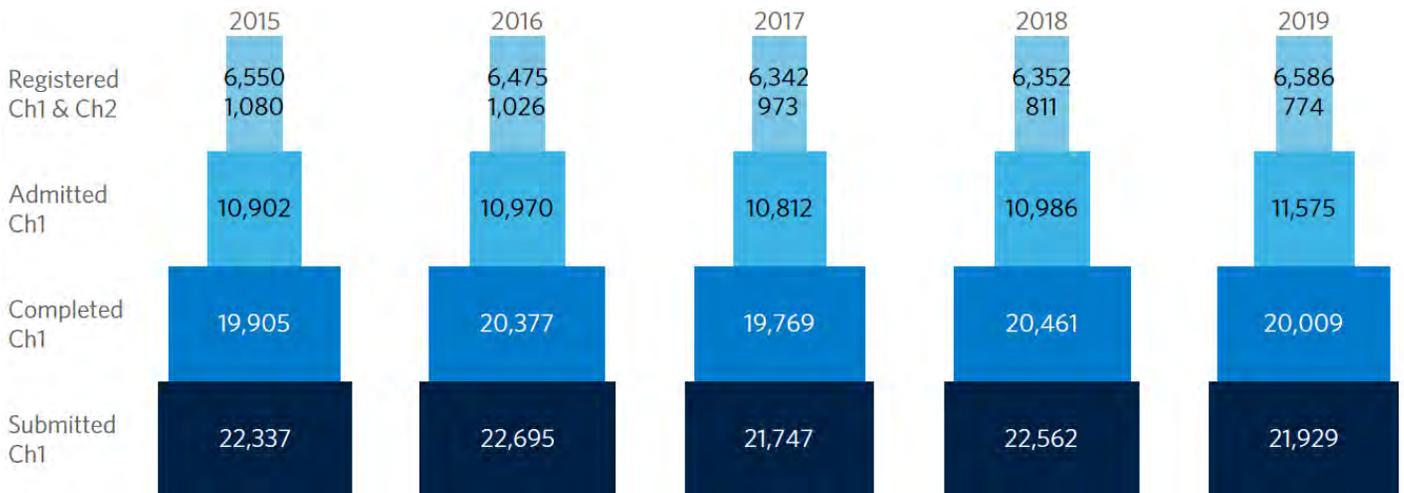
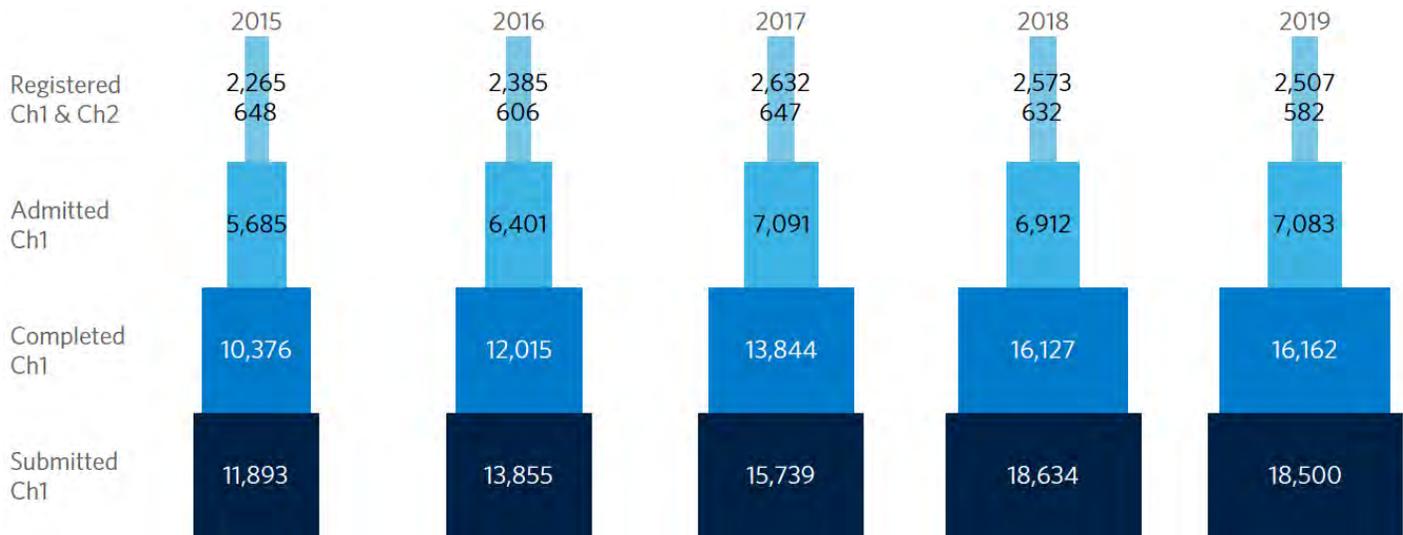


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



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. In the 2019 New-to-UBC survey, 93% of direct-entry domestic and 92% of direct-entry international Okanagan students who applied to post-secondary institutions other than UBC were accepted to at least one other institution. Ninety-nine percent of Vancouver direct-entry domestic students and 95% of Vancouver direct-entry international students applying to additional institutions were accepted to at least one other institution.

Based on past experience of the number that accepted an offer of admission and registered, 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 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		2015/16	2016/17	2017/18	2018/19	2019/20	
Okanagan	Domestic	Admit Rate	75%	75%	77%	73%	74%	
		Yield Rate	60%	60%	58%	61%	58%	
	International	Admit Rate	71%	78%	79%	75%	71%	
		Yield Rate	35%	37%	32%	37%	33%	
	Okanagan Total		Admit Rate	74%	75%	77%	73%	73%
			Yield Rate	57%	57%	54%	57%	54%
Vancouver	Domestic	Admit Rate	55%	54%	55%	54%	58%	
		Yield Rate	60%	59%	59%	58%	57%	
	International	Admit Rate	55%	53%	51%	43%	44%	
		Yield Rate	40%	37%	37%	37%	35%	
	Vancouver Total		Admit Rate	55%	54%	53%	49%	52%
			Yield Rate	53%	51%	50%	50%	49%

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 2019/20, 51% 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.

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. In May 2019, over 500 newly admitted Okanagan students were invited to the campus to start the orientation process and to explore their academic options. This included 287 who spent the weekend staying in a student residence as part of the *Destination UBC* event. In Vancouver, over 1000 newly admitted students began their UBC journey with *UBC Welcomes You*, a day-long event held in April 2019. *UBC Welcomes You* is designed to provide academic support in planning for first year, to encourage students to accept their offers of admission, and to help new students make connections with some peers and senior student leaders. Similar events were held throughout Canada and around the world to support and welcome the incoming UBC class of 2019/20.

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 2015/16 through 2019/20. The years 2015/16 through 2018/19 contain intake data as of March 1st, whereas the 2019/20 intake is in progress and contains preliminary data as of November 1, 2019. 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 are an underestimation of interest in graduate studies at UBC.

In 2019/20, graduate student applications for the Okanagan campus increased by 37% over 2018/2019. The domestic applicant pool increased by 18% over 2018/19 (see Figure 5), and the international applicant pool grew by 47% (see Figure 6).

For the Vancouver campus, graduate student applications increased by 10% over 2018/19. The domestic applicant pool decreased by 4%, over 2018/19 (see Figure 7), and the international applicant pool grew by 17% (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

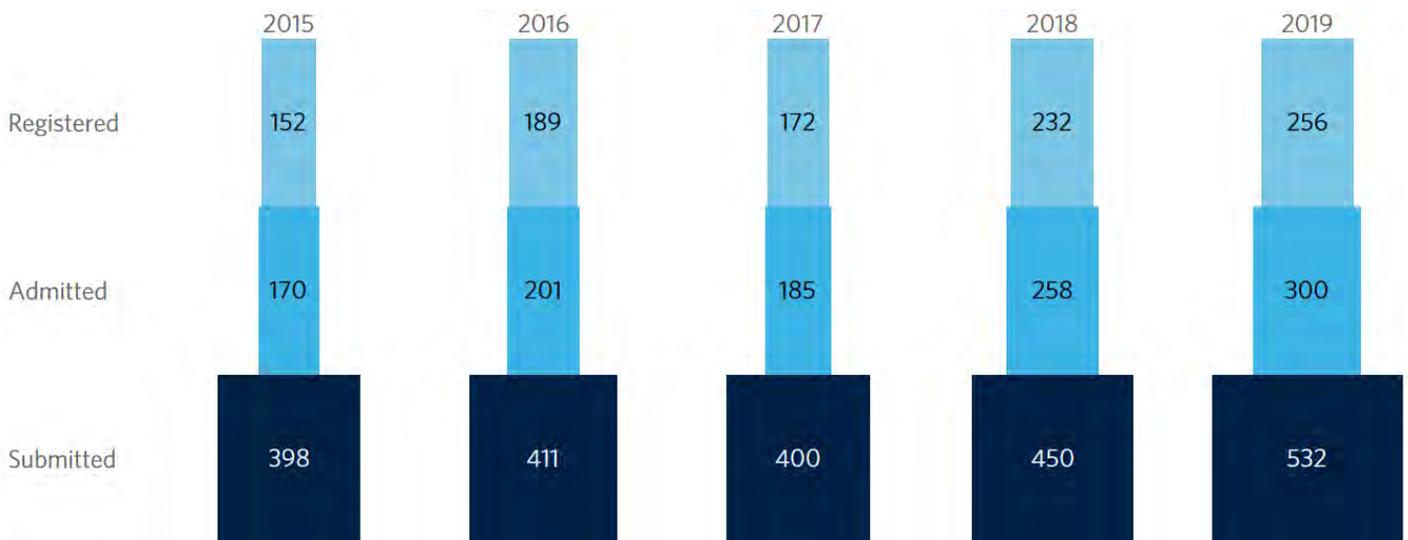


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

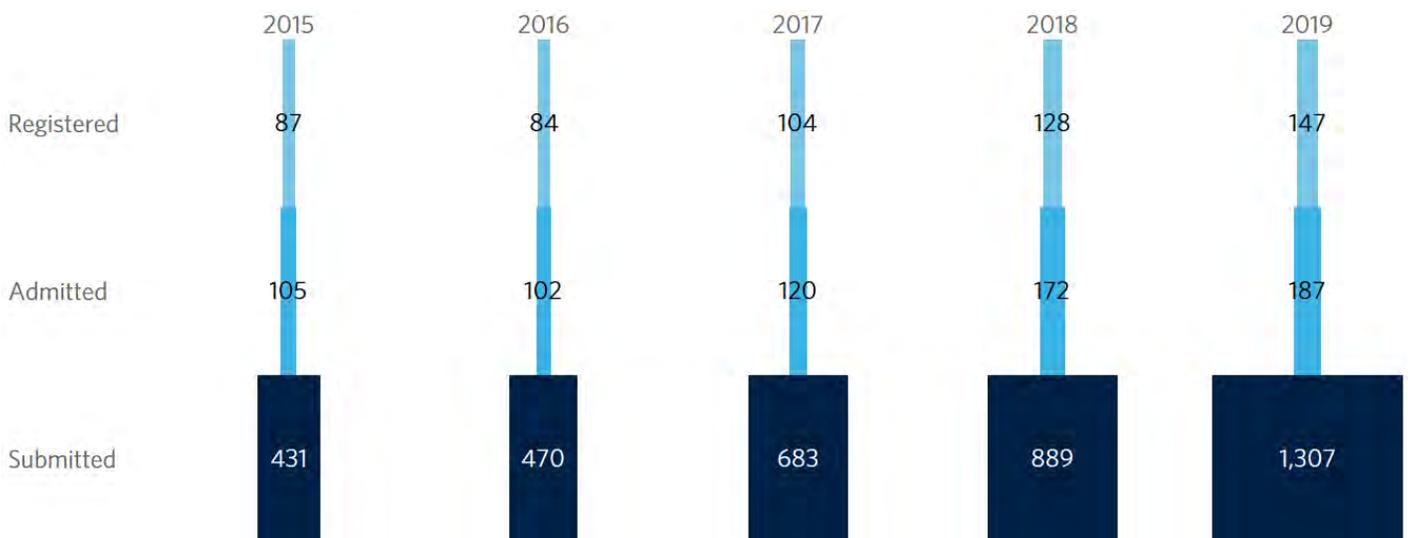


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

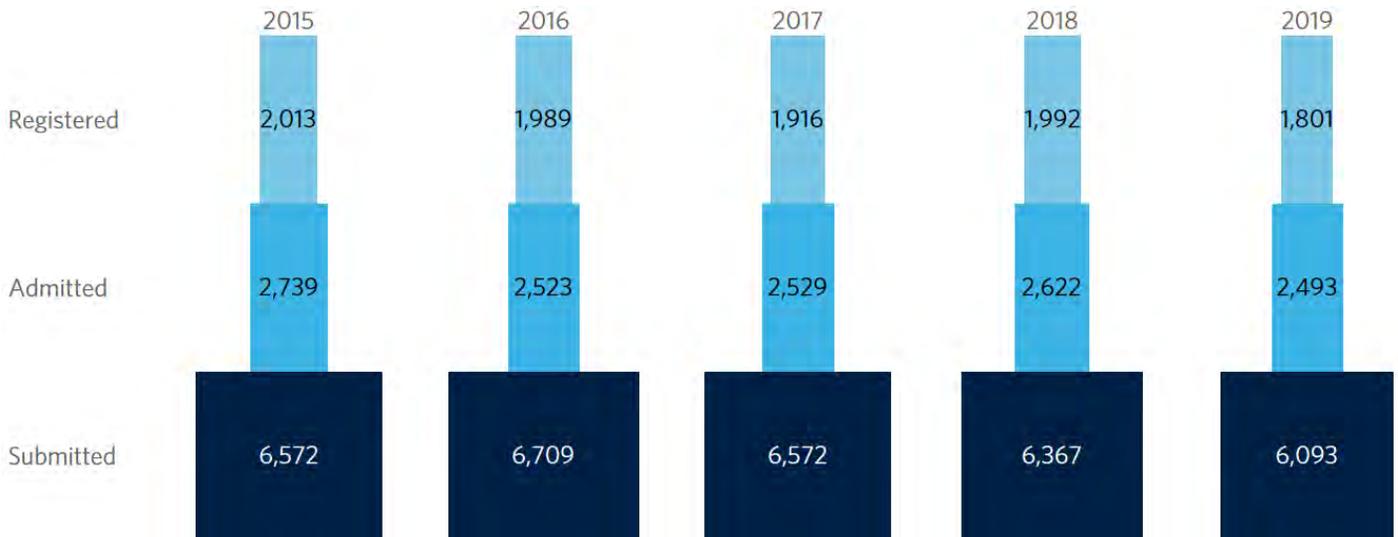


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

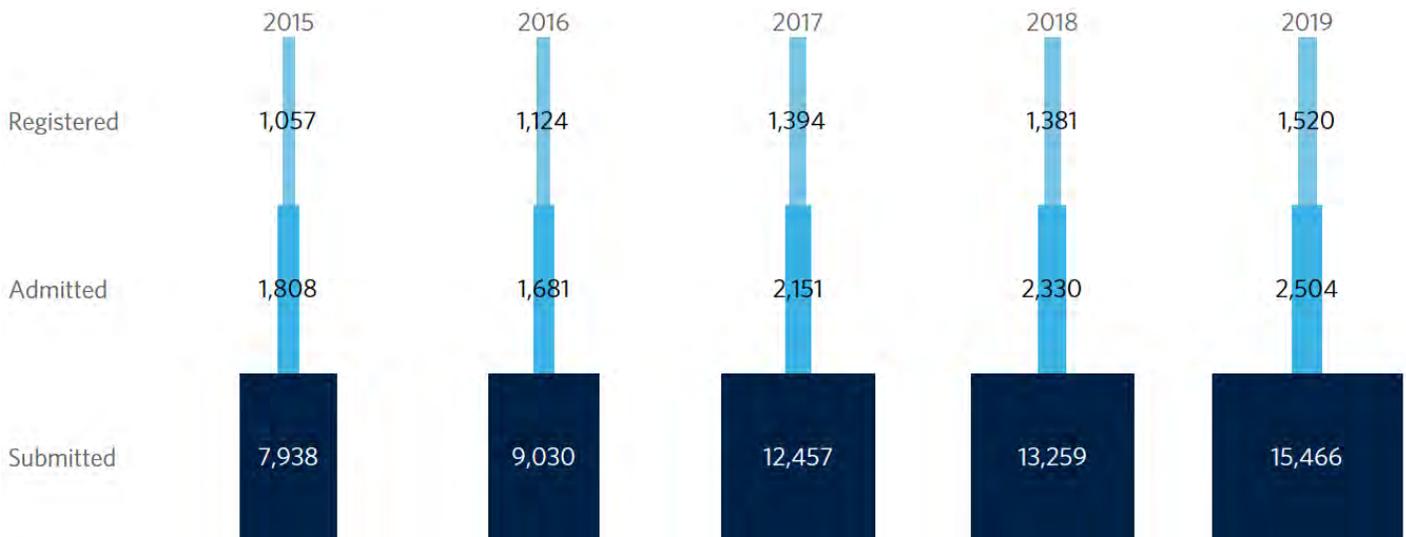


TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2015/16	2016/17	2017/18	2018/19	2019/20	
Okanagan	Domestic	Admit Rate	43%	49%	46%	57%	56%	
		Yield Rate	89%	94%	93%	90%	85%	
	International	Admit Rate	24%	22%	18%	19%	14%	
		Yield Rate	83%	82%	87%	74%	79%	
	Okanagan Total		Admit Rate	33%	34%	28%	32%	26%
			Yield Rate	87%	90%	90%	84%	83%
Vancouver	Domestic	Admit Rate	42%	38%	38%	41%	41%	
		Yield Rate	73%	79%	76%	76%	72%	
	International	Admit Rate	23%	19%	17%	18%	16%	
		Yield Rate	58%	67%	65%	59%	61%	
	Vancouver Total		Admit Rate	31%	27%	25%	25%	23%
			Yield Rate	68%	74%	71%	68%	66%

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. Particular attention is paid to the optimization of workflows and systems, data tracking and analysis, and the sharing of best practices among the academic programs.

UBC Vancouver has launched innovative graduate student recruitment initiatives with several comprehensive technical developments, including the provision of a graduate degree program listing, researcher profiles, and country-information system:

- the graduate degree program listing is a convenient one-stop information source that provides access to UBC's 330 academic program profiles, with program descriptions, deadlines, requirements, PhD career outcomes data, student & alumni profiles, tuition information, enrolment and completion data, and research supervisors, among other things,
- the 2,160 researcher profiles are widely used – not only for graduate student recruitment and to match prospective students with research supervisors, but by others who seek to compile data and to identify faculty members for a variety of reasons that relate to their research expertise, collaborations, or locations of research, and
- the country-information system forms the cornerstone of many future activities with its ability to provide comprehensive insight into other countries and individual institutions. This information will help identify recruitment potential by highlighting application numbers, admit and yield rates, international mobility statistics, partnerships, and linkages between UBC and those institutions. Through integration with the researcher profiles, insights gained can be highly targeted and actionable.

Other priorities in the digital realm for Vancouver's Faculty of Graduate and Postdoctoral Studies include social media, storytelling, video marketing, and a prospective student newsletter. The student story database with more than 800 profiles of current students and alumni provides a wealth of opportunities.

In addition to these digital activities G+PS pursues conventional marketing activities for graduate student recruitment, including attendance at select recruitment fairs, print advertising, posters, and outreach campaigns. Yield activities include comprehensive email campaigns with admitted students, extensive pre-arrival webinar schedules, and an online community.

On the Okanagan campus, each graduate program has a graduate student marketing page that includes a searchable database of supervisors, research areas, labs and facilities. There are also dozens of "Our Stories" profiling researches and students. Searchers can sort by faculty, student or alumni stories. In the summer of 2019, a working group was formed to focus specifically on marketing and recruitment for graduate programs at UBC Okanagan. The subcommittee is currently conducting an analysis of how program marketing is managed by each faculty, and looking for opportunities to collaborate across faculties.

WHAT WAS THE ACADEMIC ABILITY 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.

Direct-entry undergraduate applicants are evaluated academically in a comprehensive and holistic manner. 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 themselves as evidenced by the volume of academic courses completed and/or rigour of the courses completed. The mean entering grade range, for all academic courses a student took in the senior years of secondary school, was 86-88% for students attending the Okanagan campus; on the Vancouver campus, it was 90-92%.

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 2019/20 over 78,000 personal profiles were read and 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. All in all, it is estimated that about 15% of admitted applicants would not have been admitted with a grades-only admission model (this figure varies by program and campus).

WHERE DID UBC'S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

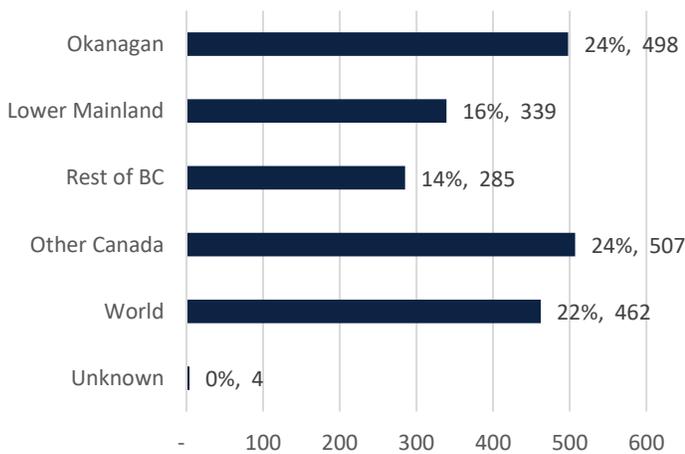
Figure 9 displays, for each campus, where 2019/20's new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools overseas (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2019/20, 73% of the new-to-UBC undergraduate students (N = 2,095) 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 Vernon and Okanagan Skaha school districts.

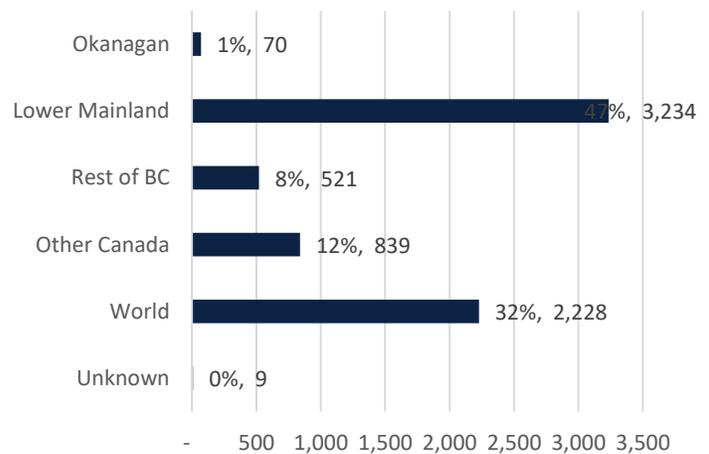
In 2019/20, 6,901 new direct-entry students, who comprised 60% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 47% (N = 3,234) had previously studied at an institution in the Lower Mainland, 9% had studied elsewhere in BC (N = 591) including the Okanagan, and 32% had studied outside of Canada (N = 2,228).

FIGURE 9: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2019/20, BY CAMPUS

Okanagan Campus (N = 2,095)

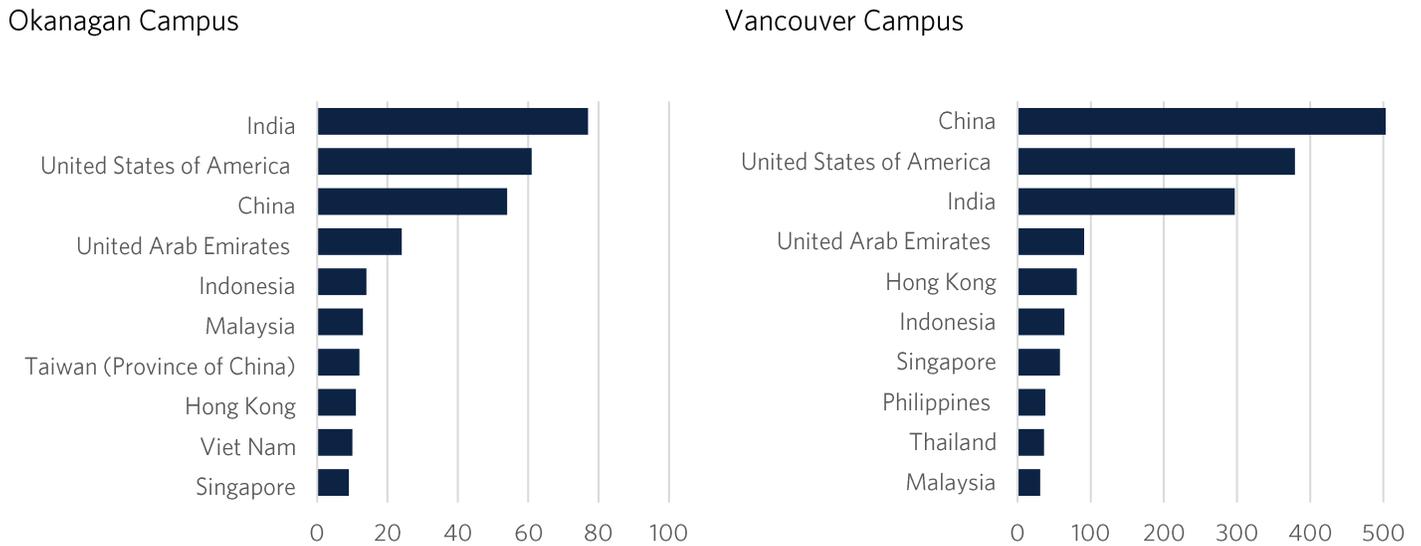


Vancouver Campus (N = 6,901)



UBC actively recruits students in approximately 81 different countries, 22+ states within the USA, and has relationships with many secondary schools around the world. New direct-entry students who previously studied at an institution outside of Canada originated from over 110 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, 2019/20, BY 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 2019/20.

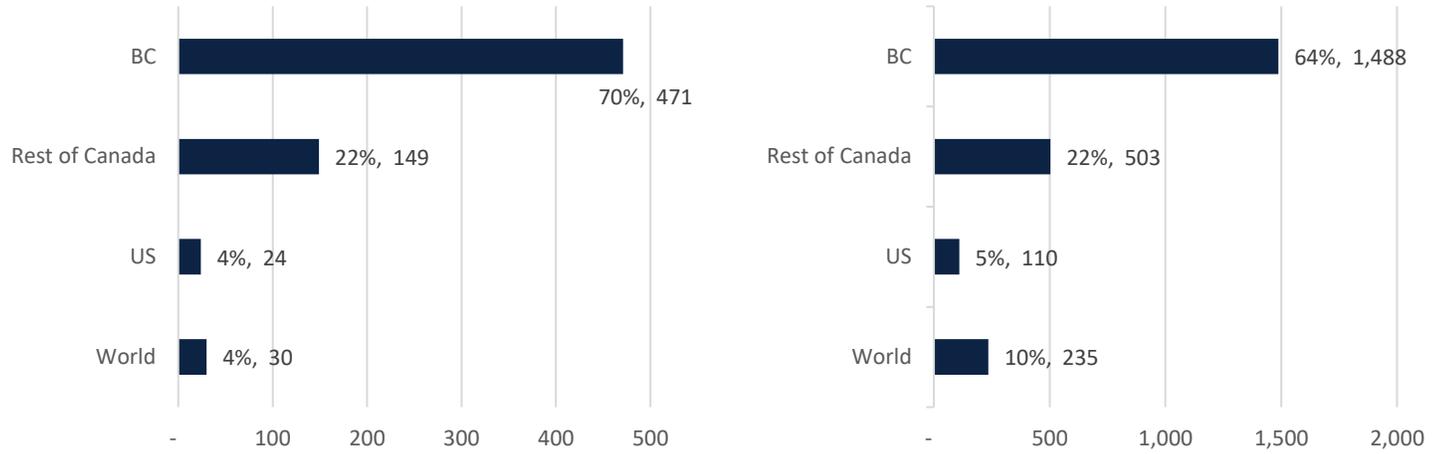
In 2019/20, 674 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 23% of all the new-to-UBC Okanagan undergraduate students. Figure 11 shows that 471 students (or 70% of all the post-secondary transfer students) previously attended a post-secondary institution in BC.

In 2019/20, UBC Vancouver registered 2,336 post-secondary transfer students, who comprised 20% of all the new-to-UBC students on the Vancouver campus. The majority of these students (64%) transferred from a post-secondary institution in BC.

FIGURE 11: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2019/20, BY CAMPUS

Okanagan Campus (N = 674)

Vancouver Campus (N = 2,336)

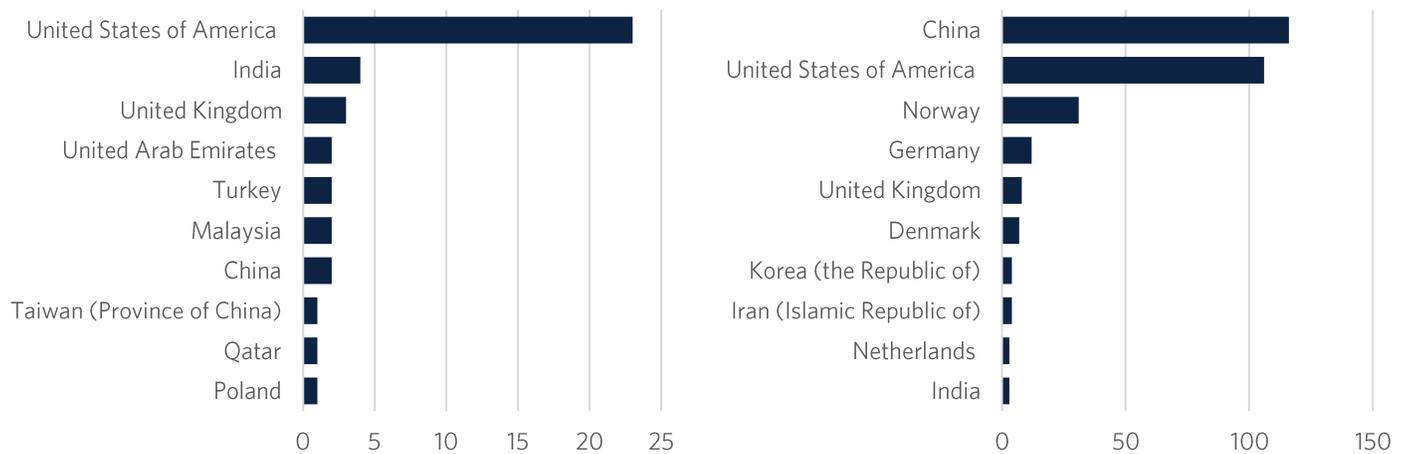


The 2019/20 new transfer students attended post-secondary institutions in 45 countries and territories before enrolling at UBC. The most common countries, other than Canada, are shown in Figure 12.

FIGURE 12: TOP 10 COUNTRIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2019/20

Okanagan Campus

Vancouver Campus



WHERE DID ABORIGINAL STUDENTS AT UBC PREVIOUSLY STUDY?

Most Aboriginal students at UBC are direct-entry students from secondary schools, although the proportion who register after completing some post-secondary education elsewhere is much higher than the overall proportion of domestic transfer students. Table 3 shows the Aboriginal student headcount, by campus, by student level, and by the type of institution previously attended. Most Aboriginal students at UBC studied in BC before enrolling at either the Vancouver or Okanagan campus. A small proportion of enrolled Aboriginal students studied at institutions from Central or Eastern Canada (see Figures 13 and 14).

TABLE 3: ALL ENROLLED ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2015/16	2016/17	2017/18	2018/19	2019/20	
Okanagan	Undergraduate	Secondary School	232	269	341	337	370	
		Technical Institute	15	13	13	9	11	
		College	95	104	106	104	116	
		University	35	43	39	35	50	
		Unknown	42	37	34	44	56	
		Undergraduate Total	419	466	533	529	603	
	Graduate	Secondary School	3	6	4	5	7	
		Technical Institute		2	2	2		
		College	13	7	10	10	17	
		University	16	15	16	12	17	
		Unknown	8	8	5	5	5	
		Graduate Total	40	38	37	34	46	
			Okanagan Total	459	504	570	563	649
	Vancouver	Undergraduate	Secondary School	422	443	461	478	518
Technical Institute			12	9	7	11	9	
College			184	196	184	185	189	
University			175	180	176	125	129	
Unknown			58	73	109	117	107	
Undergraduate Total			851	901	937	916	952	
Graduate		Secondary School	23	20	25	24	24	
		Technical Institute	9	13	9	7	9	
		College	50	52	57	51	58	
		University	135	128	130	118	119	
		Unknown	6	10	13	14	11	
		Graduate Total	223	223	234	214	221	
			Vancouver Total	1,074	1,124	1,171	1,130	1,173
Grand Total			1,533	1,628	1,741	1,693	1,822	

FIGURE 13: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2019/20, OKANAGAN CAMPUS (IF IN CANADA), N = 585

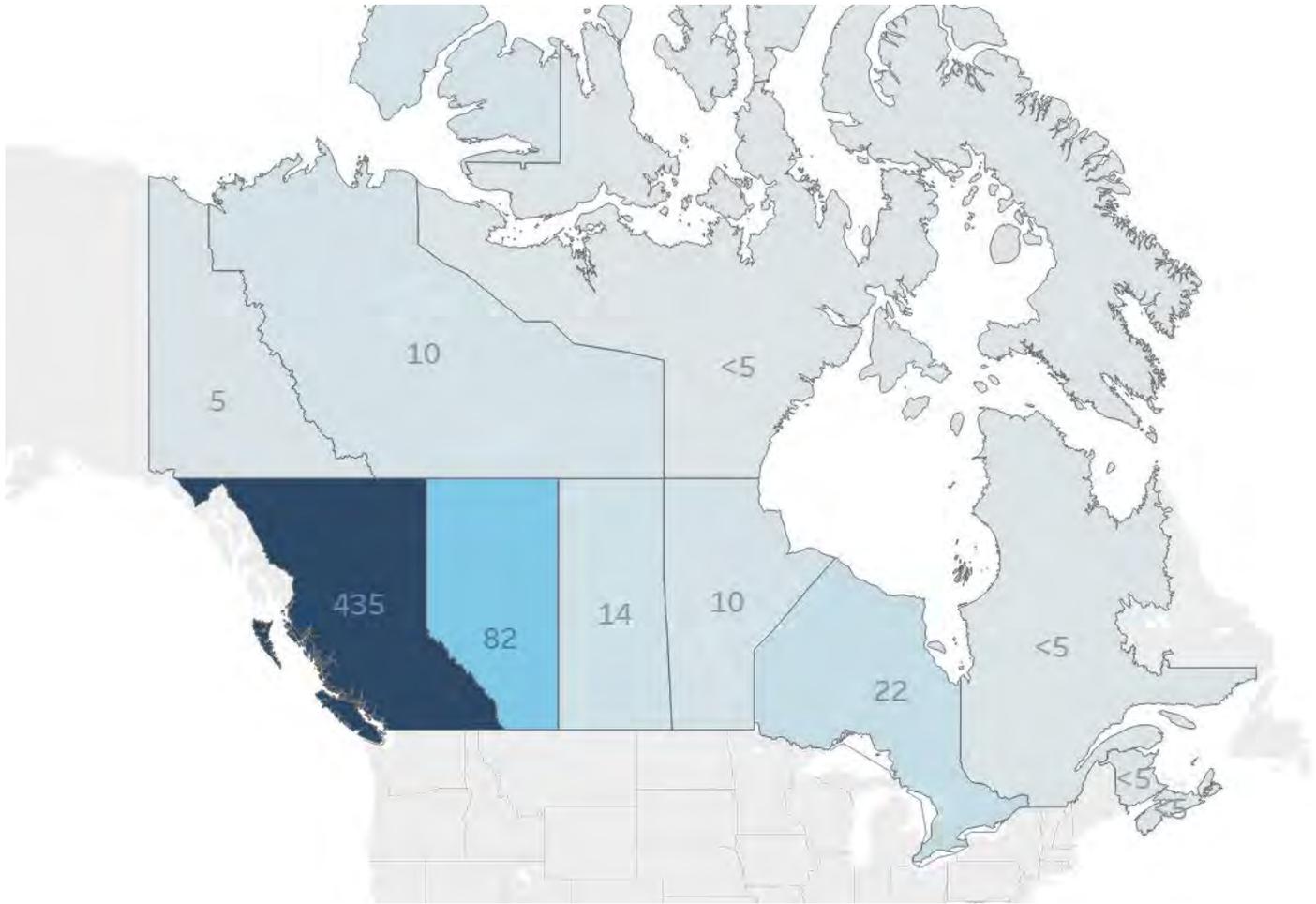
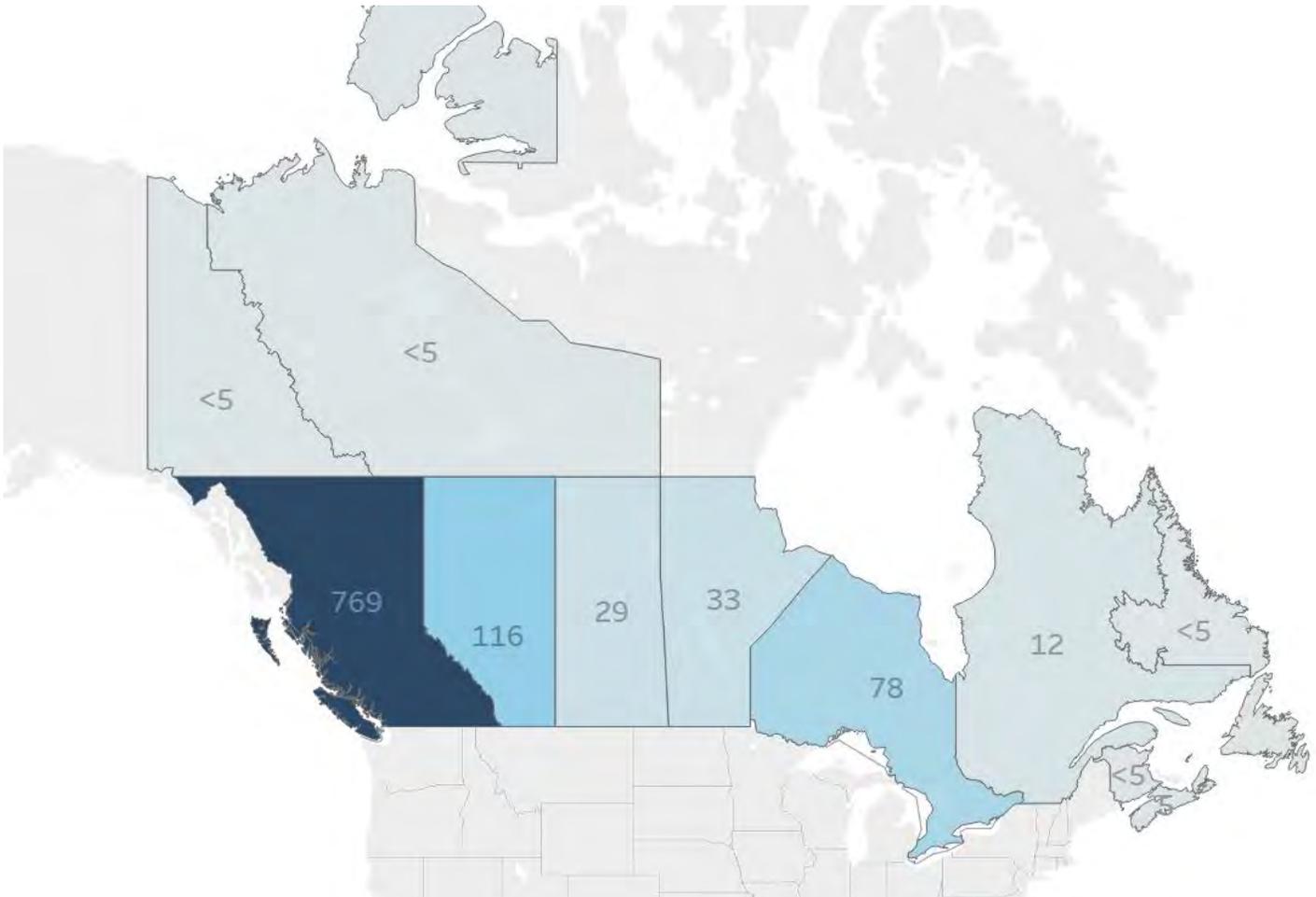


FIGURE 14: ABORIGINAL STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2019/20, VANCOUVER CAMPUS (IF IN CANADA), N = 1,053



IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 15 and 16 are maps of where UBC's 2019/20 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student authorization before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC 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, 2019/20, OKANAGAN CAMPUS (IF IN CANADA), N = 2,180

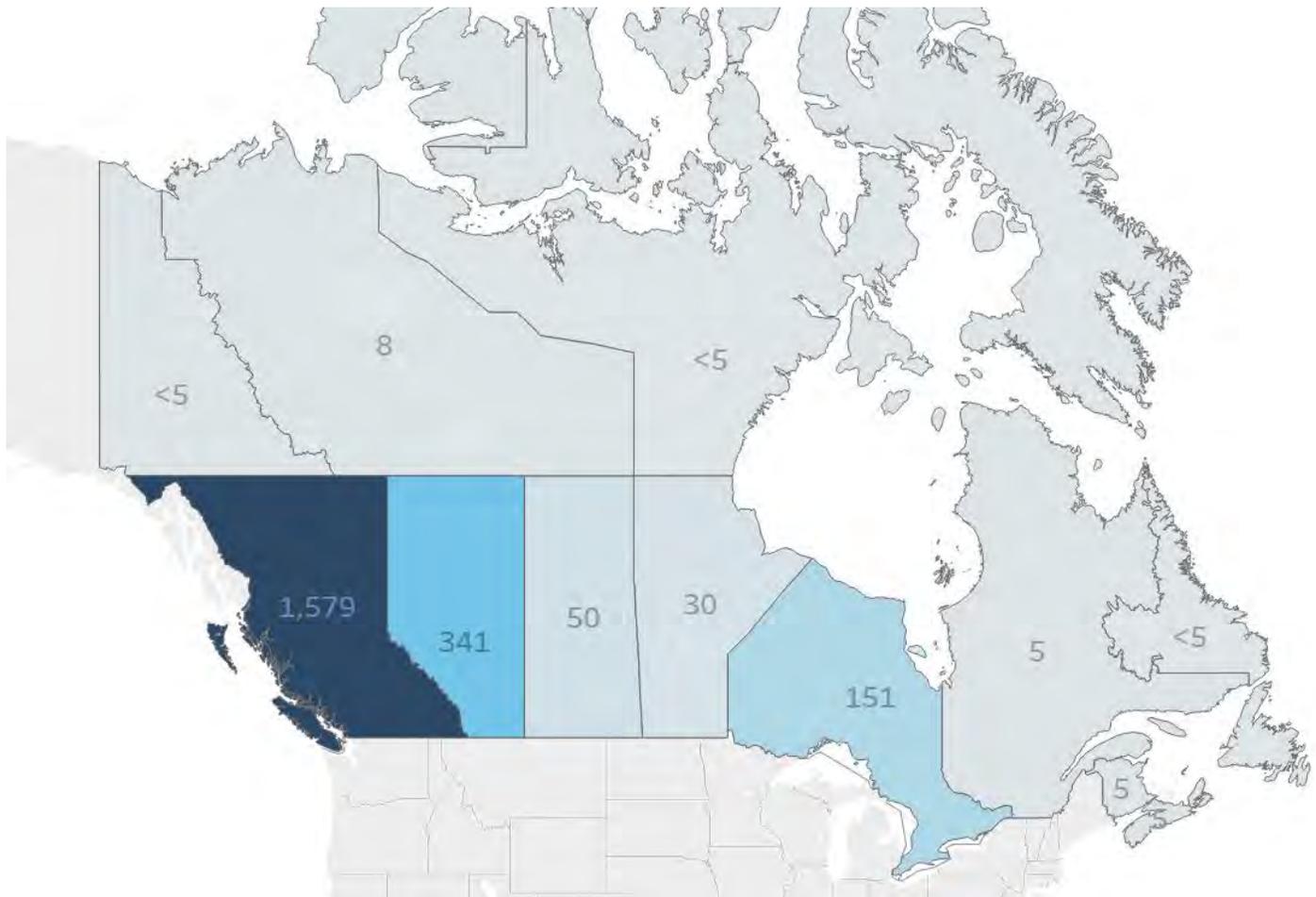
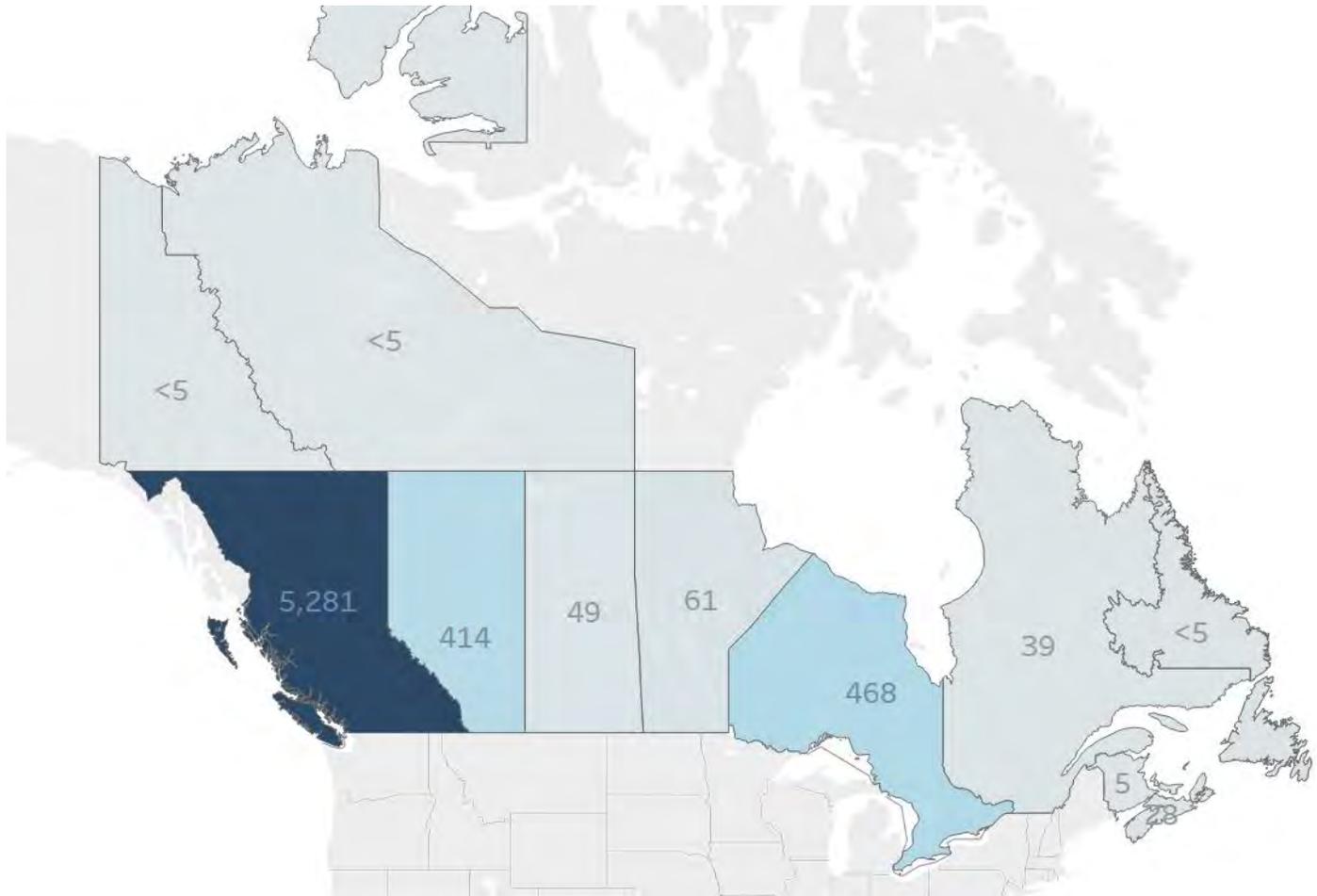


FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS (IF IN CANADA), N = 6,356



IN WHICH COUNTRIES DID UBC'S NEW INTERNATIONAL UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

The 2019/20 new-to-UBC international undergraduate students came from many countries (see Figures 17 and 18). Following Canada, the US, China and India predominated, with several other European and Asian countries contributing large numbers of students.

FIGURE 17: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 572

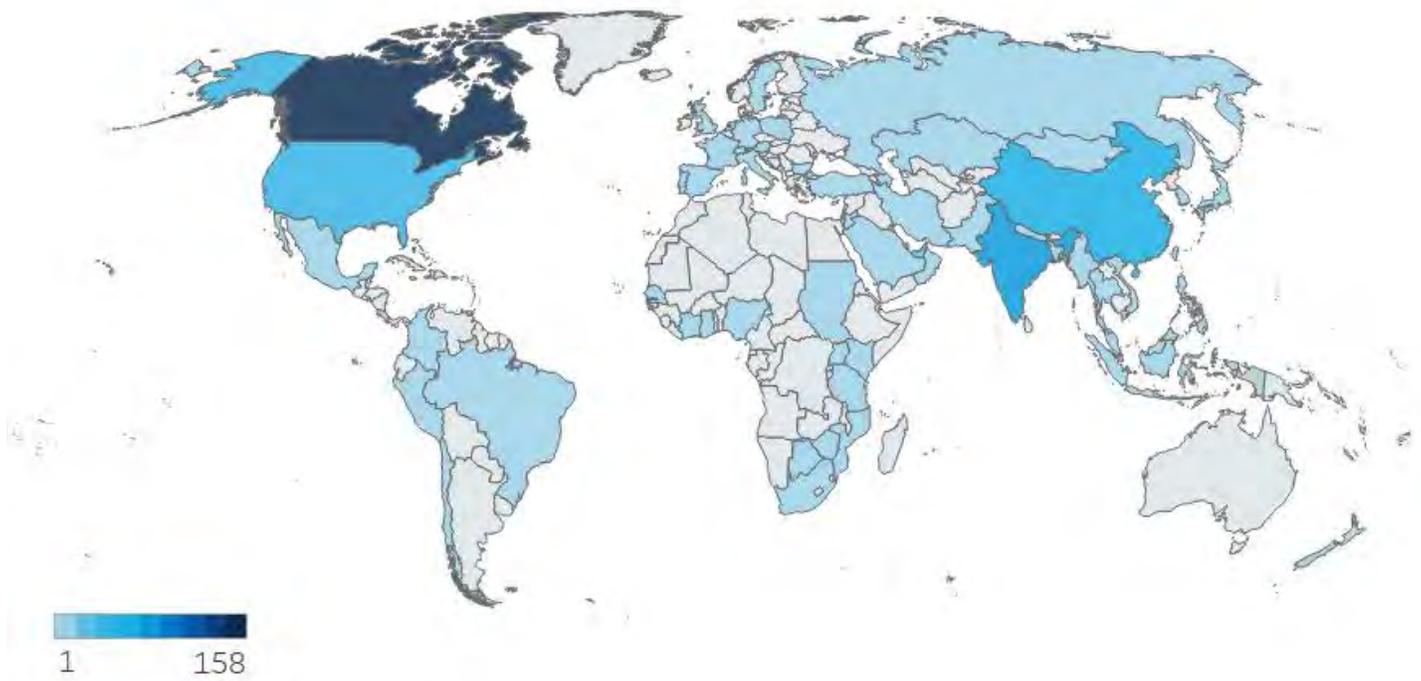
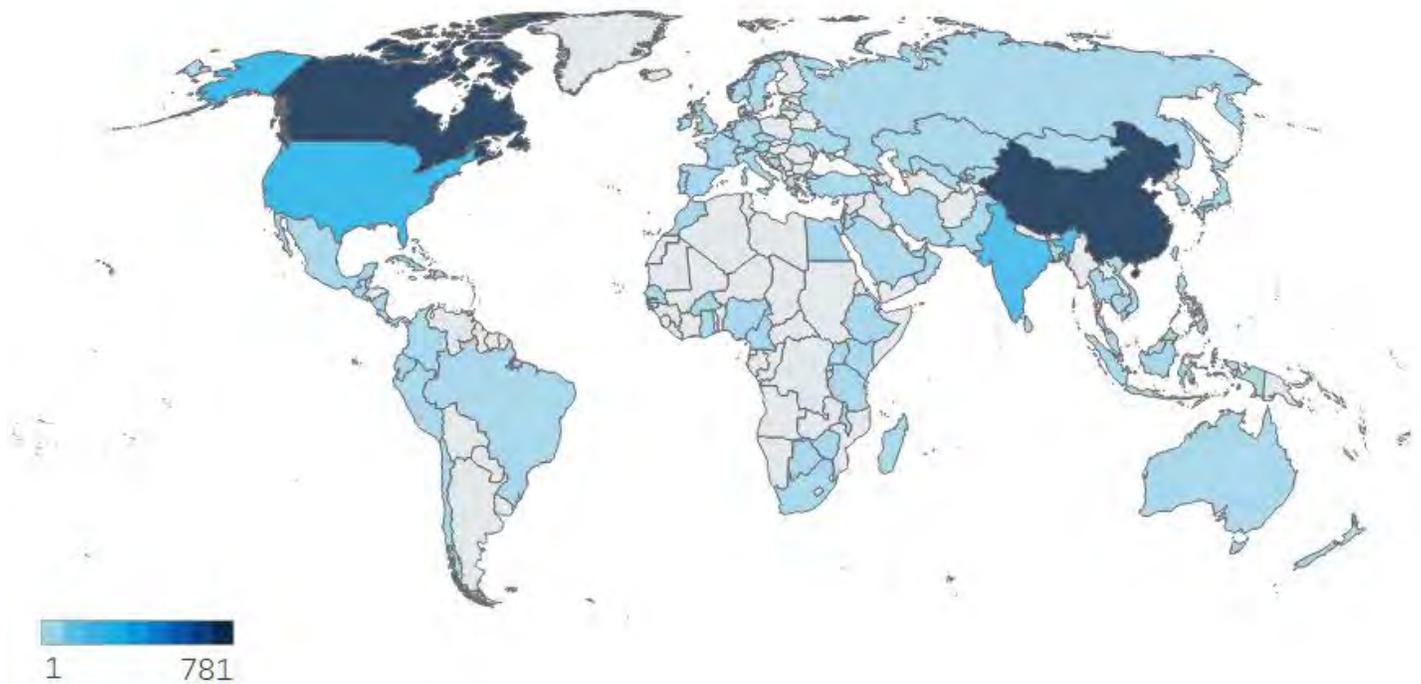


FIGURE 18: COUNTRY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 2,780



WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 19 and 20 are maps of where UBC's 2019/20 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a student authorization before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in BC or Ontario.

FIGURE 19: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 264

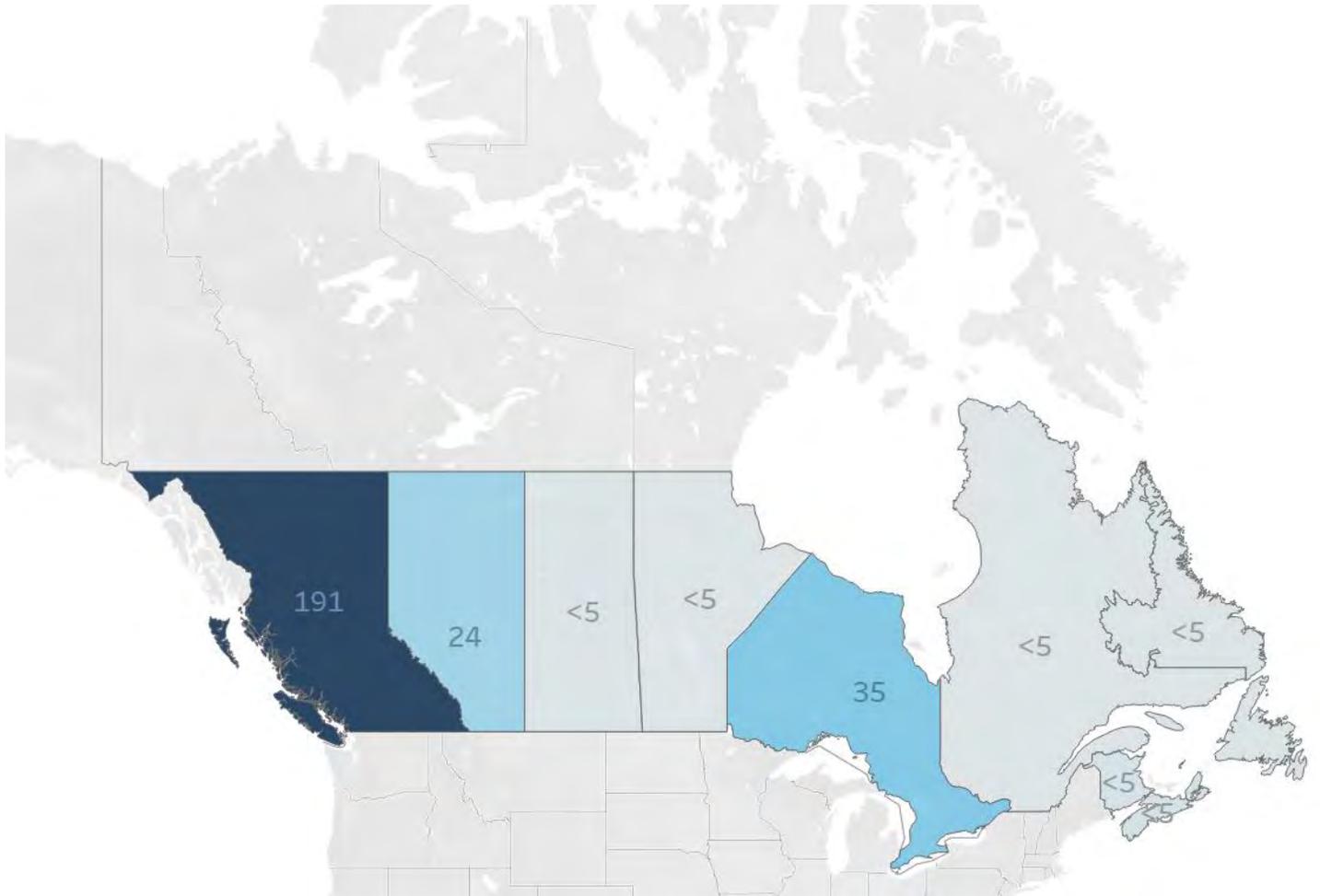
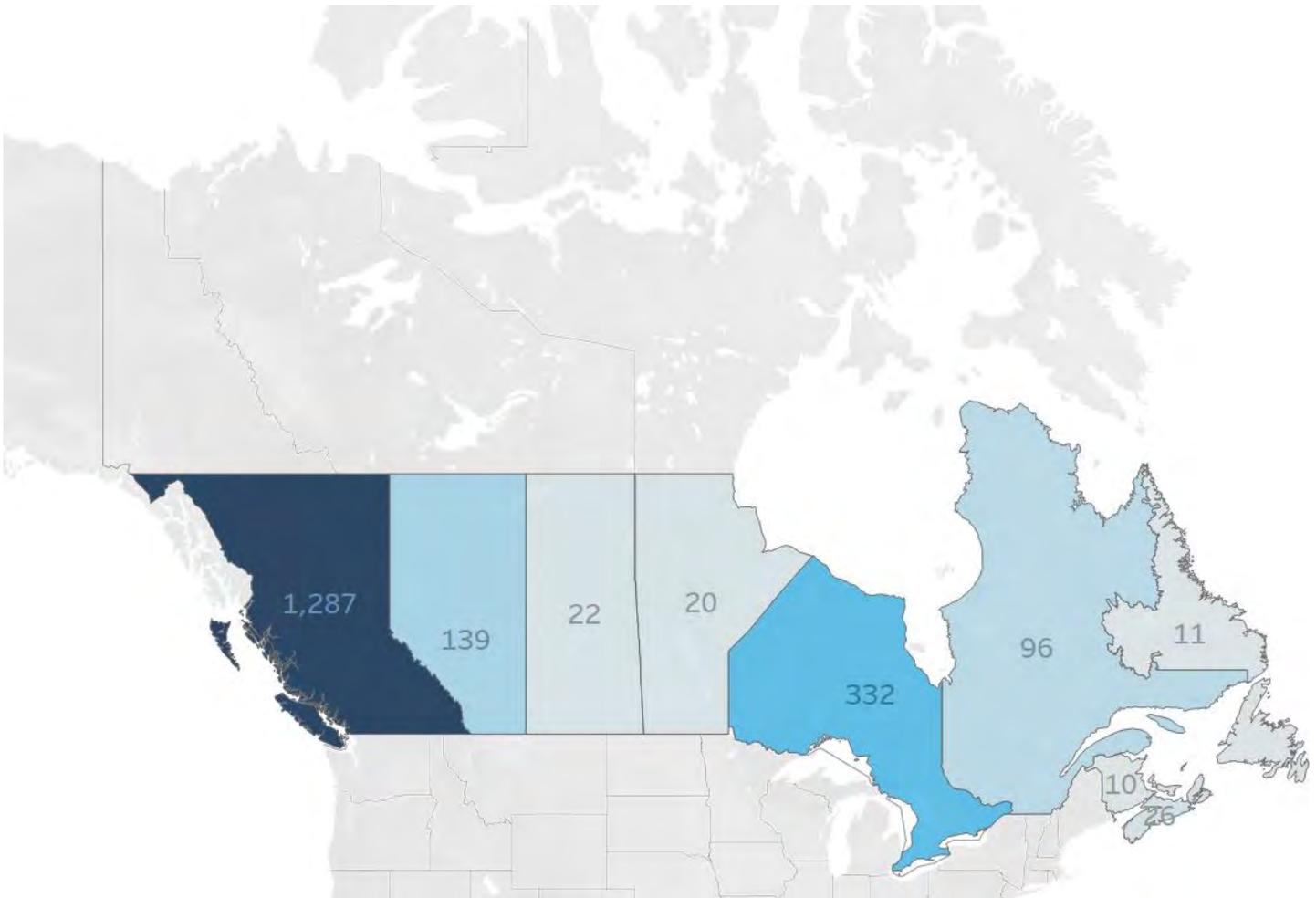


FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 1,945



The 2019/20 new-to-UBC international undergraduate students came from many countries (see Figures 21 and 22). For Okanagan students, following Canada, India and the Islamic Republic of Iran predominated. On the Vancouver campus, most students studied at an institution in the US, India, or China prior to entering their graduate program at UBC.

FIGURE 21: COUNTRY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2019/20, OKANAGAN CAMPUS, N = 431

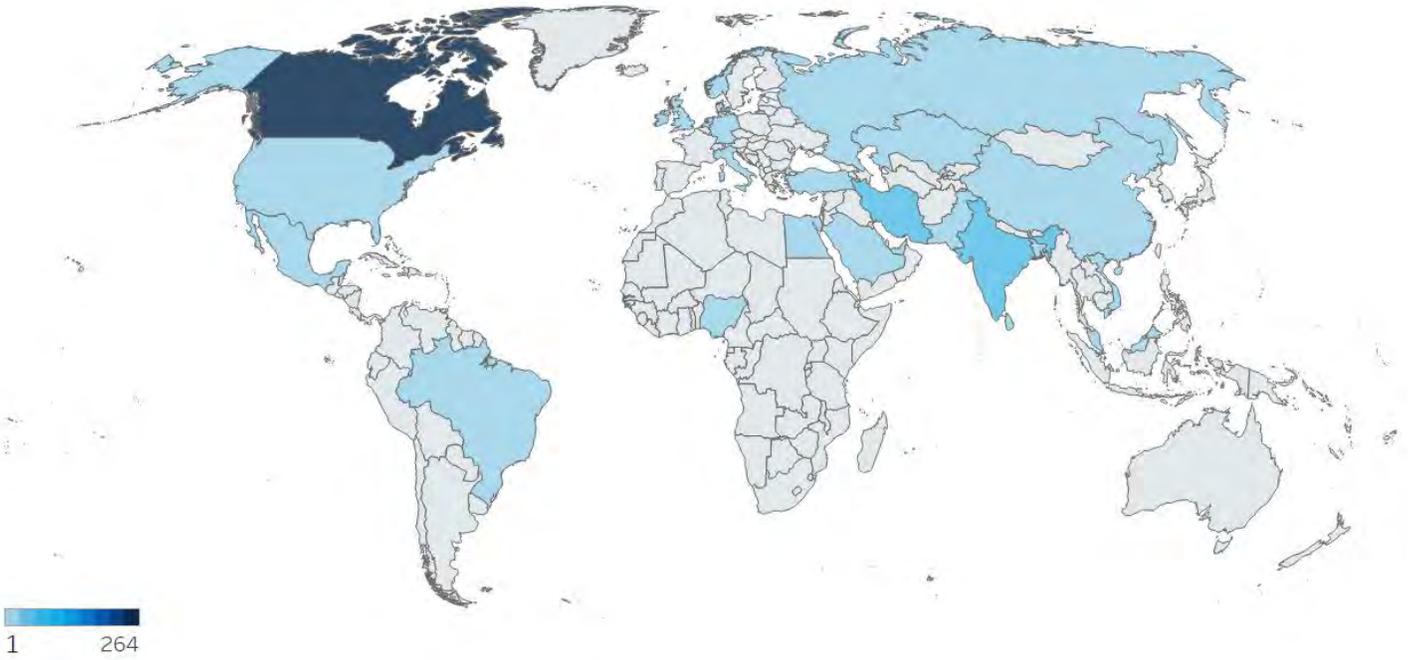
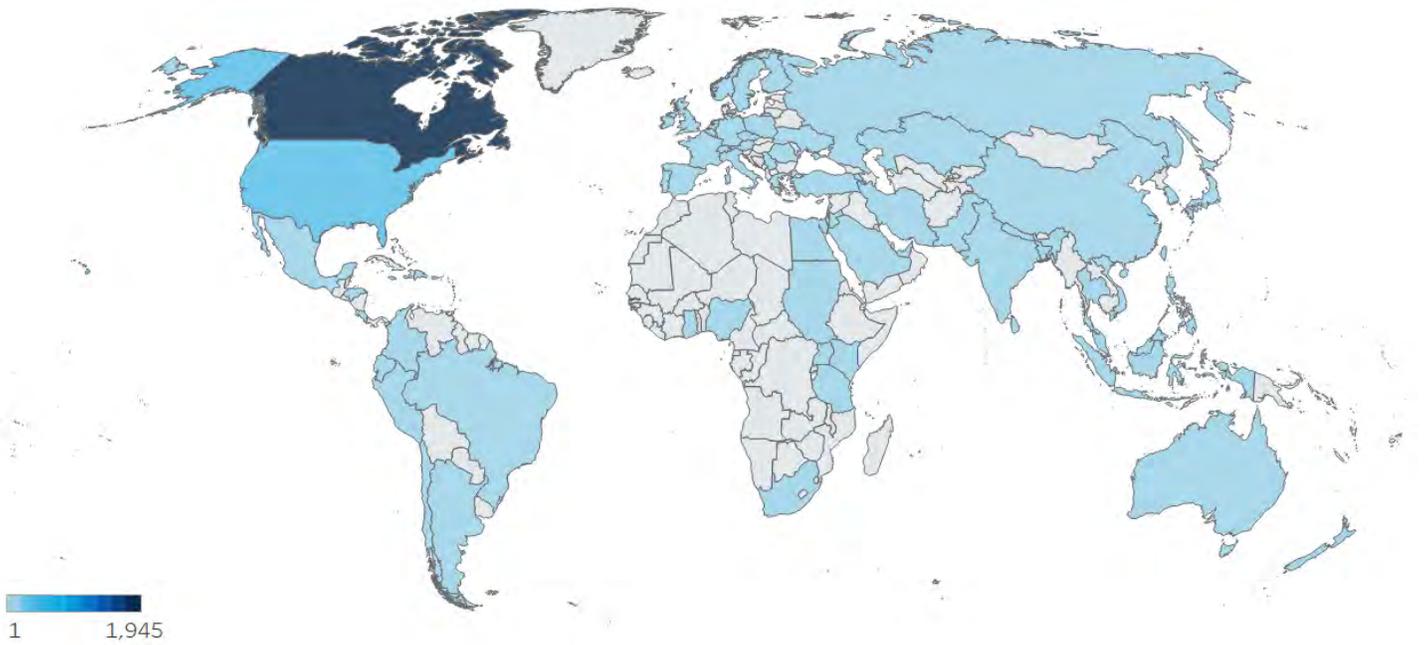


FIGURE 22: COUNTRY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2019/20, VANCOUVER CAMPUS, N = 3,110



UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

WHAT WAS UBC'S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

Figure 23 illustrates the historical and 2019/20 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

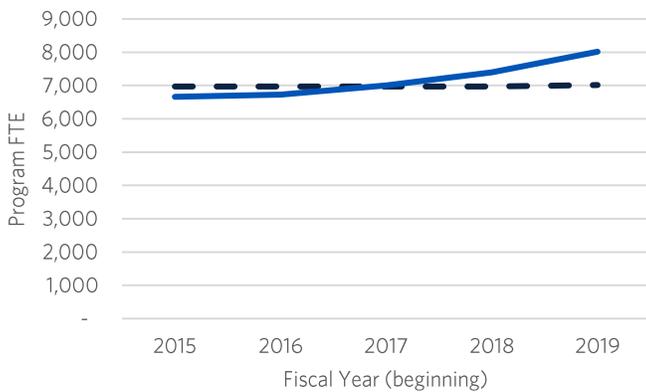
UBC Okanagan was funded for 7,015 domestic undergraduate and graduate student FTEs for 2019/20 and delivered over the FTE target. As of November 1, 2019, the actual FTE total was estimated to be 8,015 an increase of 617 FTEs over the previous year, representing a utilization rate of 114% (about 113% estimated for March 1, 2020, accounting for attrition from the fall to winter terms).

UBC Vancouver was funded for 35,772 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 40,078 FTEs (112%).

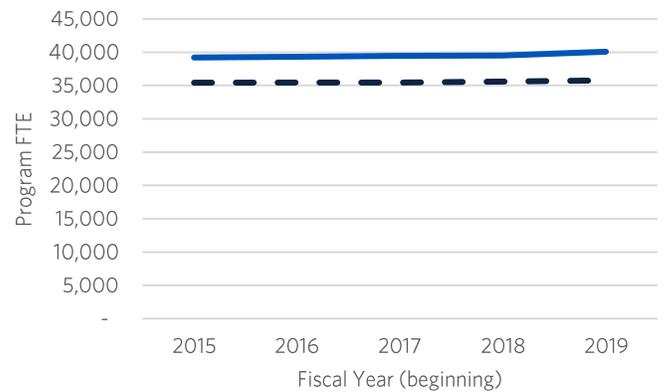
Combining both campuses, government-funded domestic FTEs for 2019/20 were 42,787 and actual enrolment was 48,093 FTEs, which results in a 12% over-enrolment. There were 38,986 undergraduate domestic student FTEs enrolled representing a utilization rate of 106%, and 9,288 graduate student FTEs enrolled representing a utilization rate of 155%.

FIGURE 23: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS

Okanagan Campus



Vancouver Campus



HOW MANY STUDENTS DID UBC ENROL?

In 2019/20, 67,957 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 55,159 and graduate students was 11,351 (see Table 4). Eighty-four percent of UBC students were enrolled on the Vancouver campus in 2019/20, with the remaining 16% 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 10,708 undergraduate and graduate students enrolled in 2019/20, an 8% increase over the previous year and UBC Okanagan's largest headcount enrolment to date. Since 2005/06, headcount enrolment has increased by 205% (N = 3,511). Undergraduate student enrolment increased by 7% over the previous year and graduate student enrolment increased by 13%. Further, 2019/20 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,065). Approximately 29% of all Okanagan students enrolled in 2019/20 were new-to-UBC students (N = 3,130).²

The Vancouver campus 2019/20 total enrolment grew to 57,250, an increase of 2% over the previous year, with nearly all of the growth concentrated in undergraduate baccalaureate degree enrolment.

TABLE 4: OVERALL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	35	24	30	11	19
		Baccalaureate Degree	7,262	7,492	7,896	8,565	9,160
		Post-Baccalaureate Degree	164	133	119	186	237
		Non-Degree	207	250	219	228	227
		Undergraduate Total	7,668	7,899	8,264	8,990	9,643
	Graduate	Master's Degree	466	523	559	626	702
		Doctoral Degree	258	265	297	319	363
		Graduate Total	724	788	856	945	1,065
		Okanagan Total	8,392	8,687	9,120	9,935	10,708
Vancouver	Undergraduate	Diploma & Certificate	2,263	2,359	2,460	2,403	2,362
		Baccalaureate Degree	34,075	35,507	36,670	37,238	37,859
		Post-Baccalaureate Degree	2,554	2,674	2,781	2,836	2,864
		Non-Degree	2,716	2,510	2,467	2,405	2,431
		Undergraduate Total	41,608	43,050	44,378	44,882	45,516
	Residents	Residents Total	1,378	1,437	1,461	1,468	1,448
	Graduate	Diploma & Certificate ³	55	75	-	-	
		Master's Degree	6,142	6,162	6,395	6,432	6,687
		Doctoral Degree	3,538	3,507	3,546	3,549	3,599
		Non-Degree	-	1	-	-	
		Graduate Total	9,735	9,745	9,941	9,981	10,286
		Vancouver Total	52,721	54,232	55,780	56,331	57,250
	Grand Total			61,113	62,919	64,900	66,266

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.

² New-to-UBC students are new students who have not studied previously at UBC.

³ Starting in the year 2017/18, "Diploma & Certificate" counts have been included in the Undergraduate category as a result of a change in classification. This change can be seen in Tables 4, 5, 6, and 7.

HOW MANY DOMESTIC STUDENTS DID UBC ENROL?

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 5% in 2019/20 (N = 7,486 in 2018/19), while domestic graduate student enrolment increased by 8% (N = 629 in 2018/19). Domestic new-to-UBC undergraduate student enrolment in 2019/20 (N = 2,230) increased when compared with the previous year (N = 2,185 in 2018/19) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2019/20 (N = 39,704) remained constant relative to 2018/19. Domestic new-to-UBC undergraduate student enrolment increased slightly between 2018/19 (N = 7,285) and 2019/20 (N = 7,614), or by 5%.

TABLE 5: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	35	24	30	11	19
		Baccalaureate Degree	6,442	6,552	6,777	7,119	7,440
		Post-Baccalaureate Degree	164	133	119	186	237
		Non-Degree	170	188	139	170	148
		Undergraduate Total	6,811	6,897	7,065	7,486	7,844
	Graduate	Master's Degree	356	381	421	456	498
		Doctoral Degree	153	158	161	173	181
		Graduate Total	509	539	582	629	679
		Okanagan Total	7,320	7,436	7,647	8,115	8,523
Vancouver	Undergraduate	Diploma & Certificate	2,109	2,203	2,290	2,237	2,169
		Baccalaureate Degree	26,659	26,944	26,909	26,838	27,091
		Post-Baccalaureate Degree	2,534	2,647	2,748	2,808	2,840
		Non-Degree	1,329	1,197	1,222	1,181	1,201
		Undergraduate Total	32,631	32,991	33,169	33,064	33,301
	Residents	Residents Total	1,371	1,429	1,452	1,468	1,448
	Graduate	Diploma & Certificate	50	70	-	-	
		Master's Degree	4,441	4,495	4,473	4,406	4,421
		Doctoral Degree	2,111	2,064	2,001	1,988	1,982
		Non-Degree	-	1	-	-	
		Graduate Total	6,602	6,630	6,474	6,394	6,403
		Vancouver Total	40,604	41,050	41,095	40,926	41,152
	Grand Total			47,924	48,486	48,742	49,041

HOW MANY ABORIGINAL STUDENTS DID UBC ENROL?

UBC is committed to expanding educational opportunities for Aboriginal students. There is some imprecision associated with the reported number of Aboriginal students enrolled at UBC; Aboriginal students are not required to identify as Aboriginal at any time during their studies, but can do so voluntarily. Students' Aboriginal status is gleaned from several sources: students may self-identify as part of the admissions process, or they may indicate their Aboriginal status at any time after initial admission. Thus, the numbers of Aboriginal students shown in Tables 3 and 6 are likely an underestimation of the actual number of students enrolled.

Reporting is based on the number of Aboriginal students of Canada. There are a small number of additional students who are not included in the following sections because they are international Aboriginal students, that is, they require government-issued study permits to enter the country.

In 2019/20, 6.1% of students enrolled on the Okanagan campus identified as Aboriginal (N = 649), constituting 7.6% of all domestic students. About 2.1% of all students (undergraduate and graduate) on the Vancouver campus were identified as Aboriginal, constituting 2.9% of all domestic students.

In 2019/20, 195 new-to-UBC Aboriginal students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 68 new Aboriginal students started a graduate program; 54 in master's programs and 14 in doctoral programs. On the Okanagan campus in 2019/20, 143 Aboriginal students enrolled in a baccalaureate program. An additional 19 Aboriginal students started a graduate program, an increase over 2018/19 (N = 12); one student entered doctoral studies and 18 started a master's program.

UBC places great importance on partnering with Aboriginal communities and promoting access to postsecondary education for Aboriginal students. To better support opportunities to improve retention and to support students' success, a number of new roles have been created, including a Specialist of Indigenous Enrolment Initiatives and a Specialist of Indigenous Graduate Enrolment Initiatives. As UBC's Indigenous Strategic Plan is finalized, these roles will help enact new ways of serving Indigenous students and their success.

TABLE 6: DOMESTIC ABORIGINAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program_Type_Group	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	1		1	1	
		Baccalaureate Degree	372	421	473	463	524
		Post-Baccalaureate Degree	9	8	5	8	16
		Non-Degree	37	37	54	57	63
		Undergraduate Total	419	466	533	529	603
	Graduate	Master's Degree	30	26	28	26	37
		Doctoral Degree	10	12	9	8	9
		Graduate Total	40	38	37	34	46
		Okanagan Total	459	504	570	563	649
	Vancouver	Undergraduate	Diploma & Certificate	20	21	24	30
Baccalaureate Degree			616	654	665	635	687
Post-Baccalaureate Degree			180	191	204	206	208
Non-Degree			35	35	44	45	28
		Undergraduate Total	851	901	937	916	952
Resident		Residents Total	19	29	32	38	34
Graduate		Diploma & Certificate					
		Master's Degree	154	158	165	142	142
		Doctoral Degree	69	65	69	72	79
		Non-Degree					
		Graduate Total	223	223	234	214	221
		Vancouver Total	1,093	1,153	1,203	1,168	1,207
Grand Total Total		Total	1,552	1,657	1,773	1,731	1,856

HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL?

International students are those who require a study permit, issued by the Government of Canada, to attend UBC.⁴ Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2015/16 through 2019/20, 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 (47 on the Okanagan campus and 529 on the Vancouver campus).

In 2019/20, 2,185 international students were enrolled on the Okanagan campus, representing a 20% increase over the previous year (N = 1,820), which is the largest international student population to date. International students represented 20% of the total student population. The 2019/20 student intake was also the largest incoming international undergraduate and graduate class for the Okanagan campus (N = 787); new-to-UBC international undergraduate enrolment increased by 4% (N = 649) over the previous year (N = 624) (not shown in the Table). International students made up 19% of all undergraduate students and 36% of all graduate students. Since 2009/10,

⁴ Permits are issued by Immigration, Refugees and Citizenship Canada.

the compound annual growth rate (CAGR) of international students, on the Okanagan campus, of new-to-UBC undergraduate students has been 16%.

In 2019/20, 16,098 international students were enrolled on the Vancouver campus, which represents a 4% 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 27% of all undergraduate students.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	-	-	-	-	-
		Baccalaureate Degree	820	940	1,119	1,446	1,720
		Post-Baccalaureate Degree	-	-	-	-	-
		Non-Degree	37	62	80	58	79
		Undergraduate Total	857	1,002	1,199	1,504	1,799
	Graduate	Master's Degree	110	142	138	170	204
		Doctoral Degree	105	107	136	146	182
		Graduate Total	215	249	274	316	386
		Okanagan Total	1,072	1,251	1,473	1,820	2,185
Vancouver	Undergraduate	Diploma & Certificate	154	156	170	166	193
		Baccalaureate Degree	7,416	8,563	9,761	10,400	10,768
		Post-Baccalaureate Degree	20	27	33	28	24
		Non-Degree	1,387	1,313	1,245	1,224	1,230
		Undergraduate Total	8,977	10,059	11,209	11,818	12,215
	Residents	Residents Total	7	8	9	-	-
	Graduate	Diploma & Certificate	5	5	-	-	-
		Master's Degree	1,701	1,667	1,922	2,026	2,266
		Doctoral Degree	1,427	1,443	1,545	1,561	1,617
		Non-Degree	-	-	-	-	-
		Graduate Total	3,133	3,115	3,467	3,587	3,883
		Vancouver Total	12,117	13,182	14,685	15,405	16,098
	Grand Total			13,189	14,433	16,158	17,225

HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

In 2013/14, UBC was one of a handful of BC post-secondary institutions that started to prioritize access for students with lived experience in government care. In addition to special consideration and support in the application process, students with lived experience in care are eligible for a tuition waiver at UBC. Over the past few years, the number of registered students at UBC who were "post-care" has doubled. There are currently 54 former youth in care studying at UBC on either a Ministry or a UBC waiver of tuition, a 20% increase over 2018/19. With all BC post-secondary institutions beginning to offer a tuition waiver in 2018/19, students with lived experience in government care have many more educational options within the province so future increases will likely be less dramatic. Since the inception of the program in 2013, 25 former youth in care students have graduated from UBC with undergraduate degrees.

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 partnership 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 an important role in providing social and academic support for the 8 WUSC new-to-UBC students enrolled in 2019/20. In all, there are 39 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.

HOW MANY VANTAGE COLLEGE STUDENTS ENROLLED?

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 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 2019/20, students transitioned into; Arts (Vancouver campus), Engineering (the Vancouver and Okanagan campus), and Science (Vancouver campus). The headcounts for 2019/20 Vantage College students are: 69 student in the Applied Science Stream, 235 in Arts, and 136 in the Science stream.

WHAT WERE THE DEMOGRAPHIC CHARACTERISTICS OF UBC'S STUDENTS?

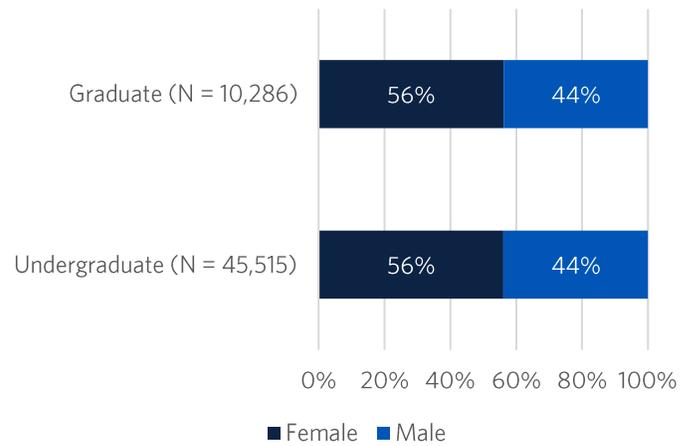
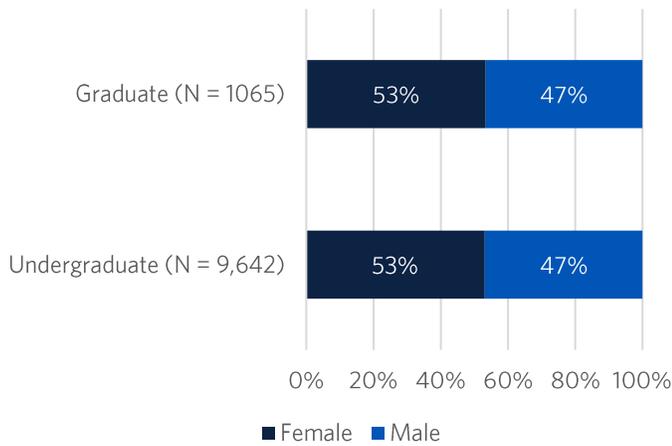
The gender distribution of students enrolled at UBC in 2019/20 was generally consistent across both campuses, with female students representing a small majority on both campuses (see Figure 24).⁵ There is one student on the Okanagan campus with no declared gender for 2019/20.

⁵ 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 24: STUDENTS' GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2019/20

Okanagan Campus

Vancouver Campus

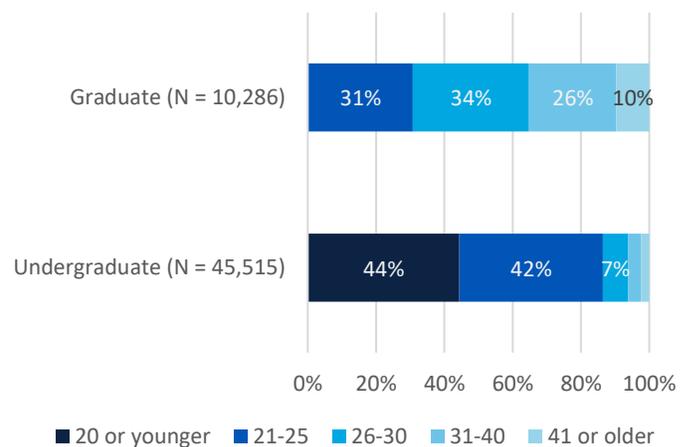
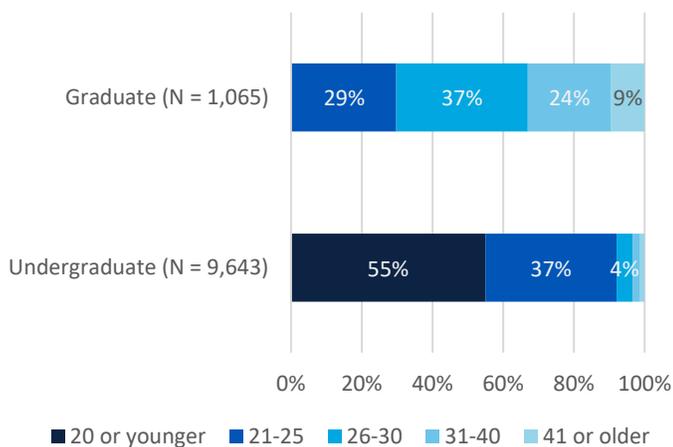


The majority of undergraduate students, in 2019/20, were 25 years of age or younger (92% of Okanagan students and 86% of Vancouver students) (see Figure 25). On the Okanagan campus, the undergraduate students' average age, in 2019/20, was 20 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30 year age group (37%), followed by the 21-25 year age group (29%); the average age was 28 years. On the Vancouver campus, the undergraduate students' average age was 21 years. The largest proportion of graduate students (34%) was in the 26-30 year age group followed by the 21-25 year age group (31%); the graduate students' average age was 28 years.

FIGURE 25: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2019/20

Okanagan Campus

Vancouver Campus



WHAT NATIONALITIES ARE REPRESENTED IN UBC'S INTERNATIONAL STUDENT POPULATION?

In 2019/20, UBC's international students, at both campuses combined, were citizens of over 150 countries. Tables 8 and 9 show the top 10 countries of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 26 and 27 provide maps of the countries of citizenship for each campus. About one third (36%) of UBC's international students held Chinese citizenship in 2019/20 (N = 6,611). Following China, the most common countries of citizenship were India, the United States of America, the Republic of Korea, and the Islamic Republic of Iran.

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 2019/20, 109 countries were represented by 2,185 students. Data from the 2018/19 academic year shows that across all research post-secondary institutions in BC an average of 97 countries are represented by international students compared to 101 for the Okanagan campus.⁶

A total of 155 countries were represented by 16,098 international students on the Vancouver campus in 2019/20. Thirty-seven percent of these international students held Chinese citizenship (N = 6,006). Since 2011/12, the number of international students with Indian citizenship has increased by 484%. Data from 2018/19 shows that there was significant diversity on the Vancouver campus with the largest number of nationalities (N = 157) represented relative to other research post-secondary institutions in BC.⁶

⁶ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

TABLE 8: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Country	2015/16	2016/17	2017/18	2018/19	2019/20	Change from 2015	
Undergraduate	China	257	313	368	471	537	109%	
	India	42	57	90	174	255	507%	
	United States of America	59	68	76	81	83	41%	
	Hong Kong	27	35	32	42	46	70%	
	United Kingdom of Great Britain and Northern Ireland							
	Ireland	22	32	32	26	45	105%	
	Korea (the Republic of)	37	40	42	32	43	16%	
	Japan	32	27	33	36	41	28%	
	Taiwan (Province of China)	24	26	28	40	39	63%	
	Indonesia	12	12	15	26	37	208%	
	Brazil	13	12	18	25	33	154%	
	Other	332 (73)	380 (79)	469 (83)	551 (83)	640 (94)	93%	
	Undergraduate Total		857	1,002	1,203	1,504	1,799	110%
	Graduate	Iran (Islamic Republic of)	45	50	50	56	81	80%
India		28	34	44	71	78	179%	
China		36	39	47	53	62	72%	
Bangladesh		17	25	19	18	30	76%	
United States of America		18	16	18	19	23	28%	
Pakistan		7	10	11	11	11	57%	
Egypt		*	*	5	*	8	167%	
Sri Lanka		*	*	*	5	7	133%	
United Kingdom of Great Britain and Northern Ireland								
Ireland		*	5	*	*	6	100%	
Brazil		*	*	5	6	5	400%	
Other		54 (31)	60 (31)	69 (33)	69 (39)	75 (44)	93%	
Graduate Total			215	248	274	315	386	80%
Grand Total			1,072	1,250	1,477	1,819	2,185	104%

Note: The number of countries represented in the "other" category is listed after the headcount in brackets. Countries with less than 5 are denoted with a * to protect individual identities.

TABLE 9: INTERNATIONAL STUDENTS' COUNTRIES OF CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

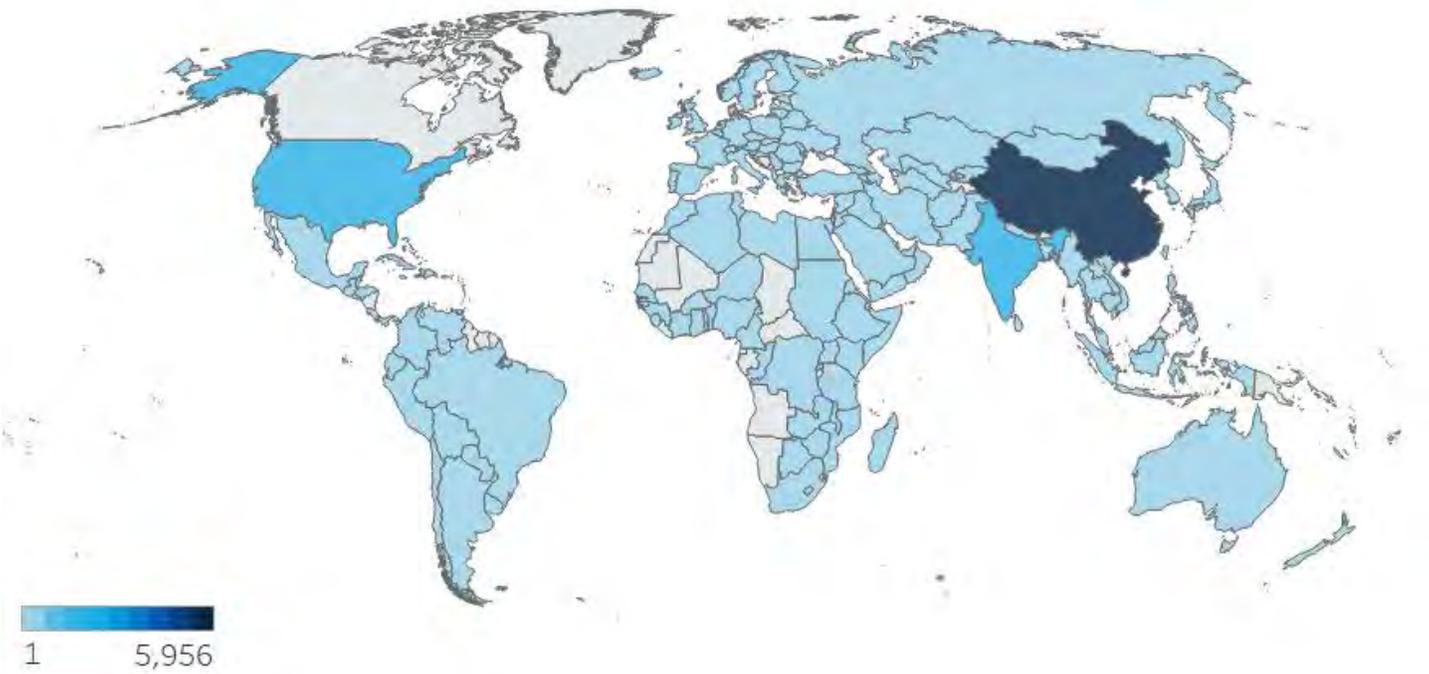
Student Level	Country	2015/16	2016/17	2017/18	2018/19	2019/20	Change from 2015
Undergraduate	China	3,195	3,823	4,406	4,856	4,997	56%
	India	383	513	726	941	1,211	216%
	United States of America	883	972	1,081	1,045	981	11%
	Korea (the Republic of)	429	412	435	435	446	4%
	Japan	310	310	326	306	294	-5%
	Hong Kong	245	269	290	288	271	11%
	Indonesia	199	208	215	234	265	33%
	Malaysia	170	177	188	187	188	11%
	Singapore	162	186	189	183	187	15%
	Turkey	72	96	141	174	177	146%
	Other	2,929 (133)	3,093 (135)	3,212 (137)	3,169 (130)	3,198 (134)	9%
Undergraduate Total		8,977	10,059	11,209	11,818	12,215	36%
Graduate	China	790	753	817	859	959	21%
	United States of America	552	538	581	596	637	15%
	India	257	272	343	405	495	93%
	Iran (Islamic Republic of)	211	186	210	220	261	24%
	Mexico	81	82	101	92	93	15%
	United Kingdom of Great Britain and Northern Ireland	78	82	106	94	90	15%
	Brazil	52	67	86	100	87	67%
	Germany	88	79	84	82	73	-17%
	Nigeria	19	32	49	66	71	274%
	Korea (the Republic of)	48	51	62	61	62	29%
	Other	957 (105)	973 (100)	1,028 (105)	1,012 (114)	1,055 (110)	8%
Graduate Total		3,133	3,115	3,467	3,587	3,883	24%
Grand Total		12,110	13,174	14,676	15,405	16,098	57%

Note: The number of countries represented in the "other" category is listed after the headcount in brackets.

FIGURE 26: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2019/20, OKANAGAN CAMPUS, N = 2,185



FIGURE 27: INTERNATIONAL STUDENTS' CITIZENSHIP, BY COUNTRY, 2019/20, VANCOUVER CAMPUS, N = 16,094



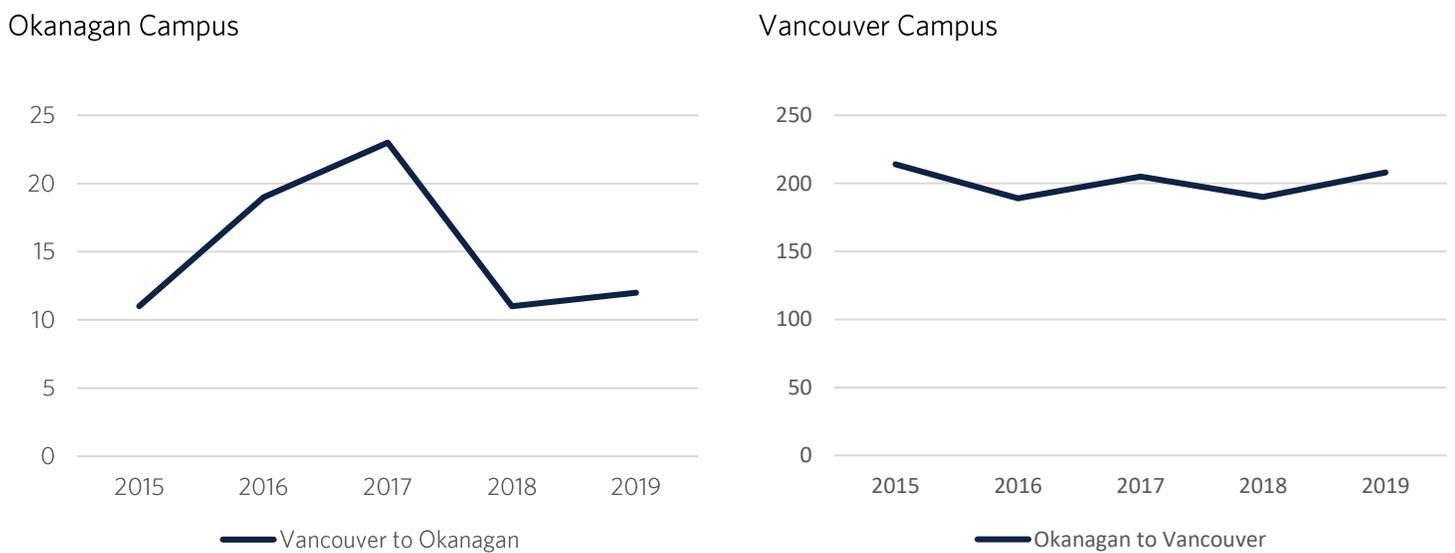
GLOBAL OPPORTUNITIES

International students contribute a rich diversity to both campuses. Specifically, five regions have been identified as strategic priority areas for undergraduate student growth: the USA, the Middle East, Africa, Southeast Asia, and South Asia. Strong representation from China continues, and the focus toward greater geographic diversity is showing results, as evidenced by a 19% increase in new student enrolment from India and South Asia, and a 9% increase from Southeast Asia. Unrest in different parts of the world, as well as the desire to reach students far and wide in the globally competitive landscape, necessitate that UBC continually innovate on how to attract students from diverse countries. UBC's eRecruitment initiative in recruiting in these prohibited areas along with UBC's on the ground presence in seven countries raises its profile and brand among prospective international students in a diversity of regions supporting long-term international enrolment goals.

TRANSFERS BETWEEN UBC CAMPUSES

In 2019/20, a total of 220 undergraduate students transferred between the two campuses. Twelve students transferred to the Okanagan campus from the Vancouver campus, and 208 students went to Vancouver from the Okanagan.

FIGURE 28: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR



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 only 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 1,682 credentials were awarded to Okanagan campus graduates in 2018, which is down slightly from the unusually large number of credentials awarded in 2016. Since 2005, over 15,000 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 12% growth in the number of credentials awarded between 2014 and 2018. More than 12,000 credentials were awarded to students on the Vancouver campus in 2018.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY YEAR, BY CAMPUS

Campus	Program Level	Program Type	2014	2015	2016	2017	2018	
Okanagan	Undergraduate	<i>Domestic</i>						
		Baccalaureate Degree	1,227	1,285	1,328	1,255	1,286	
		Post-Baccalaureate Degree	143	119	117	89	45	
			<i>International</i>					
			Baccalaureate Degree	70	93	116	132	110
			Undergraduate Total	1,440	1,497	1,561	1,476	1,441
	Graduate	<i>Domestic</i>						
		Master's Degree	130	113	143	113	158	
		Doctoral Degree	16	27	17	28	17	
		<i>International</i>						
		Master's Degree	20	32	37	49	56	
		Doctoral Degree	9	12	14	14	10	
			Graduate Total	175	184	211	204	241
	Okanagan Total	1,615	1,681	1,772	1,680	1,682		
Vancouver	Undergraduate	<i>Domestic</i>						
		Diploma & Certificate	526	516	513	518	506	
		Baccalaureate Degree	5,502	5,494	5,413	5,560	5,505	
		Post-Baccalaureate Degree	1,030	1,067	1,038	1,102	1,140	
		<i>International</i>						
		Diploma & Certificate	47	73	56	72	73	
		Baccalaureate Degree	866	960	1,098	1,329	1,711	
	Post-Baccalaureate Degree	6	12	7	13	18		
		Undergraduate Total	7,977	8,122	8,125	8,594	8,953	
	Graduate	<i>Domestic</i>						
		Master's Degree	1,701	1,779	1,643	1,725	1,778	
		Doctoral Degree	391	402	376	361	345	
		<i>International</i>						
Master's Degree		618	683	715	692	836		
Doctoral Degree		143	170	181	185	184		
	Graduate Total	2,853	3,034	2,915	2,963	3,143		
	Vancouver Total	10,830	11,156	11,040	11,557	12,096		
Grand Total			12,445	12,837	12,812	13,237	13,778	

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, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

The proportion of Aboriginal students conferred a UBC degree has increased by 50% between 2014 and 2018 (see Table 11). Aboriginal students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2019, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal. At the Vancouver campus, Aboriginal students received about 2% of all the credentials awarded in 2019, and the overall number increased by 45% between 2014 and 2019.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO ABORIGINAL STUDENTS, BY YEAR, BY CAMPUS

Campus	Program Level	2013		2014		2015		2016		2017		2018	
		Number	%										
Okanagan	Undergraduate	47	4%	60	4%	66	4%	68	4%	68	5%	97	7%
	Graduate	1	0%	3	2%	5	3%	12	6%	7	3%	5	2%
	Okanagan Total	48	3%	63	4%	71	4%	80	5%	75	4%	102	6%
Vancouver	Undergraduate	147	2%	120	2%	145	2%	162	2%	168	2%	168	2%
	Graduate	24	1%	34	1%	40	1%	51	2%	24	1%	56	2%
	Vancouver Total	171	2%	154	1%	185	2%	213	2%	192	2%	224	2%
Grand Total		219	2%	217	2%	256	2%	293	2%	267	2%	326	2%

WHAT WERE 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 (CSRDE) 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, 86% of the 2018/19 cohort of UBC Okanagan first-year undergraduate students were retained into 2019/20; 85% of the domestic cohort and 90% of the international cohort were retained.

For UBC Vancouver, 94% of the 2018/19 cohort of first-year undergraduate students were retained into 2019/20. Overall, international students had somewhat lower rates of retention than those of domestic students (see Figure 29). With the most recent cohort, 95% of domestic students and 92% of international first-year students were retained from 2018/19 into 2019/20.

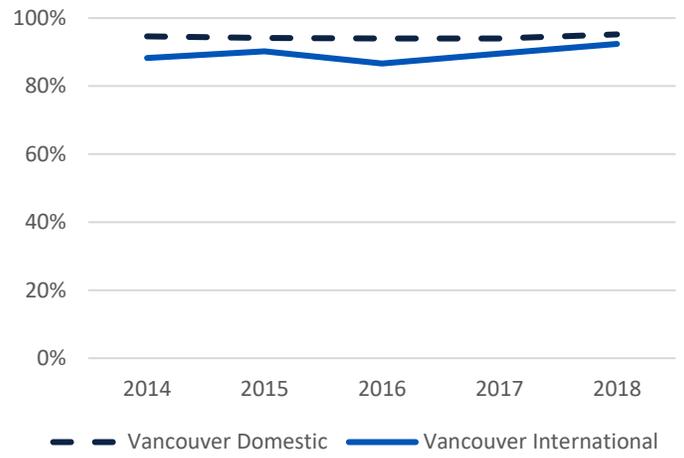
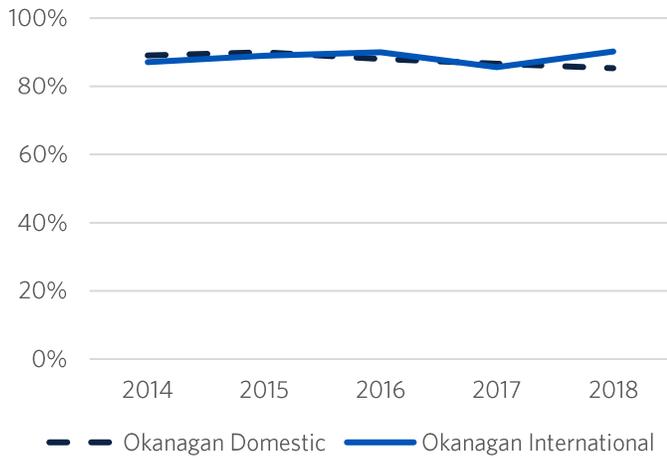
These retention rates compare favourably to other institutions in BC. For the 2017/18 cohort, the Okanagan campus retained students at 86%, and the Vancouver campus at 92%. In comparison, Simon Fraser University retained students at 91%, the University of Victoria at 84%, the University of Northern British Columbia at 77%, and Thompson Rivers University at 79%.⁷

⁷ See: British Columbia Higher Education Accountability Dataset. <http://bcheadset.ca/>

FIGURE 29: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus

Vancouver Campus



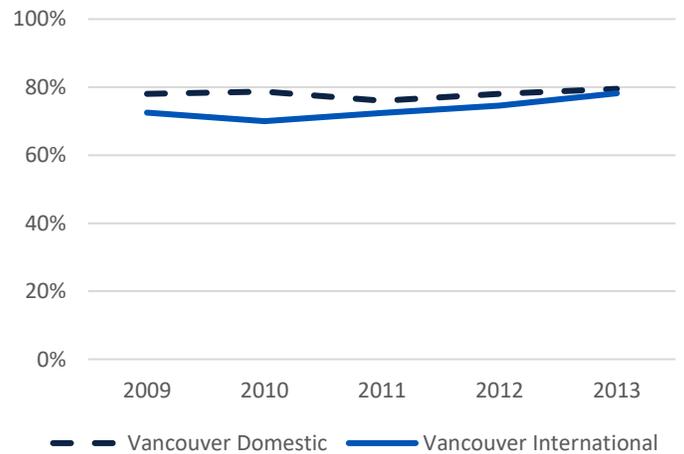
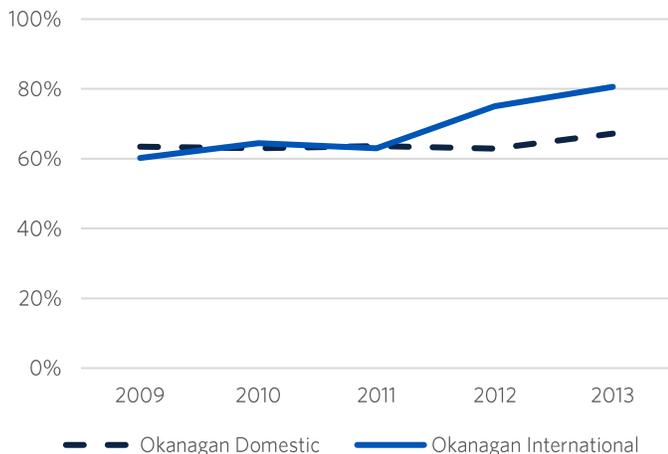
With respect to the cohort of undergraduate students who began their degree programs in 2013/14, 69% of UBC Okanagan students and 79% of UBC Vancouver students completed their programs within six years.

Overall, despite some fluctuation between domestic and international students, six-year completion rates have generally remained consistent over time, with the exception of the international student completion rate, which has been increasing since 2012. Figure 30 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

FIGURE 30: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus

Vancouver Campus



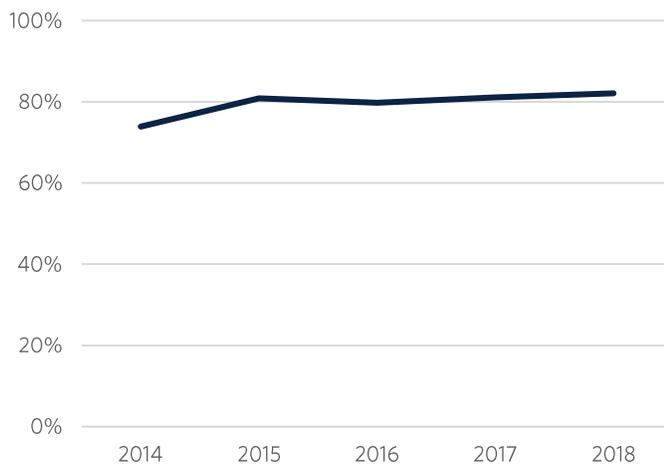
WHAT WERE UBC'S ABORIGINAL UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

UBC's Aboriginal undergraduate students' retention and completion rates are completed for students who were new to UBC regardless of full-time or part-time status. These retention rates are indicators of persistence from a student's first year into the subsequent year, irrespective of whether the student switched programs, campuses, or opted for part-time study.

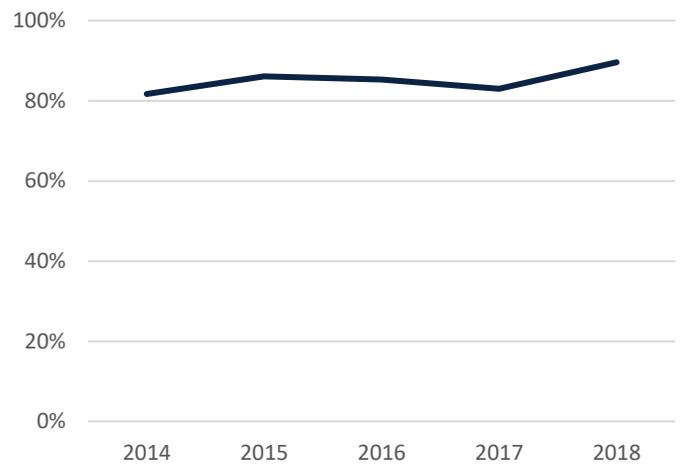
Overall, 82% of the 2018/19 cohort of UBC Okanagan first-year undergraduate degree program Aboriginal students were retained into 2019/20, and for UBC Vancouver, 90% were retained.

FIGURE 31: RETENTION RATES OF ABORIGINAL STUDENTS, BY ENTRY YEAR, BY CAMPUS

Okanagan Campus



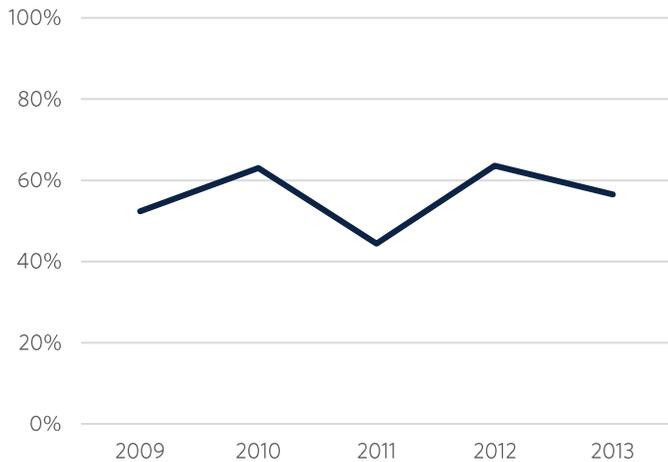
Vancouver Campus



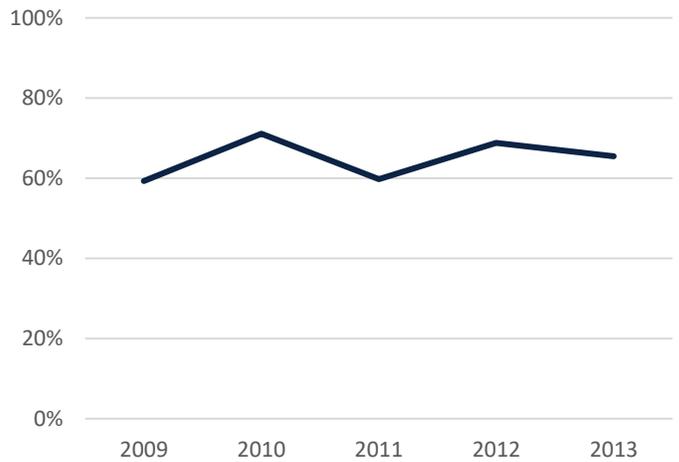
With respect to the cohort of full-time Aboriginal undergraduate students who began the first-year of their degree programs in 2013/14, 57% of UBC Okanagan students and 66% of UBC Vancouver students completed their programs within six years.

FIGURE 32: SIX-YEAR COMPLETION RATES OF ABORIGINAL 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 33 and 34 show the cohorts of UBC Okanagan and Vancouver master's students (Okanagan, N = 678; Vancouver, N = 7,752) who began their programs between 2009/10 and 2012/13, 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 = 36) within 6 years and took an average of 1.2 years to complete their studies. Thesis optional students had a graduation rate of 89% (N = 287) and took an average of 2.7 years to graduate while 78% (N = 363) of students in programs requiring a thesis graduated with an average of 2.9 years to complete their studies.

On the Vancouver campus, 92% (N = 3,823) of course based master's students graduated within 6 years and took an average of 2 years to graduate. Ninety-two percent (N = 1,697) of thesis optional students graduated within 6 years and took an average of 2 years to finish, and 90% (N = 2,201) 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 33: MASTER'S STUDENTS' YEARS TO COMPLETION, 2009/10-2012/13 COHORTS, OKANAGAN CAMPUS (N = 414)

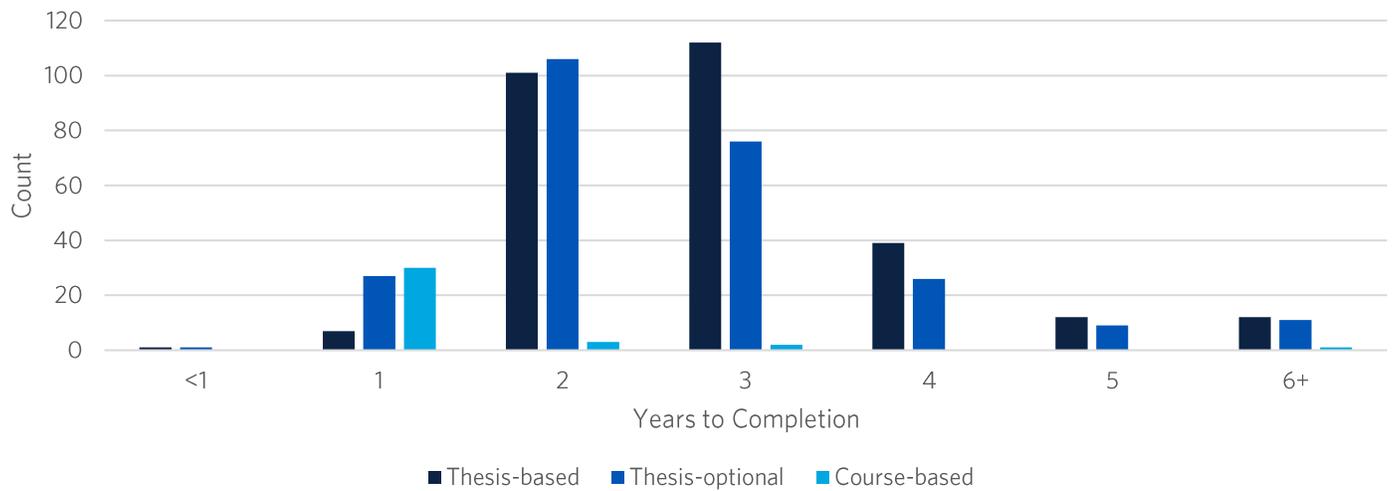
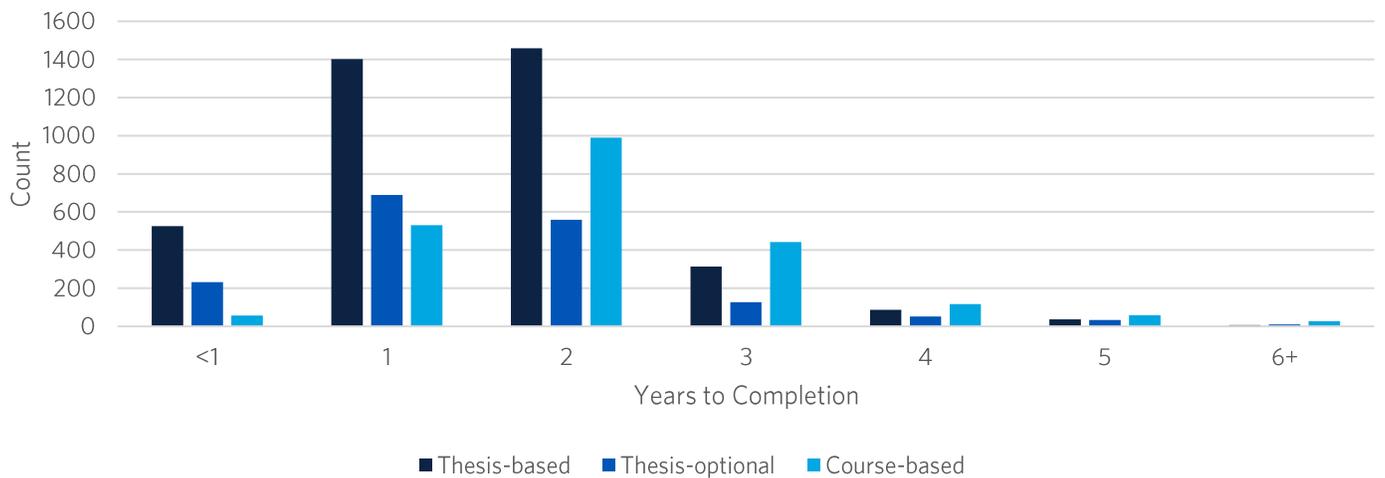


FIGURE 34: MASTER'S STUDENTS' YEARS TO COMPLETION, 2009/10-2012/13 COHORTS, VANCOUVER CAMPUS (N = 7,752)



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, 77 of the 115 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2006/07 and 2009/10). The 37 students who did not complete their degrees withdrew from their program after an average of 2.4 years of study. Okanagan doctoral students took an average 4.6 years to complete their studies and are shown in Figure 35.

For the Vancouver campus, 1,858 students began their studies between 2006/07 and 2009/10, and 1,521 completed their degrees within nine years. There were 337 students who did not complete their degrees and withdrew from their programs on average after 2.33 years of study. The students who completed their degree within 9 years took an average of 5.7 years to complete their studies

FIGURE 35: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2006/07-2009/10 COHORTS, OKANAGAN CAMPUS (N = 77)

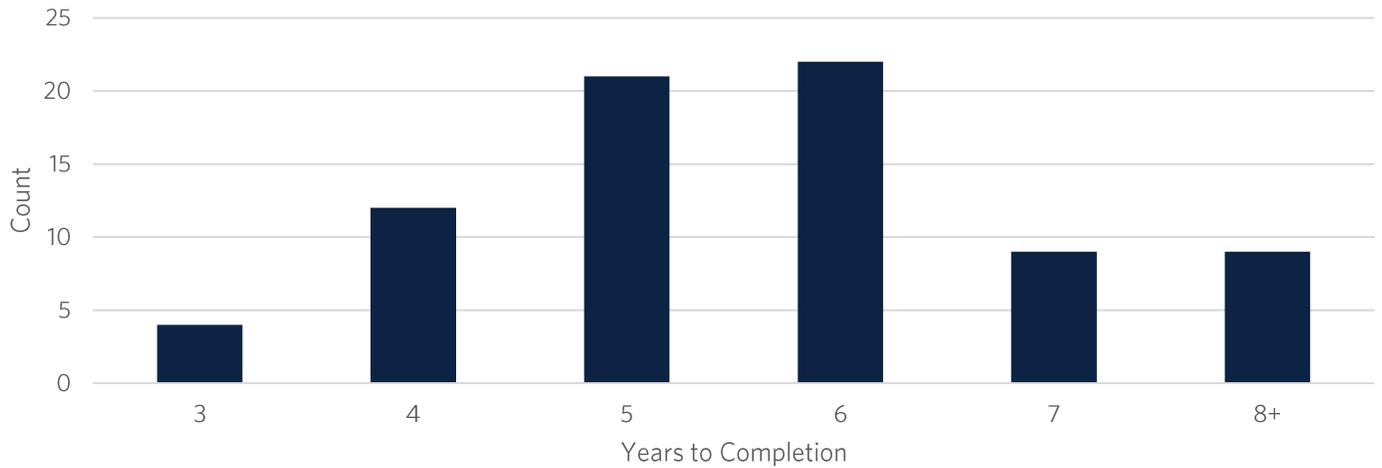
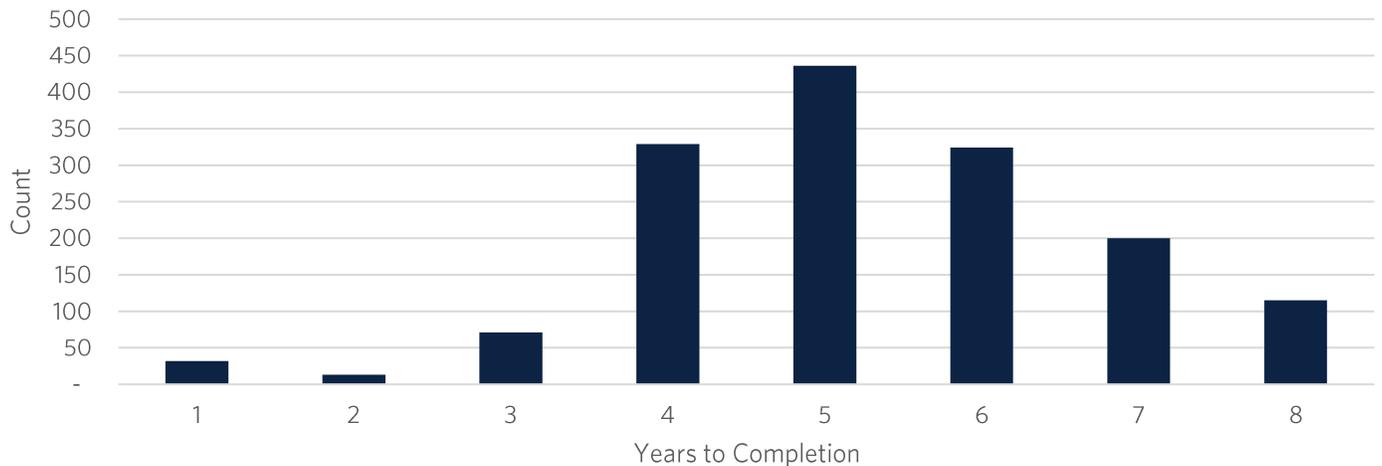


FIGURE 36: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2006/07-2009/10 COHORTS, VANCOUVER CAMPUS (N = 1,521)



APPENDIX A: HEADCOUNT ENROLMENT TABLES

OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,095	192	1,287	1,151	241	1,392	1,195	304	1,499
	Master of Applied Science	37	72	109	49	63	112	50	72	122
	Master of Arts								1	1
	Master of Engineering	3	27	30	2	39	41	4	39	43
	Doctor of Philosophy	30	91	121	41	100	141	50	123	173
Applied Science Total		1,165	382	1,547	1,243	443	1,686	1,299	539	1,838
Arts and Sciences	Bachelor of Science	1,986	355	2,341	2,106	429	2,535	2,180	488	2,668
	Master of Arts	38	1	39	41	1	42	44	5	49
	Master of Data Science	-	-	-	13	15	28	16	19	35
	Master of Science	57	26	83	73	38	111	77	47	124
	Doctor of Philosophy	68	38	106	74	38	112	76	48	124
Arts and Sciences Total		2,149	420	2,569	2,307	521	2,828	2,393	607	3,000
Arts and Sciences/Creative and Critical Studies	Bachelor of Arts	1,699	302	2,001	1,736	442	2,178	1,928	565	2,493
	Bachelor of Media Studies	16	5	21	24	9	33	18	5	23
Arts and Sciences/Creative and Critical Studies Total		1,715	307	2,022	1,760	451	2,211	1,946	570	2,516
Creative and Critical Studies	Bachelor of Fine Arts	97	10	107	102	13	115	105	16	121
	Master of Arts	11	3	14	12	1	13	16	4	20
	Master of Fine Arts	21	1	22	18	4	22	18	6	24
	Doctor of Philosophy	9	3	12	8	3	11	10	7	17
Creative and Critical Studies Total		138	17	155	140	21	161	149	33	182
Education	Bachelor of Education	86	-	86	186	-	186	236		236
	Bachelor of Education, Elementary	28	-	28	-	-	-	1		1
	Bachelor of Education, Secondary	5	-	5	-	-	-			
	Certificate Programs	13	-	13	4	-	4	4		4
	Diploma Programs	17	-	17	7	-	7	15		15
	Master of Arts	13	-	13	12	1	13	10	3	13
	Master of Education	55	4	59	52	2	54	55	1	56
	Doctor of Philosophy	12		12	10		10	8		8
Education Total		229	4	233	271	3	274	329	4	333

Faculty	Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Health and Social Development	Bachelor of Human Kinetics	713	14	727	794	18	812	805	16	821
	Bachelor of Science in Nursing	560	-	560	565		565	573		573
	Master of Arts	1	-	1			-	1		1
	Master of Science	25	-	25	21	1	22	21	2	23
	Master of Science in Nursing	48	-	48	46		46	55	1	56
	Master of Social Work	91	3	94	96	5	101	124	4	128
	Doctor of Philosophy	38	2	40	36	4	40	34	3	37
Health and Social Development Total		1,476	19	1,495	1,558	28	1,586	1,613	26	1,639
Management	Bachelor of Management	611	241	852	641	294	935	636	326	962
	Master of Arts	-	1	1			-	1		1
	Master of Management	21	-	21	21		21	6		6
	Doctor of Philosophy	4	2	6	4	1	5	3	1	4
Management Total		636	244	880	666	295	961	646	327	973
Non-Degree	Access Studies	72	-	72	73	-	73	86		86
	Exchange	-	58	58	-	49	49		74	74
	Unclassified	64	2	66	84	2	86	56	1	57
	Visiting	3	20	23	13	7	20	6	4	10
Non-Degree Total		139	80	219	170	58	228	148	79	227
Grand Total		7,647	1,473	9,120	8,115	1,820	9,935	8,523	2,185	10,708

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,435	1,233	4,668	3,424	1,329	4,753	3,509	1,423	4,932
	Bachelor of Environmental Design	42	15	57	47	14	61	47	13	60
	Bachelor of Science in Nursing	238	2	240	229	4	233	229	2	231
	Master of Advanced Studies in Architecture	3	2	5	-	-	-	2	7	9
	Master of Advanced Studies Landscape Architecture	-	3	3	-	3	3	-	1	1
	Master of Applied Science	114	224	338	156	233	389	168	231	399
	Master of Architecture	147	31	178	142	28	170	144	29	173
	Master of Architecture / Master of Landscape Arch.	6	-	6	11	-	11	14	1	15
	Master of Arts (Planning)	2	-	2	2	1	3	2	1	3
	Master of Community and Regional Planning	66	8	74	71	11	82	70	16	86
	Master of Engineering	102	220	322	96	225	321	102	270	372
	Master of Engineering Leadership	44	34	78	41	63	104	37	92	129
	Master of Health Leadership and Policy	10	4	14	20	1	21	34	7	41
	Master of Landscape Architecture	48	18	66	45	11	56	52	18	70
	Master of Nursing	31	-	31	45	-	45	61	-	61
	Master of Science	1	1	2	-	2	2	-	3	3
	Master of Science (Planning)	-	-	-	1	-	1	-	-	-
	Master of Science in Nursing	106	3	109	95	3	98	94	4	98
	Master of Urban Design	1	11	12	5	12	17	2	13	15
	Doctor of Philosophy - Biomedical Engineering	-	-	-	21	17	38	24	22	46
	Doctor of Philosophy - Chemical & Biol Engineering	21	49	70	21	45	66	24	44	68
	Doctor of Philosophy - Civil Engineering	34	38	72	28	40	68	22	48	70
	Doctor of Philosophy - Community & Regional Planning	12	12	24	16	8	24	11	10	21
	Doctor of Philosophy - Electrical & Computer Eng	69	106	175	70	104	174	76	96	172
	Doctor of Philosophy - Materials Engineering	13	47	60	13	47	60	11	47	58
	Doctor of Philosophy - Mechanical Engineering	23	50	73	19	53	72	22	58	80
	Doctor of Philosophy - Mining	18	13	31	18	20	38	17	23	40
	Doctor of Philosophy - Nursing	31	3	34	26	6	32	27	9	36
	Doctor of Philosophy - Total	221	316	537	232	340	572	234	357	591
	Applied Science Total		4,617	2,125	6,742	4,663	2,284	6,947	4,801	2,488

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,010	3,792	12,802	8,932	3,938	12,870	8,893	4,177	13,070
	Bachelor of Fine Arts	251	80	331	262	115	377	261	104	365
	Bachelor of International Economics	177	174	351	179	192	371	180	194	374
	Bachelor of Media Studies	99	53	152	97	60	157	99	65	164
	Bachelor of Music	217	29	246	224	37	261	216	29	245
	Bachelor of Social Work	100	1	101	106	2	108	102	2	104
	Cert Dechinta Community & Land-Based Research	-	-	-	9	-	9			
	Diploma in Art History	22	1	23	16	1	17	20	1	21
	Diploma in Collaborative Piano Studies	-	-	-	-	-	-		1	1
	Diploma in Film Production	1	-	1	1	-	1			
	Diploma in Linguistics	7	-	7	11	1	12	9	1	10
	Diploma in Music Performance Studies	7	2	9	4	1	5	7	4	11
	Doctor of Musical Arts	18	13	31	15	13	28	14	19	33
	M.A. (Asia Pacific) and M.A. (Planning)	-	-	-	1	4	5			
	Master of Archival Studies	21	14	35	15	13	28	15	10	25
	Master of Archival Studies & Library Info Studies	41	23	64	41	28	69	47	33	80
	Master of Arts	225	167	392	222	180	402	219	160	379
	Master of Arts (Asia Pacific Policy Studies)	1	-	1	-	-	-			
	Master of Data Science							8	19	27
	Master of Fine Arts	184	32	216	175	40	215	170	35	205
	Master of Journalism	49	21	70	52	23	75	38	30	68
	Master of Library and Information Studies	113	51	164	100	44	144	83	50	133
	Master of Music	32	18	50	40	18	58	36	20	56
	Master of Public Policy and Global Affairs	33	30	63	42	34	76	51	28	79
	Master of Science	8	11	19	8	8	16	8	10	18
	Master of Social Work	64	1	65	41	1	42	40	1	41
Doctor of Philosophy	393	282	675	388	317	705	382	331	713	
Arts Total		11,073	4,795	15,868	10,981	5,070	16,046	10,898	5,324	16,222

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Commerce and Business Administration	Bachelor of Business in Real Estate	12	-	12	13	-	13	16		16
	Bachelor of Commerce	2,354	1,449	3,803	2,420	1,459	3,879	2,403	1,446	3,849
	Certificate in Residential Valuation	207	1	208	171	1	172	149	1	150
	Diploma in Accounting	402	140	542	393	134	527	348	155	503
	Diploma in Urban Land Economics	769	4	773	718	7	725	678	5	683
	Executive Master of Business Administration	1	-	1	-	-	-			
	International Master of Business Administration	6	53	59	6	66	72	8	74	82
	Juris Doctor/Master of Business Administration	5	-	5	5	-	5	3		3
	Master of Business Administration	181	115	296	130	109	239	95	121	216
	Master of Business Analytics	7	29	36	11	40	51	10	38	48
	Master of Management	61	40	101	59	39	98	73	50	123
	Master of Science in Business Administration	2	8	10	2	12	14	2	14	16
	Post Grad Cert in Real Property Valuation	280	3	283	256	5	261	276	5	281
	Professional Master of Business Administration	-	-	-	38	-	38	79		79
Doctor of Philosophy	19	42	61	23	36	59	26	37	63	
Commerce and Business Administration Total		4,306	1,884	6,190	4,245	1,908	6,153	4,166	1,946	6,112
Dentistry	Dental Residency	4	-	4	6	-	6	6		6
	Bachelor of Dental Science (Dental Hygiene)	151	2	153	144	2	146	144	1	145
	Master of Science	8	2	10	7	-	7	6	2	8
	MSc in Craniofacial Science/Dip in Prosthodontics	7	5	12	5	4	9	5	3	8
	MSc in Craniofacial Science/Dip. in Pediatric Dent	9	2	11	9	2	11	10	1	11
	MSc in Craniofacial Science/Dip. in Periodontics	7	2	9	6	1	7	7	1	8
	MSc in Craniofacial Science/Diploma in Endodontics	8	3	11	9	3	12	8	3	11
	MSc in Craniofacial Science/Diploma in Orthodontic	7	6	13	6	6	12	7	4	11
	PhD in Craniofacial Science/Dip in Periodontics	2	-	2	-	-	-			
	PhD in Craniofacial Science/Dip in Prosthodontics	1	-	1	2	-	2	2		2
	PhD in Craniofacial Science/Diploma in Orthodontic	3	-	3	3	-	3	3		3
	Doctor of Dental Medicine	217	-	217	219	-	219	226	1	227
	Doctor of Philosophy	4	10	14	5	11	16	3	12	15
Dentistry Total		428	32	460	421	29	450	427	28	455

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Education	Bachelor of Education	797	16	813	845	17	862	850	10	860
	Bachelor of Human Kinetics	1	-	1	-	-	-	1		1
	Bachelor of Kinesiology	1,136	106	1,242	1,149	108	1,257	1,159	119	1,278
	Cert in Educational Administration and Leadership	-	-	-	1	-	1			
	Cert. in Infant Development & Supported Childcare							1		1
	Certificate in Teacher Librarianship							2		2
	Cert. in Teaching English as a Second Language							1	1	2
	Cert. in Technology-Based Learning for Schools	8	-	8	9	-	9	19		19
	Cert.in Technology-Based Distributed Learning	21	1	22	16	1	17	21	3	24
	Diploma in Education	508	10	518	580	12	592	596	12	608
	Doctor of Education	43	2	45	49	1	50	45	1	46
	Graduate Certificate in Adult Learning & Education	7	2	9	3	-	3	4		4
	Graduate Certificate in Higher Education							2		2
	Graduate Certificate in Orientation and Mobility	7	1	8	6	-	6	3		3
	High Performance Coaching and Technical Leadership	18	4	22	12	-	12	15		15
	Master of Arts	167	37	204	151	32	183	139	39	178
	Master of Education	658	97	755	658	97	755	576	115	691
	Master of Educational Technology	227	15	242	213	14	227	222	16	238
	Master of High Performance Coaching&Tec Leadership	24	1	25	23	2	25	22	2	24
	Master of Kinesiology	19	2	21	21	3	24	20	3	23
Master of Museum Education	16	1	17	32	2	34	16	1	17	
Master of Science	20	3	23	20	3	23	25	9	34	
Doctor of Philosophy	256	87	343	250	94	344	244	98	342	
Education Total		3,933	385	4,318	4,038	386	4,424	3,983	429	4,412
Forestry	Bachelor of Science in Forest Sciences	73	76	149	60	86	146	51	66	117
	Bachelor of Science in Forestry	187	94	281	180	108	288	158	115	273
	Bachelor of Science in Wood Products Processing	83	108	191	81	103	184	70	95	165
	Bachelor of Science Natural Resources Conservation	232	123	355	221	126	347	222	126	348
	Bachelor of Urban Forestry	92	57	149	104	78	182	110	101	211
	Master of Applied Science	4	4	8	2	5	7	5	7	12
	Master of Forestry	5	12	17	5	9	14	8	15	23
	Master of Geomatics for Environmental Management	17	12	29	12	15	27	13	16	29
	Master of International Forestry	3	12	15	3	12	15	4	16	20
	Master of Science	51	33	84	60	43	103	57	57	114
	Master of Sustainable Forest Management	20	5	25	18	4	22	16	7	23
	Doctor of Philosophy	61	63	124	63	61	124	56	60	116
Forestry Total		828	599	1,427	809	650	1,459	770	681	1,451
Graduate and Postdoctoral Studies	Master of Arts	6	-	6	3	1	4	6	1	7
	Master of Science	3	2	5	1	2	3	2	3	5
	Doctor of Philosophy	71	13	84	68	12	80	71	10	81
Graduate and Postdoctoral Studies Total		80	15	95	72	15	87	79	14	93

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Land and Food Systems	Bachelor of Science in Applied Biology	343	83	426	369	104	473	378	137	515
	Bachelor of Science in Food and Resource Economics							2	2	4
	Bachelor of Science in Food Nutrition and Health	793	320	1,113	738	351	1,089	735	340	1,075
	Bachelor of Science in Global Resource Systems	85	40	125	84	36	120	91	33	124
	Master of Food and Resource Economics	14	27	41	6	31	37	8	35	43
	Master of Food Science	5	25	30	1	32	33	3	33	36
	Master of Land and Water Systems	7	7	14	9	9	18	7	14	21
	Master of Science	34	22	56	35	22	57	41	26	67
	Doctor of Philosophy	23	35	58	25	34	59	32	34	66
Land and Food Systems Total		1,304	559	1,863	1,267	619	1,886	1,297	654	1,951
Law	Juris Doctor	561	15	576	573	11	584	588	13	601
	Master of Laws	14	9	23	10	7	17	5	9	14
	Master of Laws (Common Law)	20	10	30	28	4	32	28	9	37
	Master of Laws in Taxation	10	3	13	11	6	17	13	4	17
	Doctor of Philosophy	24	13	37	25	9	34	26	8	34
Law Total		629	50	679	647	37	684	660	43	703
Medicine	Medical Residency	1,404	9	1,413	1,416	-	1,416	1,399		1,399
	Bachelor of Medical Laboratory Science	25	1	26	36	1	37	45	1	46
	Bachelor of Midwifery	80	-	80	78	-	78	80		80
	Doctor of Medicine	1,149	2	1,151	1,142	-	1,142	1,147		1,147
	Doctor of Medicine/Doctor of Philosophy	24	-	24	29	-	29	29		29
	Graduate Certificate in Global Surgical Care	9	1	10	8	3	11	4	1	5
	Graduate Certificate in Rehabilitation Sciences	10	-	10	14	-	14	13	3	16
	GradCert Orthopaedic Manipulative Physical Therapy	6	-	6	8	-	8			
	Master of Applied Science	31	12	43	-	-	-			
	Master of Engineering	9	6	15	-	-	-			
	Master of Global Surgical Care	-	-	-	10	-	10	17		17
	Master of Health Administration	71	2	73	70	4	74	67	3	70
	Master of Health Science	33	5	38	28	5	33	28	4	32
	Master of Occupational Therapy	98	17	115	98	14	112	99	11	110
	Master of Physical Therapy	237	-	237	236	-	236	237	1	238
	Master of Physical Therapy/Doctor of Philosophy	2	-	2	2	-	2	3		3
	Master of Public Health	62	4	66	53	8	61	48	13	61
	Master of Public Health/Master of Science Nursing	10	-	10	12	-	12	12		12
	Master of Rehabilitation Science	58	1	59	55	2	57	50	2	52
	Master of Science	441	86	527	439	96	535	448	105	553
	Doctor of Philosophy	383	182	565	375	141	516	377	151	528
Medicine Total		4,142	328	4,470	4,109	274	4,383	4,103	295	4,398

Faculty	Degree Program	2017 Winter			2018 Winter			2019 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Pharmaceutical Sciences	Pharmacy Residency	44	-	44	46	-	46	43		43
	Bachelor of Science in Pharmacy	232	-	232	8	-	8	2		2
	Entry-to-Practice Doctor of Pharmacy	648	-	648	-	-	-			
	Master of Science	9	7	16	10	8	18	12	11	23
	Doctor of Pharmacy	6	-	6	877	-	877	895		895
	Doctor of Philosophy	19	18	37	16	16	32	18	18	36
Pharmaceutical Sciences Total		958	25	983	957	24	981	970	29	999
Science	Bachelor of Computer Science	258	26	284	258	30	288	260	38	298
	Bachelor of Science	6,555	1,505	8,060	6,517	1,620	8,137	6,732	1,700	8,432
	Diploma in Meteorology	1	-	1	1	-	1	1		1
	Master of Applied Science	5	-	5	6	1	7	5	2	7
	Master of Arts	3	7	10	4	7	11	4	5	9
	Master of Data Science	23	22	45	42	32	74	56	39	95
	Master of Science	278	222	500	261	226	487	292	233	525
	Doctor of Philosophy	452	469	921	447	476	923	446	481	927
Science Total		7,575	2,251	9,826	7,536	2,392	9,928	7,796	2,498	10,294
Vantage College	Vantage One Bachelor of Applied Science	-	90	90	-	70	70	1	68	69
	Vantage One Bachelor of Arts	-	169	169	1	248	249		235	235
	Vantage One Bachelor of Management	-	37	37	-	24	24			
	Vantage One Bachelor of Science	-	96	96	-	155	155		136	136
Vantage College Total		-	392	392	1	497	498	1	439	440
Non-Degree	Access Studies	137	12	149	188	26	214	159	21	180
	Exchange	7	1,018	1,025	7	1,003	1,010	20	998	1,018
	Unclassified	915	37	952	847	41	888	884	38	922
	Visiting	163	178	341	139	154	293	138	173	311
Non-Degree Total		1,222	1,245	2,467	1,181	1,224	2,405	1,201	1,230	2,431
Grand Total		41,095	14,685	55,780	40,926	15,405	56,331	41,152	16,098	57,250

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	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	15	8	14	11	7
		Baccalaureate Degree	6,555	6,777	7,149	7,810	8,369
		Post-Baccalaureate Degree	205	180	130	186	237
		Non-Degree	74	93	103	97	102
		Undergraduate Total	6,849	7,058	7,396	8,104	8,716
	Graduate	Master's Degree	355	402	453	484	556
		Doctoral Degree	248	247	273	295	326
		Graduate Total	603	648	726	779	881
		Okanagan Total	7,453	7,706	8,122	8,883	9,597
Vancouver	Undergraduate	Diploma & Certificate	717	773	769	787	698
		Baccalaureate Degree	31,790	33,077	34,191	35,279	35,829
		Post-Baccalaureate Degree	3,112	3,204	3,403	3,451	3,504
		Non-Degree	1,123	1,091	1,097	1,043	962
		Undergraduate Total	36,742	38,145	39,461	40,560	40,992
	Residents	Medical Residents Total	1,401	1,437	1,461	1,468	1,469
	Graduate	Diploma & Certificate	22	19	-	-	-
		Master's Degree	4,567	4,759	4,757	4,797	4,826
		Doctoral Degree	3,365	3,323	3,352	3,337	3,285
		Non-Degree			-	-	-
		Graduate Total	7,954	8,101	8,108	8,134	8,111
		Vancouver Total	46,097	47,684	49,030	50,162	50,572
Grand Total			53,549	55,390	57,152	59,045	60,170

TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	15	8	14	11	7
		Baccalaureate Degree	5,825	5,940	6,153	6,486	6,787
		Post-Baccalaureate Degree	205	180	130	186	237
		Non-Degree	56	63	61	68	57
		Undergraduate Total	6,102	6,190	6,358	6,751	7,089
	Graduate	Master's Degree	270	293	341	348	395
		Doctoral Degree	148	145	151	157	161
		Graduate Total	417	438	493	505	557
		Okanagan Total	6,519	6,628	6,851	7,257	7,645
		Grand Total	42,404	43,020	43,089	43,707	44,082
Vancouver	Undergraduate	Diploma & Certificate	652	713	696	709	618
		Baccalaureate Degree	25,012	25,271	25,124	25,340	25,541
		Post-Baccalaureate Degree	3,087	3,169	3,358	3,412	3,475
		Non-Degree	431	410	436	415	360
		Undergraduate Total	29,182	29,563	29,614	29,876	29,995
	Residents	Medical Residents Total	1,394	1,429	1,452	1,468	1,469
	Graduate	Diploma & Certificate	21	18	-	-	-
		Master's Degree	3,289	3,428	3,298	3,240	3,182
		Doctoral Degree	1,999	1,953	1,874	1,866	1,791
		Non-Degree	-	-	-	-	-
		Graduate Total	5,309	5,399	5,172	5,106	4,973
	Vancouver Total	35,885	36,391	36,239	36,450	36,437	

TABLE 16: DOMESTIC ABORIGINAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate	0		1	0	-
		Baccalaureate Degree	314	328	383	413	467
		Post-Baccalaureate Degree	11	12	5	8	16
		Non-Degree	18	18	29	31	31
	Undergraduate Total	344	358	419	453	515	
	Graduate	Master's Degree	23	19	26	22	29
		Doctoral Degree	10	9	7	7	8
		Graduate Total	33	28	33	29	38
Okanagan Total		376	386	452	481	552	
Vancouver	Undergraduate	Diploma & Certificate	7	5	7	9	13
		Baccalaureate Degree	503	537	612	568	607
		Post-Baccalaureate Degree	174	178	190	186	194
		Non-Degree	10	10	12	13	11
		Undergraduate Total	693	730	819	776	825
	Residents	Medical Residents Total	20	27	32	38	35
	Graduate	Diploma & Certificate	1	1	-	-	-
		Master's Degree	103	101	119	108	107
		Doctoral Degree	67	64	70	71	70
		Non-Degree			-	-	-
		Graduate Total	171	165	187	179	177
Vancouver Total	885	922	1,040	993	1,037		
Grand Total	1,261	1,308	1,492	1,475	1,589		

TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2015/16	2016/17	2017/18	2018/19	2019/20
Okanagan	Undergraduate	Diploma & Certificate				-	-
		Baccalaureate Degree	730	837	996	1,324	1,582
		Post-Baccalaureate Degree			-	29	-
		Non-Degree	18	30	42	0	45
		Undergraduate Total	748	867	1,038	1,353	1,627
	Graduate	Master's Degree	86	108	112	135	160
		Doctoral Degree	100	102	122	138	164
		Graduate Total	186	210	235	274	325
		Okanagan Total	934	1,078	1,272	1,626	1,952
		Grand Total	11,145	12,370	14,063	15,338	16,088
Vancouver	Undergraduate	Diploma & Certificate	64	60	73	78	80
		Baccalaureate Degree	6,778	7,807	9,066	9,939	10,288
		Post-Baccalaureate Degree	25	35	45	39	29
		Non-Degree	692	681	662	628	601
		Undergraduate Total	7,559	8,582	9,846	10,684	10,997
	Residents	Medical Residents Total	7	8	9	-	-
	Graduate	Diploma & Certificate	2	1	-	-	-
		Master's Degree	1,278	1,332	1,458	1,557	1,644
		Doctoral Degree	1,366	1,370	1,477	1,471	1,495
		Non-Degree			-	-	-
		Graduate Total	2,645	2,703	2,936	3,028	3,138
	Vancouver Total	10,212	11,293	12,791	13,712	14,136	

APPENDIX C: GLOSSARY

Aboriginal	Students from Canada who have reported themselves as Aboriginal, at some time while in the BC Kindergarten to Grade 12 system, or while at UBC.
Academic Year	The 12-month period from September 1 to August 31.
Access studies	A non-credential-granting program category. Students are allowed to register in a limited number of courses in a specific area to upgrade or achieve a qualification or when they do not wish to pursue a specific program.
Admission Stage	A stage of the admission process. The successive stages are: Submitted, Completed (application), Admitted, Accepted, and Registered.
Admission Stage: Admitted	The stage when applicants with completed applications receive an offer of admission.
Admission Stage: Completed	The stage when applicants have completed all application requirements and are awaiting a decision with respect to admission.
Admission Stage: Registered	The stage when admitted students have registered for courses.
Admission Stage: Submitted	The stage when applicants have submitted an application. At this stage, there may be outstanding documents to submit.
Admit Rate	Within an admissions cycle, the ratio of admitted students to applicants with completed files.
Applicant	A person who has submitted an application.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than a 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 (CSRDE)	A consortium of two-year and four-year institutions that shares, with its members, data, internationally-accepted definitions, and knowledge.

Consortium for Student
Retention Data Exchange
(CSRDE) Cohort

The CSRDE's agreed upon definition of a cohort includes first-time (new-to-UBC), full-time, first year students.

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.
Delivered FTE	The number of actual full-time equivalents that are reportable to the government.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than a year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctorate	The credential awarded upon completion of a doctoral program.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
Entering Grade Point Average	The grade point average of students at the time of admission.
Grade Point Average (GPA)	A number indicative of a student's academic achievement calculated as the total number of grade points received over a given period divided by the total number of credits awarded or attempted. UBC uses a percentage scale (/100%) and equivalent letter grades for grading purposes and not a grade point average scale.
Exchange Students	A student participating in an exchange program with another university.
Exchange Program	A program allowing students from one partner institution to attend another partner institution temporarily.
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).
Government Funded FTEs	FTEs (full-time student spaces) funded by the Ministry of Advanced Education, Skills and Training.
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.
Intake Targets	A target for new student admissions to UBC's undergraduate programs approved by one of the Senates and the Board of Governors.
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.
International Student Initiative (ISI)	International students who pay international tuition to attend their program. International students are not included in the FTEs funded by the Ministry of Advanced Education, Skills and Training.
Last Institution	The most recent educational institution attended by a student or applicant.
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.
Non-Degree Program	A program that does not lead to a credential (also known as a non-credential program).
Non-Degree Students	Includes students registered in courses outside of a degree program as well as students registered in courses after completion of a baccalaureate program.
Normal Load FTE (normal number of credits)	The course load of students converted to a proportion of their expected full-time course load.
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 Degree	The credential awarded upon completion of a post-baccalaureate program.

Post-Baccalaureate Program	An undergraduate program ordinarily requiring a baccalaureate degree as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
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.
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.
Top Choice	A student's first choice of program, unless they are offered admission to or registered in their second or alternative choice program only.
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.
Unclassified Student	A program category indicating a registered student who is not pursuing a credential.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Visiting Student	A student from one institution attending a non-partner institution temporarily.
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



Office of the Provost &
Vice-President Academic
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December 12, 2019

To: Senate, UBC Okanagan

To the attention of:

Christopher Eaton, Associate Registrar for Academic Governance
and Director of Senate and Curriculum Services

From: Dr. Ananya Mukherjee Reed

Provost and Vice-President Academic

A handwritten signature in blue ink, appearing to read 'Ananya Mukherjee Reed'.

Re: Report to Senate on External Reviews of Academic Units, 2018-19

Item for Information:

In accordance with Senate policy I am pleased to forward the Annual Report on External Reviews of Academic Units and Programs, for information. This report covers the period of September 2018 through August 2019. It provides a summary of each of the 6 external reviews undertaken.

Attachment: Report to Senate on External Academic Reviews, 2018-2019

**Report to Senate
External Reviews of Academic Units and Programs at UBC Okanagan
2018 – 2019**

Submitted by: Ananya Mukherjee Reed, Provost and Vice-President Academic

External reviews were conducted on the following academic units and programs at UBC Okanagan between September 1, 2018 and August 31, 2019. Key findings and recommendations made by the reviewer teams, along with the relevant unit’s response are summarized on the following pages and comprise the remainder of this report.

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UBC Okanagan Library
Reviewed February 13 – 15, 2019

Highlights and Key Findings:

- The UBCO Library is the heart of the campus physically and intellectually, and highly valued by the entire University. Extending its reach beyond campus, the Library has been emblematic of the University's mandate to be of service to the community, through outreach and partnerships in Kelowna and the greater mainland community.
- The UBCO Library has significant, essential and permanent dependencies on the UBC Library. This inherent reliance relates not only to UBC's extensive library collections and the ensuing technical services, but also to the catalogue, integrated library and discovery systems, data repositories, institutional repositories, technology infrastructure and related services that underpin an increasingly important portion of teaching, learning and research support in libraries.
- The Review Committee heard glowing testimony from satisfied graduate and undergraduate students, faculty members, Deans, and other UBCO administrators, all indicating that the Library is exceeding expectations and delivering a fulsome array of innovative and productive services.
- Of the eight areas considered in accordance with the Terms of Reference, the Review Committee spent the most time considering the governance structure and administration of the Library.
- The Review Committee did not uncover any serious issues; most concerns raised can be linked to rapid and impressive growth in enrolment and the attendant demands placed on an essential academic service such as the Library.

Key Recommendations and Unit's Response:

- Recommendation: UBCO Provost and UBC University Librarian and other senior leaders consider a solid line reporting structure for the UBCO Chief Librarian within the UBC Library, and a corresponding title change.

Unit's response: UBC Okanagan and its evolving relationship with the Vancouver Campus presents a unique challenge in terms of governance, and a variety of reporting relationships exist between positions on both campuses. I am in full agreement that clarity should be achieved regarding the nature of the reporting relationship between the Chief Librarian at UBC Okanagan and the University Librarian at UBC Vancouver.

- Recommendation: Consideration should be given for ways to index growth of UBCO Library librarian and staff complement to the growth of student enrolment and faculty size.

Unit's response: Agreed. The campus is currently crafting a faculty hiring plan; librarians should be included in those considerations.

- Recommendation: Intentional and meaningful bi-directional input and consultation in the strategic planning processes for the libraries at each campus is essential for the achievement of their academic missions. Developing structures and shared accountabilities in these areas will support these activities.

Unit's response: Both I and the University Librarian fully agree on the benefit of more formal planning to identify and pursue collaborative initiatives, and use these as opportunities to enhance working

relationships. We believe that the most appropriate approach would be to create a document that discusses areas of shared vision, and defines the nature of the relationship between the two campuses.

- Recommendation: Conducting user research to develop a vision and functional program for the Innovation Library would go a long ways to ground this entity for a vibrant future.

Unit's response: Agreed on recommendations. This work will be one of the first project areas for the new Associate Chief Librarian, Engagement & Access, a position which is currently posted, and is anticipated to be undertaken in close collaboration with partners at Okanagan Regional Library.

- Recommendation: To address critical areas of need, it is essential that the University Librarian and Chief Librarian collaborate on the development of sustainable set of best practices for services that utilize the talent and expertise at both campuses.

Unit's response: Agreed. Both I and the University Librarian appreciate the time and thoughtfulness with which the reviewers approached their task; this review has helped us to see the benefit of taking a step back and has added further motivation to the prospect of working collaboratively to define and maximize the relationship between the two campus libraries.

School of Health and Exercise Sciences (HES)

Reviewed June 10 - 12, 2019

Highlights and Key Findings:

- It is clear that the School of Health and Exercise Science is viewed as a positive place to work and study and that many positive outcomes have been achieved in teaching, research and community engagement in the relatively short time the School has existed. We heard consistency in the message that Health is a priority on the campus and that the School is at the centre of the priority item.
- One of the strongest assets within the School's research environment is the excellent supervisory and mentoring experiences provided by the members of the School.
- The review team was impressed with the activity and engagement of the faculty members, students and staff in the areas of research and scholarly activity.
- The quality, size, and equipment of the lab spaces are enviable. Also, given the size of the campus, and options for creating opportunities for collaboration through other methods, we would conclude that the physical facilities are overall excellent for their current purposes, and for most foreseeable future research uses.
- While the relatively unstructured operations of the School and the University have clearly facilitated the period of growth and development of the School, it is clear that more structure and governance is now needed to ensure clarity and focus of mission, equity of experiences for students, faculty and staff and effectiveness of communications.

Key Recommendations and Unit's Response:

- Recommendation: Create a School research strategic plan that includes the creation of specific structured opportunities for research engagement that might encourage collaborations.

Unit's response: We are now in a position to complete the strategic planning process which will be completed prior to the end of 2019. The development of targeted research collaboration across the School, across the Faculty and Institution and also with key external partners has already been identified as a key priority moving forward.

- Recommendation: Consider more specialized technical support for sophisticated equipment in labs.

Unit's response: As part of the review process, we identified that the current structure for technical/laboratory support was inappropriate. As such we have re-structured the laboratory coordinator position and are in the process of appointing a dedicated technician who will support both teaching laboratories and research facilities. We do acknowledge that it is unlikely that the School will independently appoint a specialized technician for research; however, if the specific research groupings raise this as a priority, the School will work with them to find an appropriate solution (e.g. co-funding between School and Research funding).

- Recommendation: Increase the clarity of roles and responsibilities for both the College of Graduate Studies and the School of Health and Exercise Sciences with respect to graduate students, supervisors and graduate programs

Unit's response: With the recent transition to our own independent PhD program, it is inevitable that there is some confusion regarding roles and responsibilities of COGS vs. The School. However, as students are enrolled into the new system, we believe that this problem will dissipate. Notwithstanding, we will closely monitor the situation in collaboration with the graduate liaison committee to preempt and address any problems.

- Recommendation: Support the proposal for the establishment of the UBC-O Health and Exercise Centre and recommend the further development of the proposal to include a business plan (including market survey and operational cost analysis).

Unit's response: The development of such a Centre would set us apart in the Canadian system and has the potential to elevate all of our programs to the highest level. We will work with all stakeholders to realize this aspiration, specifically the Deans Office, the Development Office, and Campus Planning in order to develop an appropriate business plan that helps us move this from being simply an idea into reality.

- Recommendation: Further development and advancement of a strategic plan for enhanced relationships with Interior Health and with the Kelowna community, including the operation of a community based clinical exercise rehabilitation and wellness program in downtown Kelowna.

Unit's response: The School is eager to work with all partners to improve the current situation; however as an Institution we need to be able to collectively (e.g. School of Health and Exercise, Sciences, School of Nursing, School of Social Work, Faculty of Health and Social Development, Faculty of Medicine, Southern Medical Program) articulate our plans for health-related research in the region and to then broker effective relationships with Interior Health, Kelowna General Hospital, Physician Groups, and other allied health professionals. Our reviewers suggest "that assignment of responsibility for developing such external engagement should be given to a specific individual at a sufficiently high level of administration to have influence within such discussions and negotiations" and as a School we wholeheartedly concur with this recommendation.

Irvin K. Barber School of Arts and Sciences

Reviewed January 15 - 17, 2019

Highlights and Key Findings:

- We were impressed by the successes achieved by the School since its inception – a period marked by rapid change and substantial enrollment growth. These successes include the ever-increasing excellence of the students attracted to the School, the quality of faculty members being recruited, and the high level of commitment to offering quality educational programs exhibited by faculty and staff.
- In many ways, the Barber School is the heart of UBC Okanagan (and not just because of the School's size). Key programs, initiatives, and opportunities that help define what UBC-O is, and should continue to strive to be, are grounded in the School. Examples include environmental programs and Indigenous Studies.

Key Recommendations and Faculty's Response:

- The most important recommendation from the External Review Team (ERT) is that UBC-O seize the opportunity of the appointment of a new Provost to develop an actionable Strategic Plan for the School. This plan needs to be forward thinking and strategic.
- The ERT recommends that special attention be paid to transparency. Members of the School perceive that transparency is lacking concerning actions taken by the Administration (Central, Dean's Office).
- The School has some exciting niche areas and new scholars that could attract graduate students, but needs to increase its funding commitments (both in terms of dollars and time) to an appropriate and competitive level.
- Develop long-range sustainability plans, including, but not limited to the evergreening of teaching and research equipment.
- Regardless of whether the School is divided into two Faculties, the Dean's office structure needs to be reviewed and re-organized. This includes updating the functions of Associate Deans and their staff, and reviewing the governance of the unit, particularly in transparency and communication of decision-making.
- Ensure that new professor hires in the School align with the mission of UBC-O as a smaller institution with an interdisciplinary focus.

Faculty's Response: Provided that the approved split of the Faculty of Arts and Sciences will be implemented in June 2020, this review and recommendations will be taken into consideration throughout that process.

Irvin K. Barber School of Arts and Sciences
Earth, Environmental and Geographic Sciences (EEGS)
Reviewed February 25, 26, 2019

Highlights and Key Findings:

- There is tremendous potential for EEGS to become a leading student centred teaching and research program in earth, environmental and geographic science.
- There is an excellent Head in place who clearly knows what needs to be done. There is a core set of faculty that see the direction forward and clearly have confidence in the Head to facilitate change.
- The future of EEGS is dependent on retaining the excellent young talent that has been recruited in recent years, empowering them by giving them the ability to design their future direction, and enabling them to recruit essential new faculty and staff to launch them towards that future.

Key Recommendations:

- Recommendation: EEGS should develop a clear vision and mission for the department and contained programs that aligns them with the vision and mission of UBCO.
- Recommendation: The research component of the strategic plan should determine the research themes that EEGS wishes to champion. These research themes should be a logical extension of the existing areas of concentration, but also should take into consideration opportunities to leverage the local natural environment and the social, economic and cultural setting that will contribute to an ever-increasing global research enterprise
- Recommendation: EEGS is offering far too many courses for the size of the department. This model will not be sustainable as EEGS moves towards greater research intensity.
- Recommendation: UBCO should provide space that can be identified as a home for EEGS.

Unit's Response has not been received by the Provost office.

Irvin K. School of Arts and Sciences

Computer Science, Mathematics, Physics, and Statistics (CMPS)

Reviewed March 7, 8, 2019

Highlights and Key Findings:

- The department has achieved a number of important successes: it has thriving research groups, great collaborative attitudes, many important research funding successes, a number of strong undergraduate programs and some great successes underway in graduate programming.
- The Mathematical Sciences program is a well-structured program that fulfills the stated objectives, and the combined Mathematics and Physics program is excellent.
- Data Science program's structure (of relatively short courses) is different from what other institutions would likely offer. This should be seen as innovative and worth pursuing as it seems to us to make course delivery more agile.
- There has been some commendable initiative to work with Indigenous students through a textbook being written by a faculty member with Indigenous values at its core.

Key Recommendations and Unit's Response:

- Recommendation: The university must act urgently to deal with an unacceptably low level of staff support for the department. A Departmental Manager, housed in CMPS, is a minimally required first step.

Unit's response: The department is in full agreement with this recommendation.

- Recommendation: Given the shortage of physics faculty in the Department, and the potential impact that this will have on the maintenance of what is an encouragingly strong undergraduate physics program and the potential impact on the accredited graduate program, the university should (in addition to the second Astrophysics appointment) make every attempt to recruit a medical physicist with expertise in imaging as soon as possible.

Unit's answer: We have now hired a medical physicist with a specialty in MR imaging. She will arrive on July 1, 2019. In the intermediate term, we will be attempting to hire a fourth medical physicist.

- Recommendation: The committee notes that there are major space problems and recommends that, at a minimum, re-organization be undertaken to consolidate the department in order to build a stronger sense of community.

Unit's response: We strongly agree with the principle behind this recommendation. We are engaged in conversations with other departments to start this process, but it will take some time to do this re-organization.

- Recommendation: The Department should consider a modified organizational structure to improve communication between the Department Head and the Faculty and Staff.

Unit's response: We agree. Associate Heads for Undergraduate and Graduate Studies will be appointed shortly. Modifying the staff structure is a high priority for the department.

- Recommendation: We recommend that the course requirements for the BA and BSc degrees in Math and the program in Mathematical Sciences be reviewed.

Unit's response: This will be undertaken in the intermediate term.

Irvin K. School of Arts and Sciences

Department of Chemistry

Reviewed March 12, 13, 2019

Highlights and Key Findings:

- The Department's commitment to excellence in the undergraduate experience shone through during the visit. The Department of Chemistry faculty and staff work cohesively in providing a consistent learning environment throughout the entirety of all BSc programs.
- The Department is actively engaged in innovating in education, including designing a flipped classroom approach to teaching first year chemistry, a project management training initiative, initiatives to improve student skills in data generation, analysis, and communication.
- The students at UBCO are performing high quality research and publishing in top-tier peer-reviewed journals, which justifies support at the level consistent with the UBC system.
- Concurrently with the external review of the Department of Chemistry, the Canadian Society for Chemistry (CSC) is responding to the application for accreditation of the Chemistry Majors, Chemistry Honours and Environmental Chemistry programs at UBCO.

Key Recommendations and Unit's Response:

- Recommendation: UBCO should provide additional support for innovative teaching and learning initiatives, and should explore options for sustained or longer terms grants for educational innovations.

Unit's response: We agree with the review committee that UBC Okanagan should provide more institutional support for development of innovative teaching and learning. The department has put forward a request for funding for a program for exceptional 2nd year students.

- Recommendation: The Department/Faculty should provide appropriate and sufficient office space for graduate students, keeping graduate students together to the extent possible so they can interact, build professional relationships, and learn from each other.

Unit's response: Again, we agree, but there is currently no space available. Graduate students are scattered between 2 buildings. This may limit interaction amongst the grad students as a whole.

- Recommendation: The Department should review the principles for allocation and assignment of teaching responsibilities for faculty, and the teaching efficiency of the Department (minimize the number of courses offered by the Department, while maintaining the number of students serviced by the Department).

Unit's response: We feel we have a very lean and efficient program. This has resulted in keeping teaching loads lower for research intensive faculty. Teaching loads are determined by the amount of research activity that a professor participates in.

- Recommendation: The Department should consider engaging a central Outreach Coordinator associated with the Faculty/Institution

Unit's response: The chemistry department does extensive outreach. The coordinator in chemistry currently works with people from Biology and other departments to stage outreach activities. She also works with a UBCO outreach person